Ag Ed 539

Teacher Internship Report

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Central High School West Campus

Cal Poly San Luis Obispo

Ag Ed Masters

Spring 2015

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Quality Criteria One

Curriculum and Instruction

At Central High School, students from both campuses (East and West) are allowed to take courses within the Agriculture Department. Classes that are taught within the Agriculture Department at Central High School West Campus are set up as an organized pathway. When students enroll in the program they have the choice of three main pathways; Agriculture Science, Agriculture Mechanics and Horticulture. Students are encouraged to pick a pathway based upon their career goal, however many of our students choose based off of class preference. Each of these pathways have an introductory course and a capstone course. A major weakness of our program is keeping students engaged within the pathway and not going into other programs as they move towards the twelfth grade.

All of our courses teach leadership skills, organizational skills, and personal development. All students (with the exception of first year agriculture students) are required to have a Supervised Agriculture Experience Project which consists of 10% of the student's grade in their agriculture class. To prove that they are completing this task, students are asked to keep an up to date FFA recordbook. All students, not just active ones, are required to complete 50 hours of an agriculture related project their first semester, with 100 hours completed over the course of a year. Within the past year, our department has made a push for all incoming students into the program to complete an I-Recordbook which is completed entirely online. Our first year students learn about the importance of having an SAE Project and the importance of keeping records on their future projects with the goal of thinking about what their future project might be. Myself and another teacher in our department are putting together a standardized grading rubric for our entire department to use when grading student recordbooks. Our department also requires FFA participation, making up 5% of a student's grade each semester. In order to achieve their 5%, students are required to participate in 3 FFA activities per semester. Two of those

activities must be out of class activities, or basically activities on the students own time. The third FFA activity can be one offered during the school day, such as an in class FFA meeting. Opportunities to complete FFA activities is given with advance notice to students in the form of an FFA calendar, classroom and school wide announcements.

All of our courses focus on real world experiences in the Agriculture industry. Mechanics courses bring in vocational college speakers and work on a variety of hands on real world jobs. Agriscience and Horticulture courses focus on labs both in and off of our school farm. When an opportunity is presented, as agriculture teachers we try to seize that moment. Whether it be helping with lambing on the school farm, going across the street to watch the heavy equipment level a ripped field or bringing in educational guest speakers, opportunity is what excites our students. Courses offered also teach career pathways as well as post-secondary educational opportunities and job opportunities for life after high school. The capstone courses focus on skills such as resume writing, job applications, and job interview skills. Where our department could improve is offering more junior/senior level courses. Our campus is heavy in ninth graders so most of energy and time goes into teaching those younger students which leaves our older students with minimal opportunities.

All agriculture classes offered within the department meet high school graduation credit with many agriculture courses counting towards elective credit. Our ROP Floral Design and Floral Design 1 are now approved for UC Fine Art Credit. All Agriculture Science courses such as Agriculture Science 1, Ag Biology and Agriculture Chemistry meet graduation requirements and UC A-G credit. Central High School also offers an Agriscience Academy for our students to be a part of. Students can sign up to be a part of this academy on campus. The Academy is set up where each grade level of students will share a common English Teacher, Social Science Teacher, and Math teacher. Students will be in nearly all their core classes together. Agriculture is reinforced throughout all those subjects along with a common

theme or project that the students focus on related to agriculture. Students will take Agriculture Science in the 9th grade, Ag Biology and Plant & Animal Physiology in the 10th grade, Ag Chemistry and Food Science in the 11th grade, and ROP Bio Technology or ROP Veterinary Science in the 12th grade. Our counselors and administration have been very instrumental in maintaining the schools master schedule so nearly all agriculture courses are offered to the students both in and outside of the program.

Supporting Completion Materials

Item A- Incoming Freshmen Class Offerings.

Item B- Agriculture Pathway for upcoming sophomores, juniors and seniors.

Items C & D- Pacing guides for Ag Chemistry and Equine Science.

Item E & F- UC A-G requirements and list of Agriculture courses that meet these requirements.

Item G- Request for outside speaker form. I used this form to bring in several guest speakers this year.

Each year my officers are required to bring in a guest speaker in our Ag Leadership class.

Item H- Pathways that are offered including potential career opportunities.

Item I- Pictures showing how the curriculum integrates career readiness and technology aided instruction. These are pictures showing the professional portfolios created by our students. They complete a Resume, Cover Letter, Job Application, go through a mock interview, and write a letter of introduction. They use my set of classroom laptop computers or their school tablets to complete this large final assignment.

Item J- Screen shot of our Fresno-Central FFA Webpage. FFA results, applications and information is posted here.

Item K- FFA iRecordbook Password list, included to show that iRecordbooks are utilized as part of the Ag Education Program.

Item L- Our department wide SAE project completion and fair check sign off sheet. Included to show that Record Book completion and close out is required for students to receive a fair check.

Item M- Course Syllabi for each of the three classes that I teach (Equine Science, Ag Chemistry, Ag Leadership). Discusses that Ag education is comprehensive and requires participation in FFA/SAE. Also mentions the creation of career documents such as Resume and Cover letter.

A

Central High School West Campus Agriculture Department

Freshmen Class Offerings

Science Credit	Ag Science 1/ Ag Biology
Graduation Requirement	Ag Freshmen Requirements
Electives	Floral Design Ag Construction 1 Ag Power Equipment (Small Engines) Ag Leadership (with approval)

The classes I would like to take next year are

Central High		Ag Department	Class Offerings		2014-2015
		10th Grade		11th Grade	12th Grade
Science Core		Ag Biology		Ag Chemistry	Ag Government/ Econ
Science Electives		Plant and Animal Physiology and Anatomy		Food Science	Food Science
				ROP Vet Science/ ROP Biotech	ROP Vet Science / ROP Biotech
Floral Design		Floral Design	✓	Ornamental Horticulture	ROP Floral Design
		Ornamental Horticulture		ROP Floral Design	ROP Floral Design
Ag Construction		Ag Construction 1		Ag Construction 2	ROP Welding I/II
		Ag Construction 2	✓	ROP Welding I	ROP Welding II
Ag Power		Ag Power Equipment		Advanced Ag Power	ROP Diesel Engines
		Advanced Ag Power	✓	ROP Diesel Engines	ROP Diesel Engines
Electives		Ag Leadership		Ag Leadership	Ag Leadership
		Equine Science		Equine Science	Equine Science
		Farm Management	✓	Farm Management	Farm Management

Agriculture Chemistry
Central West Ag Department
Semester One

Unit	Instructional Time	Packets #	Chemistry Standards	Agriculture Standards	Agriculture Topics	Assessments
Experiment and Investigation	2 weeks	1, 2		C13.0, C13.1, C13.2	Designing agriculture experiments, scientific method Agriculture problems and solutions	Weekly Quiz Agriscience Project
Matter and Change	1 week	3		F2.3, F2.4	Primary, secondary, and trace elements used in plant growth Experiment with factors that influence plant growth	Weekly Quiz
Scientific Measurement	1 week	4, 5		C13.0, C13.1, C13.2	Designing agriculture experiments, scientific method Agriculture problems and solutions	Weekly Quiz
Atomic Theory	3 weeks	6, 7, 8	1.e	F2.4, C11.5	Experiment with factors that influence plant growth Photosynthesis and the roles of the sun, oxygen, CO ₂ , chlorophyll, sugar	Weekly Quiz
Thermochemistry	1 week	9	7.a, 7.b, 7.c, 7.d		Haystack fires and spontaneous combustion	Weekly Quiz
The Periodic Table	2 weeks	10, 11	1.a, 1.b, 1.c, 1.d, 1.e	F2.3, F2.4, F6.4, C8.2, C11.2, G6.2	Primary, secondary, and trace elements used in plant growth Read and interpret fertilizer labels Identifying plant growth requirements Understanding common feed ingredients for livestock Analyze soil properties necessary for successful plant production, including pH, EC, and essential nutrients	Weekly Quiz
Chemical Bonding and Naming Compounds	6 weeks	12, 13, 14, 15, 16, 17	2.a, 2.b, 2.c, 3.d, 3.e	F2.3, F2.4, F6.4, C8.2, C11.2	Primary, secondary, and trace elements used in plant growth Read and interpret fertilizer labels Identifying plant growth requirements, Understanding common feed ingredients for livestock	Weekly Quiz

Agriculture Chemistry
Central West Ag Department
Semester Two

Unit	Instructional time	Packet #	Chemistry Standards	Agriculture Standards	Agriculture Topics	Assessment
Chemical Reactions and Balancing Chemical Equations	2 weeks	18, 19	3.a	C11.5, C11.6	Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process. Summarize the respiration process in the breakdown of food and organic matter.	Weekly Quiz Photosynthesis Video Project
Chemical Quantities and the Mole	2 weeks	20, 21	2.b, 2.c, 2.d, 2.e	C11.5, C11.6	Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process. Summarize the respiration process in the breakdown of food and organic matter.	Weekly Quiz
Kinetics and the Behavior of Gases	4 weeks	22, 23, 24, 25	4.a, 4.b, 4.c, 4.d, 4.e, 4.f	E2.1, E2.2	Explain the government's role in regulating air, soil, and water use management practices and conservation strategies. Research and discuss air and water conservation issues.	Weekly Quiz Choice Pyramid Project
Stoichiometry	2 weeks	26, 27	2.b, 2.c, 2.d, 2.e	E1.1	Diagram the oxygen, carbon, nitrogen, and water cycles	Weekly Quiz
Solutions	1 week	28	6.a, 6.b, 6.c, 6.d	F4.1	Read and interpret pesticide labels and understand safe pesticide management practices	Weekly Quiz
Reaction Rates and Equilibrium	1 week	30	8.a, 8.b, 8.c, 9.a, 9.b			Weekly Quiz
Acids and Bases	1 week	31	5.a, 5.b, 5.c, 5.d	G6.2	Analyze soil properties necessary for successful plant production, including pH, EC, and essential nutrients	Weekly Quiz
CST Review	2 weeks	32, 33	10.a, 11.c, 11.d, 11.e ALL			Chemistry CST
Agriculture Issues	1 week	37		G8.1, G9.2 G6.2, F5.2	Summarize California water history, current issues, water rights, and water transfer through different distribution projects. Compare and contrast the elements of conventional, sustainable, and organic production systems. Illustrate basic irrigation design and installation methods. Analyze soil properties necessary for successful plant production, including pH, EC, and essential nutrients	Weekly Quiz Group Presentation
Final Review	1 week	38				

Equine Science Pacing Guide

	1 INTRODUCTION TO COURSE
A	Classroom Management
B	Safety
C	
D	
E	
	2 HORSE BREEDS
A	Common Breeds
B	Gaited Breeds
C	Draft & Carriage Breeds
D	Warm bloods
E	Pony Breeds
F	
G	
H	
	3 SELECTION OF THE HORSE
A	General Considerations
B	Basic Conformation
C	Unsoundness and Blemishes
D	Way Of Going
E	Vices
F	
G	
H	
	4 ANATOMY AND PHYSIOLOGY OF THE HORSE
A	Skeletal System
B	Anatomy and Care of the Foot
C	Muscular System
D	Respiratory System
E	Circulatory System
F	Digestive System
G	Urinary System
H	Nervous System
I	Endocrine System
J	
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	5 NUTRITION OF THE HORSE
A	Digestive Physiology
B	Nutrients
C	Feeds and Feeding
D	Problems Associated with Feeding
E	
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6 REPRODUCTION IN THE HORSE

- Reproductive Anatomy & Physiology Of the Mare
- Reproductive Anatomy & Physiology Of The Stallion
- Horse – Breeding Problems
- Breeding
- Parturition
- Lactation
- Breeding Contracts
- Records
- Advertising

7 HEALTH OF THE HORSE

- Diseases Of The Horse
- Infectious Diseases
- Vaccination Program
- Metabolic and Miscellaneous Diseases
- Parasites Of The Horse

8 STABLE PRACTICES

- Equipment Safety
- Repairs and Maintenance

9 FACILITIES

- Housing types
- Fencing types

10 BUSINESS MANAGEMENT

- Assessment of receipts and expenses
- Tax Laws
- Insurance
- Record keeping

11 CAREERS

- Management
- Technical
- Nutrition

D

Trainer/Rider/Groom/Horse Shoer
Recreation

12 FFA LEADERSHIP

13 SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS

J1 Student:

- is able to prepare a resume
- is able to accurately fill out a job application
- is prepared for a job interview
- completes tasks on time
- works well in a team and participates effectively
- exhibits good judgment
- effectively utilizes technology relevant to the course
- is able to recognize and solve problems
- produces quality work

J2 Academic Application

- Effectively demonstrates English language arts skills as integrated into the specific course content (speaking, listening, reading and writing)
- Able to apply mathematical skills as integrated into the specific course content
- Able to apply science concepts and skills as integrated into the specific course content
- Understands and applies social science concepts as integrated into the specific course content (economics, political science, history, government)
- Effectively demonstrates visual and performing arts skills and concepts as integrated into the specific course content

A-G SUBJECT REQUIREMENTS FOR CSU AND UC 2013-2014

Are you interested in going to college? You need to make sure that you are enrolled in the right classes. You must have the following courses, areas and classes to attend a 4-year University. Keep in mind more competitive schools will require more than the minimum requirements listed. Student Athletes should visit www.ncaa.org to check on athletic qualifications for colleges.

SUBJECT AREA	CENTRAL HIGH CLASSES
History 1 Year U.S. History 1 Year World History	US History, Modern World History, World Geography, American Government, Ag Government (also includes AP, Accelerated and SDAIE Courses)
English 4 Years College Prep	English 1, 2, 3, 4 ERWC, Composition & Literature, Fiction, AP Language & Composition, AP Literature & Composition and all Accelerated and SDAIE Courses
Mathematics 3 years minimum (Finishing at least Algebra 2)	Algebra 1, Foundations of Algebra/Geometry, Geometry, Algebra 2, Alg/Geo III, Trigonometry, Trig Elem Functions, AP Calculus AB, AP Calculus BC, AP Statistics and all SDAIE Courses
Science 2 years with Laboratory (Physical and Life)	Biology, Ag Biology, AP Biology, Chemistry, Ag Chemistry, Conceptual Physics, AP Chemistry, Anatomy, Physics, Zoology, Plant & Animal Physiology and all AP and SDAIE
Foreign Language 2 Years same Lang.	Spanish 1, 2, 3, 4 French 1, 2, 3, 4 Spanish Literacy 1, Spanish Literacy 2
Visual or Performing Arts 1 Year Art, Dance, Drama or Music	3-D Design, Theater 1, 2, 3, 4, Draw & Paint, Advanced Art, Beg/Int/Adv Ceramics, Computer Ceramics Design, Folklorico, Computer Arts & Graphics, Beg/Adv Stained Glass, Concert Choir, Digital 3-D, Jazz Band, Marching Band, Computer Ceramic Design, Video Production, AP Studio Art, ROP Comp Animation & Graphics, ROP Comp Graphics & Technology, AP Music Theory, Children's Theater, ROP The Art & History of Floral Design
Elective 1 Year of Academic Elective	Economics, Ag Economics, AP Economics, Ag Science 1, Science 1, Psychology/Sociology, Glaze Calculation, American Justice, Principals of Technology, ROP Veterinary Science, Environmental Science, Food Science, AP Psychology and specific other courses listed above.

* MUST HAVE A C OR BETTER IN EACH REQUIRED COURSE *

NEW DOORWAYS TEMPLATES
DECEMBER 28, 2007

1. SCHOOL INFORMATION

School Information

School: **Central HIGH SCHOOL**

District: **Central Unified School District**

City: **Fresno**

School / District Web Site: **www.centralunified.org/**

School Course List Contact

Name: _____

Title/Position: _____

Phone: _____ Ext.: _____

E-mail: _____

Teacher Contact

Name: **Taree Downs**

Title/Position: **Co-Department Chair/Agriculture Instructor**

Phone: 559-276-5276 Ext.: 245

E-mail: **tdowns@centralusd.k12.ca.us**

2. PREVIOUSLY APPROVED COURSES

Complete outlines are not needed for courses that were previously approved by UC. Was this course previously approved? ☐ Yes ☒ No

If yes, indicate category which applies.

A course reinstated after removal within 3 years.

Year removed from list? _____

Same course title? ☐ Yes ☐ No

If no, previous course title? _____

☐ An identical course approved at another school in same district.

Which school? _____

Same course title? ☐ Yes ☐ No

If no, course title at other school? _____

☐ Approved International Baccalaureate (IB) course

☐ Approved CDE Agricultural Education course

☐ Approved P.A.S.S./Cyber High course

☐ Approved ROP/C course. Name of ROP/C? _____

☐ Approved A.V.I.D. course

☐ Approved C.A.R.T. course

☐ Approved Project Lead the Way course

___ CSU Expository Reading and Writing course

___ Other. Explain: _____

___ Advanced Placement Course

If Advanced Placement, has it been authorized by the College Board through the AP Audit process?

___ Yes ___ No If not, please explain why. _____

Is this course a resubmission?

___ Yes X No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

Is this an Internet-based course?

___ Yes ___ X No

If "Yes", who is the provider?

___ PASS/Cyber High ___ Other _____

Is this course modeled after an UC-approved course from another school outside your district?

X Yes ___ No

If yes, which school(s)? ___ Madera South High School _____

Course title at other school ___ The Art and History of Floral Design _____

Is this course classified as a Career Technical Education? Yes ___ X ___ No ___

If Yes:

Name of Industry Sector: **Agriculture**

Name of Career Pathway: **Agriculture and Natural Resources**

3. COURSE DESCRIPTION

Course Title: **The Art and History of Floral Design**

Transcript Title(s) / Abbreviation(s) _____

Transcript Course Code(s) / Number(s) _____

Grade Level(s) for which this course is designed

X 9 ___ X 10 ___ X 11 ___ X 12

Unit Value

___ 0.5 (half year or semester equivalent)

___ X 1.0 (one year equivalent)

___ Other: _____

4. CATALOG DESCRIPTION

Brief Course Description (If school has a catalog, the description that is in the catalog. If not, a brief description of the course) (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media

including tempera, pencil, flowers, tile, and a variety of papers. Elements and Principles of visual artistic design have been implemented by using a series of floral-based projects to explore, make connections, and acquaint students with theories and principles of artistic design and their influence on the floral industry. The course emphasizes the necessary knowledge and skills to provide the student with a perceptual and tactile base leading to understanding artistic perception, creative expression, aesthetic valuing and connections, historical and cultural contexts, and relations and applications of the visual arts. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Students will derive meaning from works of art through analysis and interpretation by applying what is learned in floral art to other forms, subjects, and post educational experiences. Students will make connections through practical application to build skill development in floral design by becoming familiar with material selection, design mechanics, maintenance and design evaluation. Students will achieve this through creating, designing, identifying, explaining, and evaluating abstract two and three dimensional designs. Balance, color, and symmetry using floral and synthetic medium will be emphasized to allow students to apply an artistic approach to floral art. Various assignments based on abstract, two and three dimensional designs, historical culture, theory, color theory, and analytical critiques of various floral artworks using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi part floral designs and creative expression. Students will also have the opportunity to develop their skills further through competitive competition and analytical events offered through the program.

Pre-Requisites

NONE	☐ Required
	☐ Recommended
	☐ Required
	☐ Recommended

Co-Requisites

NONE	☐ Required
	☐ Recommended
	☐ Required
	☐ Recommended

5. OPTIONAL BACKGROUND INFORMATION

Context for Course (optional). (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

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History of Course Development (optional) (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

7

6. Texts and Supplemental Instructional Materials: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. For the Visual and Performing Arts subject area (f), textbooks are not required, but if textbooks are used, please complete the information below.

Textbook(s)

TEXTBOOK 1.

Title: **The Art of Floral Design**

Edition: **2nd**

Publication Date: **2000**

Publisher: **Delmar**

Author(s): **Norah T. Hunter**

Usage:

☒ Primary Text ☐ Supplementary or Secondary Text

☒ Read in entirety or near entirety ☐ Excerpts (approximate number of pages _____)

TEXTBOOK 2 (etc)

Supplemental Instructional Materials (please describe)

Floriculture Designing & Merchandising, 2nd Edition, Charles Griner, Delmar publisher

The Floral Artist's Guide, Pat Diehl Scace, Delmar publisher

Floral Selection Guide, Richard P. Salvaggio, Redbook Florist Services Publisher

The AIFD Guide to Floral Design, AIFD, The Intelvid Group Publisher

Sympathy Flowers, John Henry, John Henry Publisher

Wedding Flowers, John Henry, John Henry Publisher

Wedding Flowers, Paula Pryke, Jacquai Small Publisher

To Have & To Hold – Magical Wedding Bouquets, David Stark & Avi Adler, Artisan Publisher

Paula Pryke's Flower School, Paula Pryke, Jacquai Small Publisher

Judith Blacklock's Flower Recipes for Summer, Judith Blacklock, The Flower Press Publisher

Judith Blacklock's Flower Recipes for Autumn, Judith Blacklock, The Flower Press Publisher

Judith Blacklock's Flower Recipes for Winter, Judith Blacklock, The Flower Press Publisher

Judith Blacklock's Flower Recipes for Spring, Judith Blacklock, The Flower Press Publisher

Wedding Winning Bouquet Combination, Florists Review, Talmage McLaurin AIFD Publisher

Florists Review 101 – Great Displays, Glennis Wright, Frances Dudley Publisher

Florists Review 101 – Silk and Dried Designs, Shelly Urban, Frances Dudley Publisher

The Judith Blacklock Encyclopedia of Flower Design, Judith Blacklock, The Flower Press Pub.

Flower ID CD-Rom, CEV-Inc., Visual Education Productions

AIFD The Flower Lover Series Videos, AIFD

AIFD The Wedding Series Videos, AIFD

7. Please indicate the subject and discipline proposed for this course.

Seeking "Honors" Distinction?

☐ Yes ☒ No

8. If Not Seeking Honors Distinction:

- ☐ a-History/Social Science
- ☐ b-English
- ☐ c-Mathematics
- ☐ d-Laboratory Science
- ☐ e-Language Other Than English
- ☒ f-Visual and Performing Arts
- ☐ g-College Prep Elective - History/Social Science
- ☐ g-College Prep Elective - English
- ☐ g-College Prep Elective - Mathematics
- ☐ g-College Prep Elective - Science
- ☐ g-College Prep Elective - Visual and Performing Arts
- ☐ g-College Prep Elective - Interdisciplinary
- ☐ g-College Prep Elective - Other

9. If Seeking Honors Distinction:

- ☐ a-History/Social Science Honors
- ☐ b-English Honors
- ☐ c-Mathematics Honors
- ☐ d-Laboratory Science Honors
- ☐ e-Language Other Than English Honors
- ☐ f-Visual and Performing Arts Honors

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8. COURSE CONTENT - VISUAL AND PERFORMING ARTS

[If "f-Visual and Performing Arts" chosen]

Please choose a subject area for this course:

- ☐ Dance
- ☐ Drama/Theater
- ☐ Music
- ☒ Visual Art

Please indicate if this is an introductory course or an advanced course.

☒ Introductory ☐ Advanced

If Advanced, please indicate the course that is the pre-requisite for this course _____.

VISUAL AND PERFORMING ARTS GUIDANCE

- Courses in the following categories are acceptable: dance, drama/theater, music, or visual art.
- The intention is to provide a meaningful experience and breadth of knowledge of the arts so that students may apply their knowledge and experience to the creation of art and are better able to understand and appreciate artistic expression on the basis of that experience and knowledge.
- The intent of approved VPA courses must be directed at acquiring concepts, knowledge, and skills in the arts disciplines, rather than to utilize artistic activities to fulfill non-artistic course objectives.
- Acceptable Introductory courses need NOT have any prerequisite courses.
- Co-Curricular Work outside of class must be required, for example, portfolio/performance preparation, reading, writing, research projects, and/or critical listening/viewing.
- Courses should provide students with an experience in the arts that implements the intent of the California State Board of Education approved Visual and Performing Arts (VPA) Content Standards. Curriculum must be designed to include the VPA Content Standards at, at least, the proficiency level

in each of the five component strands. Each VPA course shall sufficiently address the state content standards under all five component strands, listed below.

California State Board of Education approved Visual and Performing Arts (VPA) Content Standards.

1. **Artistic Perception:** Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.
2. **Creative Expression:** Creating, performing, and participating in a given art.
3. **Historical and Cultural Context:** Understanding historical contributions and cultural dimensions of a given art.
4. **Aesthetic Valuing:** Responding to, analyzing, and making critical assessments about works of a given art form.
5. **Connections, Relationships, and Applications:** Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

For a more detailed description of the VPA Standards, go to
www.cde.ca.gov/shsd/arts/standards.htm.

- Courses which are primarily recreational, athletic or body conditioning, or for social entertainment, are NOT acceptable visual or performing arts courses. Commercial courses or courses specifically designed for training for a profession in these areas are not acceptable. See specific examples below.
- **Dance.** *Examples of acceptable courses include* ballet, modern dance, jazz, and ethnic dance, choreography and improvisation, dance history, dance production/performance. *Examples of unacceptable courses include* aerobics, drill team, cheerleading, recreational dance, and ballroom dance.
- **Drama / Theater.** *Examples of acceptable courses include* acting, directing, oral interpretation, dramatic production, dramaturgy/history/theory, and stage/lighting/costume design. *Examples of unacceptable courses include* speech, debate, or courses in other disciplines that require students to perform occasional skits.
- **Music.** *Examples of acceptable courses include* band (concert, symphonic, jazz), orchestra, choir (e.g., concert, jazz, soul, madrigal), music history/appreciation, and music theory/composition. *Examples of unacceptable courses include* a musical group, which performs primarily for sporting events, parades, competitive field events, and/or community/civic activities.
- **Visual Art.** *Examples of acceptable courses include* painting, drawing, sculpture, art photography, printmaking, video/film production as an art form, contemporary media, ceramics, and art history. *Examples of unacceptable courses include* craft courses, mechanical drafting, web page development, yearbook, and photography offered as photojournalism (i.e., as a component of yearbook or school newspaper publication).
- **Performance, Production, and Studio Courses.** Courses emphasizing performance and/or production (e.g., drama, dance, music, visual arts, and video production) must include appropriate critical/theoretical and historical/cultural content, as referenced in the state VPA Content Standards. Such courses should emphasize creative expression, not rote memorization and/or technical skills.
- **Appreciation, History, and Theory Courses.** Appreciation, history, and theory courses should focus on the ability to make aesthetic judgments about art works and performances and must include all component strands of the state VPA content standards, including creative expression.
- **Design Courses.** Visual and performing arts courses in design are expected to provide substantial time for students to understand, learn, and experience the elements of art and principles of design that underlie the medium/media addressed. Design courses must also include standards from all five component strands of the VPA content standards. (Refer to the [Design Course Resources](#) available on the a-g Guide web site.)
- **Technology Courses.** Visual and performing arts courses that utilize technology must focus primarily on arts content. If the technology (i.e., software, equipment) is used as a tool of artistic expression, as a paintbrush would be used in a painting course, and all other component strands are adequately met, then such courses are acceptable. If the technology/software is so complex that the primary concern becomes learning the technology, then the course will not be approved to meet the VPA requirement.

COURSE CONTENT

A. Course Purpose. What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

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

- Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment
- Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging
- Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing, interpretations, and judgment of various pieces developed by renown artists of different historical and contemporary periods
- Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and functions of art
- Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning

Special attention will be given to the development of skills and knowledge necessary for written and oral interpretation of art. Floral projects will provide exploration of historic media and methods and an understanding of the creative process.

B. Course Outline. Detailed description of topics covered.

Unit I: Introduction to Art

Students will be introduced to the variety of art through artistic perception. Students assess what makes art by analysis of the philosophy of arts, aesthetic value of objects, artistic inspirations, art appreciation, and art's role in the world. Students identify the symbolism of flowers and foliage in historical and modern works of art, cultural art, and Ikebana designs.

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

Students interpret the meaning of art and explore the elements of art of history. Students research current floral visual art styles and their origination. Students research the influences of floral artists of the twentieth and twenty-first centuries including styles and techniques, artistic inspirations, visual themes used in various cultures, artistic components of various time periods and cultures, time periods in floral art history and design alternatives.

A. Interpretation

2. The meaning of art
3. 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

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 analyze and critique works of art and aesthetic value in terms of art elements and design principles using appropriate visual art terms. Students apply sensory qualities to works of floral art and explore various styles and periods of viewed art. Finally, students evaluate and critique art elements and art principles used in others and their own works of art.

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

Students discover the art elements of design including lines, shapes/forms, colors, textures, value, space and depth. Line topics include uses of line in visual art works such as implied, expressive, vertical, horizontal, and diagonal. Shape topics will be covered in length as students arrange designs of each of the following forms: round, oval, vertical, horizontal, diagonal, inverted T, fan, Hogarth-curve, crescent, right triangle, equilateral triangle, isosceles triangle, scalene triangle. Students research the origin of color through visual art, analyze color harmony in various art works and discover monochromatic, analogous, complimentary, and triadic color schemes and apply this knowledge to student and other color visual artworks. Students create designs and art projects using visual and tactile components in floral art using fine, medium, and coarse textured media. Students select containers, materials, flowers, and foliage based on texture components to complete an artistic floral design. Students prepare light and dark color values of various works of art and light and dark change in floral art. Students select a color and paint the tints, tones, and shades of that color. Students analyze depth and space in two and three dimensional art designs, interpret space in our environment and recognize the use of space in visual designs by applying angling and overlapping media in floral art designs. Additionally, students distinguish the

significance of size and color of media in floral art.

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
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

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

Students discover the art principles of design including balance, proportion/scale, emphasis, rhythm, harmony, unity, placement, transition, proximity, and contrast. Students compare symmetrical, asymmetrical, radial, and open balance in floral art and create floral artworks with each. Students examine proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, flower to foliage, and arrangement to environment. Geometrical techniques in floral art and visual art designs will also be explored. Students create emphasis and a focal point in visual floral artworks. Students convey understanding of location, size, pattern, framing, and isolation in floral art designs by proper emphasis and focal point placement. Students create emphasis in floral designs by using line direction and directional facing. Students create rhythm in floral art using repetition, eye movement, transition, and radiating line in floral artworks. Students create harmony and unity through applying color combinations, placement, transition, and proximity to visual designs. Students will critique harmony and unity in their own and other students work. Students review contrast and examine contrasting color schemes in floral art design using various media.

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

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 works

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

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

Students design two-dimensional media using a basic drawing and layout including a simple perspective drawing, original artwork sketches, and a project layout. Students practice and apply painting techniques for floral art through development of a color wheel and still life floral artwork. Students utilize mosaic art designs for floral art using paper and tile, pressed flowers, photograph and graphic design through computer art. Students design three-dimensional sculptures to display floral and foliage media techniques for specific floral art such as 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. Students discover the proper use of floral mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media. Students research and identify specific artist styles and techniques such as Oriental, European, and Exhibition styles including Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry designs. Students demonstrate the process of evaluation and refining floral art projects.

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
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
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

Students connect art relationships to other disciplines as they compare and contrast works of art to these areas. Students equate principles in floral art design in relationship to other visual art forms through comparing and contrasting of a wide spectrum of art expression. Students identify and explain careers and subjects related to the floral and visual art industry.

A. Relationships to Other Disciplines

1. Compare and contrast works of art to other discipline areas

Unit VIII: Leadership & Team Building Development

Students develop leadership skills through classroom competitions, participation in student leadership organization and participation in Career Development Events.

1. Oral and speaking presentations
2. Critical Thinking Exercises
3. Problem Solving Exercises

C. Key Assignments: Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate writing responses. How do assignments incorporate topics? Include all assignments that students will be required to complete.

- Students write art evaluations on one of the following: Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir.
- Students 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 research and write a description of the historical symbolism of specific flowers and foliage.
- Students research and write a paper on a historical period in floral art.
- Students create a floral art arrangement which represents the historical period
- Students make an oral presentation of their research paper and floral art arrangement.
- Students 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
- 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 Nouveau, 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.
- 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

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- 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
- 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.
- 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.
- Leadership & Critical Thinking Activities

D. Instructional Methods and/or Strategies

- 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

E. Assessment Methods and/or Tools

- Teacher observation
- Homework assignments
- Quizzes and tests
- Projects
- *Interactive notebook*
- Essays and reports
- Student demonstrations
- Art/Floral work portfolio
- Rubrics
- Participation

F. Artistic Perception. Courses must include processing, analyzing, and responding to sensory information through the language and skills unique to a given art. Describe in detail how the class satisfies the Artistic Perception requirement.

- *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.
- *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.
- *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 Principles 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.

G. Creative Expression. Courses must include creating, performing, and participating in a given art. Describe in detail how the class satisfies the Creative Expression requirement.

- *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.

- *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.

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.

H. Historical and Cultural Context. Courses must include understanding historical contributions and cultural dimensions of a given art. Describe in detail how the class satisfies the Historical and Cultural Context requirement.

- *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.
- *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. 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.

I. Aesthetic Valuing. Courses must include responding to, analyzing, and making critical assessments about works of a given art form. Describe in detail how the class satisfies the Aesthetic Valuing requirement.

- *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.
- *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.

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

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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.

J. Connections, Relationships, and Applications. Courses must include connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers. Describe in detail how the class satisfies the Connections, Relationships, and Applications requirement.

- *Connections and Applications*
 - 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- *Visual Literacy*
 - 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition
- *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 (aesthete).

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.

K. Corresponding Non-Honors Course. Indicate the name of the regular non-honors course corresponding to this proposed honors course.

L. Differences in Honors/Non-Honors Courses. Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific.

CENTRAL UNIFIED SCHOOL DISTRICT VOLUNTEER/CHAPERONE APPLICATION

G

Name: _____
Last First Middle

Address: _____
Street City Zip Code

Home Phone: _____ Cell: _____ Work: _____

Email (Optional): _____ Have you already been fingerprinted with CUSD? ☐ Yes ☐ No

Drivers License/CA Identification # _____ (Please provide a copy) ☐ Male ☐ Female

Student Name: _____ Grade: _____

Volunteer Location: _____ Classroom/Sport _____

DESCRIPTION OF VOLUNTEER SERVICES: ☐ Field Trip Chaperone ☐ Overnight Field Trip Chaperone
☐ Volunteer Coach ☐ Site/Classroom Volunteer
☐ Transport Students
(other than your student)

Have you ever been convicted or pled guilty to a criminal felony or misdemeanor? ☐ Yes ☐ No

If yes, provide date(s), explanation and outcome: _____

ACCIDENT / EMERGENCY PROCEDURE INFORMATION

In case of or illness, accident and/or emergency please contact: (List two (3) people to contact in order of preference)

1.	Name _____	Relation _____	Primary Phone _____	Alternate Phone _____
2.	Name _____	Relation _____	Primary Phone _____	Alternate Phone _____
3.	Name _____	Relation _____	Primary Phone _____	Alternate Phone _____

Physician Information _____
Name Phone

Insurance Information _____ Group# _____
Name

Do you give your permission to be transported by ambulance or other available means if necessary? ☐ Yes ☐ No

Do you have any physical condition that would be significant in a medical emergency? ☐ Yes ☐ No

If YES, include medication taken regularly, allergies, etc., in the space provided below:

An Affirmative Action / Equal Opportunity Employer

The Central Unified School District does not discriminate on the basis of race, color, religion, ancestry, national origin, disability, gender or sexual orientation in admission or access to and treatment of employment in its programs and activities as required by Title VI, Title IX and Section 504. If you have any complaints, please contact the HR DEPARTMENT (559) 274-4700.

CENTRAL UNIFIED SCHOOL DISTRICT VOLUNTEER/CHAPERONE APPLICATION

The Governing Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students. Community volunteers in our schools enrich the educational program and strengthen our schools' relationships with homes, businesses, public agencies and private institutions. The presence of volunteers in the classroom and on school grounds shall enhance supervision of students and contribute to school safety.

Volunteers shall act in accordance with all district policies, school rules, and applicable education/government codes. Any volunteer who fails to do so may be dismissed from an activity at the discretion of the supervising staff member. Volunteers shall also maintain acceptable standards of dress and grooming. Staff members may confer with the principal or designee regarding any such volunteers. The Superintendent or designee shall be responsible for investigating and resolving incidents and/or complaints regarding volunteers.

***Note: Districts may verify a volunteer's status as a registered sex offender by checking the Department of Justice's Megan's Law internet website, asking law enforcement to conduct a check pursuant to Education Code 35021.1, or requiring volunteers to certify as to their status. See BP/AR 3515.5 - Sex Offender Notification. *** "The Superintendent or designee shall verify by reasonable means that persons serving as volunteer instructional aides and nonteaching volunteer aides are not required to register as a sex offender pursuant to Penal Code 290."

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session. For additional purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises ([penal code 627.1](#)).

A request to volunteer does not guarantee authorization, the District may refuse to accept any volunteer request and/or terminate a volunteer assignment at the discretion of the superintendent or designee.

AGREEMENT

I hereby agree to act in accordance with all district policies, rules, regulations, and/or education/government codes. I understand that any volunteer who violates district policies and/or school rules may be dismissed from participating in an activity at any time. Furthermore, I understand that the district may deny a request to volunteer and/or terminate a volunteer assignment at the discretion of the superintendent or designee.

I agree to volunteer my services, without compensation or reimbursement for the District. I agree to hold harmless, indemnify and, if requested, defend the District, its officers, agents, employees and Board members, from and against any and all demands, claims, damages, costs and expenses for injury to my person or property, including death, causes of action, liability, judgment and expenses, including attorney's fees and costs, arising out of or related to my volunteer performance for the District and activities associated with the volunteer program.

I agree to maintain strict confidentiality with the information to which I have access while performing my duties. I also understand that all personally identifiable information regarding students is confidential and that I may not disclose or discuss any such information except to or with the teacher.

I hereby authorize the Central Unified School District to perform a background check as permitted by law. I understand that I may also be required to provide my fingerprints for the purpose of obtaining a criminal record summary from the California State Department of Justice and Federal Bureau of Investigation, pursuant to Education Code Section 58721.

I declare under penalty of perjury under the laws of the State of California that I have completed the above information truthfully. I understand that if the information I provided is not accurate, my volunteer services will be terminated.

Volunteer Signature _____

Date _____

FOR OFFICE USE ONLY

Checked by Site Employee: _____

Print & Signature

Date

Fingerprint Clearance Received: ☐ Yes ☐ No

Megan's Law Clearance Received: ☐ Yes ☐ No

Ornamental Horticulture

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Central High School West Campus is located in the heart of the San Joaquin Valley which is the richest and most diverse agricultural region in the nation. Our ornamental horticulture courses can provide you with the skills and knowledge to become a successful horticulturist. Our plant science facilities provide the opportunity for each student to learn through hands-on learning activities.

Aside from the excellent education opportunities available at Central High School West Campus, there are many intra-curricular activities designed to expand your leadership and organizational skills. You will want to be a part of the many unique opportunities available to you, exclusively at the West Campus.

Floral Design

A fun and creative course in flower arranging design. Students will learn the care and processing of floral crops as well as floral design principles, construction, history, and use of color in floral design. Students will learn to identify, classify, and properly care for plants that surround us in everyday life.

Floral Design 2

This class is similar to floral design. Students will learn how to construct more advance flower arrangements.

Landscape Design

For the outdoor type of student who likes to participate in hands-on landscape and horticulture activities. Students learn to identify, design and properly care for plants that surround us in our everyday life.

ROP Floral Design

For the student who has the desire to learn the advanced art of floral arranging. Students will create projects such as topiaries, boutonnieres, corsages, wreaths, wraps, vase arrangements, and much more throughout the year. Students will also receive introductory employability training in the floriculture career area. This course is also designed to add to the ornamental horticulture career pathway.

ROP Ornamental Horticulture

For the student who seeks employment in the horticulture, landscape design,, landscape maintenance, or nursery operations. Learn about the tools and equipment used in the installation and maintenance of landscapes.

Career Opportunities

Wholesale Florist/Broker
Floral Designer
Marketing/Sales Manager
Horticulturist
Greenhouse/Nursery Assistant
Crop Production Foreman
Interior Landscaping/Maintenance
Landscape Architect
Research Technician

Intra-curricular Activities

Floriculture Judging Team
Ornamental Horticulture Judging Team
Ag Pest Judging Team
Grapevine Pruning Team
Grapevine Judging Team
Job Interview Team
Vegetable Judging Team
Citrus Judging Team

Agricultural Mechanics

There are many different employment and post-secondary opportunities available in all aspects of Construction/Mechanical Technology. Students at Central High School West Campus are provided with the opportunity for both classroom and hands-on instruction. We offer a unique facility for our students with a metal fabrication shop and a small engine laboratory.

Aside from excellent education opportunities available at Central High School West Campus there are many intra-curricular activities designed to expand leadership and organizational skills. You will want to be a part of the unique opportunities available at West Campus.

Agriculture Power I: Small Engines

Be prepared to get your hands greasy! Another learn-by-doing course which will cover the basic theory and operation of an internal combustion engine and how to diagnose and correct problems in carburetion, ignition, and compression systems, as well as how to perform basic tune-up activities and small engine overhauls.

Advanced Agriculture Power

Advanced Ag Power provides an additional course opportunity for students interested in either the engineering or construction aspect of agricultural power machinery. The three power areas will include small engines, internal combustion engines, and electric motors. Team collaborative projects will be emphasized.

ROP Diesel Mechanics

This course emphasizes skills necessary in the fields of diesel mechanics, where students will learn major overhaul and tune-up of diesel engines. The course will also focus on skills in power machinery and small engine repair. Maintenance with a strong emphasis upon safety will also be explored.

Ag Facility Maintenance & Operation

A real hands-on course for the student who desires to take on the physical challenge of solving problems in maintaining a production facility. An opportunity to safely operate a wide variety of power tools, machinery, and equipment in the construction, maintenance, and improvement of outdoor education and agriculture production facilities. Learn to maintain vehicles, tractors, trailers, and power horticulture equipment. Safety and quality of a finished project will be emphasized.

Agriculture Construction I

A hands-on course designed to put arithmetic skills to use in small project construction. Topics include shop safety, tool and machine identification, carpentry, soldering, oxyacetylene welding, plasma cutting, plumbing, electrical wiring, and concrete skills.

Agriculture Construction 2

This course is an introduction to skills required in arc and oxyacetylene welding, machine types, electrode use, welding position, basic joints, as well as shop safety skills and tool identification and use will be emphasized in the design and construction of small fabricated projects.

ROP Welding & Fabrication

A full year course emphasizing welding and construction skills in the advanced phases of arc welding, MIG, and TIG welding. The utilization of skills toward project fabrication and repair is the goal. Blueprint reading, measurement, project design, oxyacetylene welding and cutting, and plasma cutting will be included as well as job preparation skills.

Sample Career Opportunities

Service Technology
Certified Welder
Contractor
Equipment Operator
Researcher/Developer
Shop Foreperson
Small Gas Engine Mechanics

Intra-curricular Activities

Agriculture Mechanics
Small Engines
Agriculture Sales & Service
Job Interview

Agricultural Science Academy

Modern Agriculture is very diverse with a wide variety of employment opportunities. Agriculture Science Academy is designed to meet all state mandated learning essentials in the areas of Biology and Chemistry while using agricultural concepts as themes. These courses provide a foundation to those students interested in pursuing a career in agriculture, the opportunity to place an emphasis on agriculture within their academic required courses.

Aside from excellent education opportunities available at Central High School West Campus there are many intra-curricular activities designed to expand leadership and organizational skills. You will want to be a part of the unique opportunities available to you, exclusively at West Campus.

Ag. Science I

This science based course introduces the student to the intriguing world of agriculture. Explore the science of animal and plant production and their contribution to man. Learn basic techniques in the production, handling, and marketing of animal and plant projects. This course will focus on student leadership development and a hands-on approach to discovering the many career opportunities awaiting in the field of agriculture. Learn how to make money while earning a grade!

Agricultural Biology

Agricultural Biology is a laboratory science course for the college bound student. This course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: cellular function, reproduction, genetics, animal and plant habitat, the environment, ecology, anatomy and physiology of animals and plants.

Plant & Animal Anatomy & Physiology

The application of advanced scientific technology and knowledge is increasing at a rate second only to the need for well-trained and educated individuals in all areas of agriculture sciences. Discover how domesticated livestock and crops influence and impact our daily lives. Develops skills in production and cultivation of food and fiber crops. This course is intended to successfully prepare those students who plan on majoring in agricultural sciences or related fields of agricultural endeavor.

Agricultural Chemistry

This course, designed for the college bound agriculture student, teaches the principles and application of chemistry laboratory operations to the many areas of agriculture science. These applications include enology, soil science, rumen fermentation, water science, and many other chemistry applications and principles.

Food Science

This course teaches scientific principles and how those principles can be applied to improve the health of individuals and families. Instruction is given concerning the physical, microbiological, and chemical principles that affect the food we eat.

ROP Agriculture Biotechnology

Students will explore tissue culture, aquaculture, embryo transfer and hydroponics. Problem solving will be one of the many functions of this class through teams researching, designing and building projects for practical applications in the industry or for use at the home.

ROP Veterinary Science

This course is designed to provide 11-12 grade students with the opportunity to study anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care field through project-based learning.

Ag Government/Economics

A required course for the graduating senior student. This course relates the topics of government and economics to the students related career pathway thus exposing the student to the practical application of course content.

Career Opportunities

Veterinarian
Nutritionist
Bio-Chemist
Entomologist
USDA
Quality Control Agent
Land Surveyor
Teacher
Food Scientist
Botanist
US Forest Service
Biologist

Intra-curricular Activities

Livestock Show Team Dairy Products Team
Specialty Animal Judging Job Interview Team
CO-OP Team Banking Team
Agri-Science Fair Best Informed Greenhand
Ag Sales Team Farm Records Team
Natural Resources Team LAND Team
Meats Judging Team Light Horse Judging Team
Prepared Public Speaking Extemporaneous Speaking
Farm Business Management Team

Animal Science

There are many different employment opportunities available in all aspects of livestock management. Students Central High School West Campus are provided with the opportunity for both hands-on and classroom instruction. Our facilities include a 22.4 acre laboratory facility to help assist students in their career aspirations.

Aside from the excellent educational opportunities available at Central High School West Campus, there are many intra-curricular activities designed to expand leadership and organizational skills. You will want to be a part of the many unique opportunities available to you, exclusively at West Campus.

Agriculture Science I

This science based course introduces the student to the intriguing world of agriculture. Explore the science of animal and plant production and their contribution to man. Learn basic techniques in the production, handling, and marketing of animal and plant projects. This course will focus on student leadership development and basic construction technology skills. A hands-on approach to discovering the many career opportunities awaiting in the field of agriculture. Learn how to make money while earning a grade!

ROP Agriculture Biotechnology

Students will explore tissue culture, aquaculture, embryo transfer and hydroponics. Problem solving will be one of the many functions of this class through teams researching, designing and building projects for practical applications in the industry or for use at the home.

Equine Science

If you like horses or have horses, then equine science is the class for you! This fun and interesting class teaches you about the role of the horse and its impact on man and our society. The historical evolution of the species as well as anatomy and physiology, breed description and uses, nutritive needs of the horse, safe and common breeding practices, parasite control and other disease prevention and treatment techniques will be covered.

ROP Veterinary Science

This course is designed to provide 11-12 grade students with the opportunity to study anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care field through project-based learning.

Career Opportunities

Veterinarian
Nutritionist
Vet Technician
Farm Manager
Biologist
Veterinary Assistant
Feed Mill Operator
Field Representative

Inter-curricular Activities

Livestock Judging
Meats Judging
Farm Business Management Team
Specialty Animal Judging
Light Horse Judging
Job Interview Team
Dairy Products Team

I
Fresno, CA 93722

Home: _____

Cell: _____

Email: _____@yahoo.com

To whom it may concern,

Please accept my resume and application. My interests for agriculture started in my involvement in the Future Farmers of America at Central High School West, and continue to rise. I enjoy hard work, and hope to develop a career in agriculture that allows me to work in the Animal Husbandry field.

As being a part of the Future Farmers of America I have learned and acquired many valuable skills. Such as, hard work, dedication, responsibility, and trustworthiness. I also learned to value and appreciate the different parts of the agriculture industry. In the FFA, I have participated in numerous career development events and public speaking events, that both have helped me become a punctual public speaker. Career development events consist of contests that allow students in the FFA, such as me participate and learn real life agriculture aspects. As the years go on, I continue to strive to gain the confidence I need in following out my passion in the agriculture industry.

As I participated in the FFA throughout High School I served as a Greenhand President, and on the Chapter Officer Team as Chapter Historian and Chapter Treasure. Being so, I learned skills such as; teamwork, communication, and cooperation. I constantly used these skills to assist in planning and organizing events for my chapter. But as an individual, I used my offices and resources to learn how to professionally speak on the phone, fill out important documents, prioritize, and communicate with others. My experiences throughout my time in the FFA have given me the tools to create a successful career in agriculture.

I feel that with my hard work and persistent attitude I can accomplish anything. I appreciate the time you have taken to review my resume and my qualifications. If you have any questions you may reach me by email at _____@yahoo.com. Thank you.

- Enclosed: Resume

Sincerely,

Emai g-larney@yahoo.com

Objective: To obtain a part-time position working in animal husbandry, allowing me to experience a career in agriculture.

Education:

2011- Present

Central High School West, Fresno, CA
Expected Date to

Graduate: June 2015

Work Experience:

June 2011- Present

Animal Owner

Central High School West, Fresno, CA Job Title:

*Responsibilities included
tending to the daily care of swine,
Cleaning and sanitizing pens,
tending to nutrition, and
Preparing animals for
market.*

Skills:

- Time management
- Animal husbandry skills
- Maintaining a safe environment
- Quick learner
- Problem solver
- Self-driven
- Handle money
- Organization
- Computer skills in: PowerPoint, Excel, and Word

Achievements/ Awards:

- Three year active member of Fresno-Central FFA Chapter 2011-Present
- Greenhand FFA Degree 2011
- Chapter FFA Degree 2012
- 1st Place in Crossbred Swine Market at the Big Fresno Fair 2013

References Available Upon Request

Direct

ION

Name

(Date)

Present

Fresno
(City)

CA
(State)

93722
(Zip Code)

(Telephone Number)

(Message Telephone Number)

Position Applied For:

Skills and/or competencies which qualify you for this position: Dedicated, persistent,
responsible, hard working

Do you have any physical condition that would prevent you from performing the duties of the position for which you have applied?

☐ No

☐ Yes

If yes, explain:

Languages spoken and/or written (other than English):

Other than traffic citations, have you ever been convicted or pleaded guilty or no contest to a misdemeanor or felony?

☒ No

☐ Yes

If yes, explain:

Do you possess a valid California Driver's License?

☒ No

☐ Yes

If yes, number:

RECORD OF EDUCATION

	Name of School	City/State	Course of Study or Major	Last Year Completed	Did you graduate?	Diploma or Degree
High School	Central High West	Fresno, CA		9 10 11 12	NO	NO
College/University						
Vocational / Business						
Other (Specify)						

List appropriate courses for this position:

JOB APPLICATION

I

RECORD OF EMPLOYMENT: (Begin with your most recent job)

Period of Employment	Job Title and Most Important Responsibilities Performed	Employer Name, Address, and Phone Number
From: <u>11/21</u> To: <u>1/1</u> Total <u>1</u> Yrs. <u>1</u> Mo. Hours Per Week <u>25-36</u> Reason for Leaving: <u>Still working</u>	Title <u>Subway Employee</u> Last Salary <u>8 hr</u> Duties: <u>Assist costumers by making sandwiches, maintining a clean store, and closing store.</u> Supervisor's Name: <u>Rajwant Sing</u>	<u>Subway Inc.</u>
From: <u>1/1</u> To: <u>1/1</u> Total <u>1</u> Yrs. <u>1</u> Mo. Hours Per Week <u>1</u> Reason for Leaving: <u>1</u>	Title <u>1</u> Last Salary <u>1</u> Duties: <u>1</u> Supervisor's Name: <u>1</u>	
From: <u>1/1</u> To: <u>1/1</u> Total <u>1</u> Yrs. <u>1</u> Mo. Hours Per Week <u>1</u> Reason for Leaving: <u>1</u>	Title <u>1</u> Last Salary <u>1</u> Duties: <u>1</u> Supervisor's Name: <u>1</u>	

REFERENCES: Give the names of three persons not related to you.

Name	Address (City, State, Zip)	Occupation
1. <u>1</u>	<u>1</u>	<u>Subway Employee</u>
2. <u>1</u>	<u>1</u>	<u>Subway Employee</u>
3. <u>1</u>	<u>1</u>	<u>1</u>

or omission of facts called for is cal

Signature: _____

ROP Biotechnology Portfolio Project Professional Development

	Points Possible	Points Earned
Binder Contents:	175 total	
<u>Cover Page</u> - includes all proper info	10	10
<u>Cover letter</u> - follows proper format	10	10
<u>Resume</u> - professional format, includes all categories, proper info included - references on separate page	10	10
<u>Table of Contents</u>	25	
<u>Job Application</u> - completed in ink, neat	10	10
<u>Letters of Recommendation</u> - 3 signed letters	10	10
<u>Work Samples</u>		
#1 - introduction - example (write-up, etc.)	10	10
#2 - introduction - example	10	10
#3 - introduction - example	10	10
#4 - introduction - example	10	1
#5 - introduction - example	10	1
<u>Reflection</u>	10	
<u>Awards/Transcripts</u>	30	
<u>Career Report</u> - covers overall industry, education required to enter, possible wages, job skills, and career options	10	
Grand Total	175	109

Finish References

Not found
Not submitted in part.

Name:

Period:

K

California Agricultural Education

Admin: Central West HHS, Chapter: Fresno - Central West

[Logout](#) [Admin Home](#) [Portal](#) [Reports](#) [Admin](#) [Resources](#) [Print](#)

Password List

Select a year and group. You may use the Excel export file to mail merge student instructions or print. Mail Merging in Word will allow you to create personalized instructions for your students with their studentID and password. Contact information is also exported. [More Help...](#)

Enter Roster Year:

Group (Class):

Click on ID to view recordbook. [Click Here to Export to Excel.](#)

Last Name	First Name	FFA No	Group	Student ID	Password Updated	Action
		0				view change password
		0				view change password
		553585359			central 6/3/2014	view change password
		600976678				view change password
		600517640				view change password
		600007234			central 10/24/2013	view change password
		600007236			a17Hy43Xws8u 1/15/2012	view change password
		600976679				view change password
		0				view change password
		0				view change password
		0				view change password
		553585361			a17Hy43Xws8u 1/15/2012	view change password
		600976681				view change password
		0				view change password
		600518608			a17Hy43Xws8u 1/15/2012	view change password
		0				view change password
		600976684			central 12/3/2014	view change password
		600976686				view change password
		0			central 1/15/2015	view change password
		600076697			central 12/11/2014	view change password

Fair Check Signature Sheet

Farm Clean up _____ (advisor signature)

Record book complete _____ (advisor signature)

Thank You letters _____ (advisor signature)

Project bills paid _____ (advisor signature)

Printed Student Name _____

Student Signature _____

Fair Check Signature Sheet

Farm Clean up _____ (advisor signature)

Record book complete _____ (advisor signature)

Thank You letters _____ (advisor signature)

Project bills paid _____ (advisor signature)

Printed Student Name _____

Student Signature _____

M

Agriculture Chemistry

Teacher: Mrs. Fahey

Agriculture Department Central High School – West Campus

Office Hours: Lunch, by appointment

Email: jfahey@centralusd.k12.ca.us

Phone: (559) 276-5276 Ex. 202 VM. 402

Website: jfaeyclass.weebly.com

Why Agriculture Chemistry?

Often times, students take a challenging academic class and by the end of the year, remember little. The goal of having an agriculture based chemistry class is to not only teach content in a relatable and specific way, but to apply the concepts through project based learning. The concepts learned in class will be related to the agriculture industry in such a way that allows students to fully comprehend the material while increasing their knowledge of the agriculture industry. Throughout the year, students will perform experiments, write papers, and participate in discussions which expand on various chemistry and agriculture topics. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology.

Course Description:

This class is a detailed and in depth examination of chemistry for those students interested in math, science, or agriculture fields of study in college. A prerequisite completion of Biology or Agriculture Biology is required. It is an intensive course that is project-based. This includes weekly labs, student projects and presentations, an Agriscience project, and FFA and Supervised Agriculture Experience requirements. There is likely to be homework most nights.

Textbook: Prentice Hall Chemistry, New Edition, c2007, Pearson Prentice Hall, Boston, Mass.

Topics Covered:

- Atomic Structure	- Periodic Table	- Plant Nutrient Requirements
- Chemical Bonding	- Stoichiometry	- Chemical Reactions
- States of Matter	- Gas Properties	- Solutions
- Chemical Thermodynamics	- Acids and Bases	- Ag Issues/California Agriculture
- Soil Chemistry	- Organic/Bio Chemistry	

Successful Students at Central High School have the following items:

- 1 inch 3 ring binder plus additional notebook paper (preferably college ruled)
- Set of Dividers
- Pens (blue or black) and #2 pencils / colored pencils (if you don't prefer to share the class sets)
- Calculator (**not phone**)
- Agenda Planner (Provided for you by the school in 1st day packet)

How You Earn Your Grade in Chemistry (Grading Policies)

Grades are weighted with the following Percentages:

- 40% Class Assignments, Labs, Homework and Reports
- 40% Common Assessments/Exams
- 5% Classroom Participation
- 10% SAE
- 5% FFA Participation
- Total 100%**

-40% of the course will be classroom based. This includes daily warm ups, homework, class work, and agriscience project.

-40% of the course will be assessment based. These include weekly quizzes and unit exams.

-5% of the course is based on participation. This includes student answers from review games, end of the block "tickets out the door", and other checks for understanding. This also includes student behavior.

-5% of the course will be based on FFA participation which is done outside of class. Each student is required to earn 3 FFA activity points per semester. One will be from an in class activity with the other two done out of class. These may be

M

earned by attending monthly FFA meetings, participating in public speaking and Career Development Events, serving as a committee member, participating in a Chapter fundraiser, helping out at any FFA event, or participating in community service projects.

-10% of the course will be based on the student's Supervised Agriculture Experience project. This is an agriculture related project the student designs and implements outside of class. This includes but is not limited to: raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, or working at an agriculture related business (i.e. feedstore, vet office, etc). The student will keep track of hours of labor, income, and expenses in an FFA Record Book online. SAE hours for the fall semester can come from the Agriscience Project. Hours will be counted outside of the school day. If the student wishes to compete in Agriscience in the Spring, this will also count as their SAE. Students must have 50 hours completed in the Fall semester and 100 completed by the Spring.

Agriscience Project:

Agriculture chemistry is designed to be applicable to everyday situations. Thus, it is our goal for students to engage in higher level thinking projects that are hands on. In the Fall semester, each student must design, implement, and create an agriscience project. This is similar to a science fair project, however with a few added components. If the student does not pass the agriscience project, he/she will not pass the class. The project will be introduced in the second week of school.

Grades are based on these percentages:

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

Note: Grades will be updated weekly and can be viewed on Parent Portal.

Make-up Assignments and Late Work:

For an excused absence students have 5 class days to make-up assignments for full credit. It is the responsibility of the student to request the make-up work. Credit for unexcused absences may be denied. Two days out of every semester will be Fahey's Make Up Day, a day in which any student may turn in any work from any unit. All work turned in on make up days will be counted as half credit or lower. These days will be announced in class. Late work will be accepted at the teacher's discretion, but will NOT be accepted for any reason after the close of the grading period, unless it is a makeup day. Alternative assignments may be offered for labs that cannot be made up.

Classroom Expectations and Procedures:

As a Grizzly here at West Campus, students are expected to follow the Grizzly 5 or **CLAWS**.

C	Come Prepared	Have all necessary materials for a successful day, pencil, pen, paper, calculator, etc.
L	Live Responsible	Complete assignments on time Arrive to class on time Take notes Keep agenda current
A	Act Safely	Stay in seat until bell rings Keep hands/feet to your self Have ID at all times Follow Lab safety procedures
W	Work Together	Help each other during group assignments Ask for help
S	Show Respect	Speak when it is your turn Listen carefully

Due to the lab nature of this class, following these guidelines is important not just to the student's grade, but also to their safety and the safety of the rest of the class.

Due to the nature of the class, which is primarily lab based, food is NOT allowed in the classroom. The class will be working with hazardous materials. Eating in the room is unsafe. Beverages are permitted provided the class is not conducting an experiment. However, beverages must be closed with a lid or be in a travel-cup to reduce the chance of spills. Beverages are NOT allowed during a lab and must be put away, out of sight.

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), then sign out, take their agenda and ID card (both are required to leave class), and sign back in.

All personal electronic devices and their accessories, except calculators, *are prohibited during class. This includes cell phones, mp3 players, headphones, etc.* Any personal electronic device *visible or audible* in the classroom will be confiscated.

Read and follow the student academic code, dress code, and other codes of conduct listed in the student manual. Violations to these codes will be dealt with in accordance with school policy. Plagiarism, for example, is against the academic honor code and will not be tolerated. Quoting sources from books without proper citation, copying other student's work, or using internet information without citation are all forms of plagiarism that will be reported to administration. **Plagiarism is a serious offense!** If this occurs, parents will be notified and the affected students will receive a grade of zero on the plagiarized work and will be assigned Saturday School. This includes the individual that was copied from. **DO YOUR OWN WORK!**

School property, including lab equipment, tables, and chairs, should be treated with respect. Acts of vandalism or destruction of property will result in fines to repair/replace the item, as well as lunch beautification or suspension. Rough housing in the classroom, especially during a lab will not be permitted and the student will be transferred out of the class for safety of the other students.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell): _____

- This is the student's first homework assignment. Proper signatures are required for full credit.
- This assignment is worth 20 points.

M

Agriculture Leadership

Teacher: Mrs. Fahey

Agriculture Department Central High School – West Campus

Office Hours: Lunch, by appointment

Email: jfahey@centralusd.k12.ca.us

Phone: (559) 276-5276 Ex. 202 VM. 402

Website: jfaeyclass.weebly.com

I hope you have entered the Agriculture Department determined to learn, with the expectation of becoming a community asset. My goal as your teacher is to make your learning experience positive and help you to develop as a whole so you can be successful in every day life. Through hard work and critical thinking and self discovery you will grow academically and personally in this course. Always remember it is a privilege, not a right, to enroll in agriculture education, your enrollment may be revoked if you choose to act in any way that disrupts the teaching/learning process. Good luck to you on your new adventure. I am confident we will have a wonderful year!

Course Description:

This course is designed to acquaint the student with the theories and principles of personal leadership development and growth and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements and principles of cooperative and group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, and gratitude. The student will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Goal setting and self-evaluation will be stressed in this course.

Successful Students in Ag Leadership at Central High School have the following supplies:

- Section in a Binder for Ag Leadership to Stay Organized
- **Agenda/Planner**
- Pens/Pencils
- Creativity/Imagination

Texts: (Have in class students will not need to check out books)

- The Seven Habits of Highly Effective Teens, Sean Covey, Franklin Covey, 1998
- Leadership: Personal Development and Career Success, Cliff Ricketts, Delmar Publishers, 1997

Major Goals and Objectives:

- A. Develop the values of leadership and identify the benefits.
- B. Experience and practice roles of responsibility, initiative, creativity, leadership, and program pride.
- C. Formulate and work effectively on projects within committee groups.
- D. Engage in activities involving the campus and community at large.
- E. Encourage productive student-faculty relationships.
- F. Master skills in manners and etiquette.
- G. Experience both prepared and extemporaneous public speaking.
- H. Demonstrate parliamentary procedures for running efficient meetings.
- I. Demonstrate strategies for obtaining employment.
- J. Participate in FFA activities.
- K. Participate in SAE projects employing skills learned in the classroom.
- L. Maintain an on-going record book.

Agriculture Leadership Skills:

The percentage of these skills completed/mastered will serve as the student's grade in Ag Leadership. These skills can be met in class, however many of them will require time outside of class to complete. In order to do well in this course time is required outside of the regular school day. **Remember, Ag Leadership is only for the serious Ag Student who really wants to make a difference in our Ag department.**

Leadership

- Parli-Pro Demonstration
- Pass Parliamentary Procedure Test

- Leadership Tools Development
- Delegate Tasks
- Understand how to read then lead your audience.
- Chair/Run an activity/game/leadership lesson at a FFA meeting.
- Participate on a working committee (Executive, Student, Chapter, Community, Newsletter, Scrapbook)
- Attend a FFA hosted community service event.
- Participate in Planning and Preparing for an FFA Meeting
- Attend an Ag Boosters Meeting
- Attend a School Activity (Football Game, Prom, Rally etc.)
- Interview a FFA Member
- Invite a Guest Speaker to come to the Ag Leadership class.

Personal Growth

- Attend a FFA Activity on or above the State Level (CDE Field Days, State Conference, MFE/ALA, Nationals)
- Initial Self Evaluation
- 1st Quarter Self Evaluation
- Fall Semester Self Evaluation
- 3rd Quarter Self Evaluation
- Spring Final Self Evaluation
- Apply for a FFA Degree (Greenhand, Chapter, State) OR apply for a proficiency award.
- Conflict Resolution Skills
- Personal Organization
- Time Management

Public Speaking

- Opening and Closing Part Memorized
- In Class Opening and Closing Demonstration
- Compete in Opening and Closing Contest
- Impromptu, Prepared or Extemporaneous Speech Prepared and Presented in Class

FFA

- Write a newsletter article, or work on the FFA Webpage.
- Create a Sign for an FFA Event
- Set Up for a FFA Meeting
- Clean Up a FFA Meeting
- Have an Assigned Speaking part at a meeting.
- Attend one meeting simply as a guest
- Serve on a Banquet Committee for Fall Banquet
- Serve on a Banquet Committee for Spring Banquet
- Participate in a FFA Fundraiser
- Pass FFA Knowledge Test
- Attend a Sectional Activity (Blackbeards, Bowl A Thon, Help run BIG and Banking)
- Assist in Management of files and or FFA Members.
- Submit 3 photos you took at a FFA event to the Historian, Mrs. Fahey or other appropriate Advisor.

Professionalism

- Professional Skills Group Project and Demonstration
- Etiquette when Dining
- Looking Professional
- Making Phone Calls Demonstration
- Sending Professional E-Mails
- Write a Thank You Card
- Professional Resume
- In class Job or Office Interview
- Professional Personal Introduction

Student Evaluation Standards:

Students will be evaluated by the successful completion of the skills listed above. The percentage of skills that have been met and signed off by the teacher will serve as 90% of the student's grade, the other 10% is from their Supervised Agriculture Experience Project as evidenced by their FFA Record Book. (9th Graders are exempt from the SAE portion of the grade)

Grades are based on these percentages:

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

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Make up Work

- The student is responsible for obtaining make-up work on the day he/she returns to school.
- The student may have to get make up work before or after class.
- The skills list is for the entire year and students are asked to set goals for meeting all the skills, it is there responsibility to make sure they complete the skills on time in order to receive a passing grade.

Classroom Expectations and Procedures:

As a Grizzly in Ag Leadership here at West Campus, students are expected to follow the Grizzly 5 or **CLAWS**.

C	Come Prepared	Have all necessary materials for a successful day, pencil, pen, paper, etc.
L	Live Responsible	Complete assignments on time Arrive to class on time Take notes Keep agenda current Follow through on what you sign up for
A	Act Safely	Stay in seat until bell rings Keep hands/feet to your self Have ID/leadership badge on at all times
W	Work Together	Help each other during group assignments Ask for help
S	Show Respect	Speak when it is your turn Listen carefully Be an example of positive behavior

Your education is the most valuable gift you can give yourself, so spend your time in school wisely. As your teacher I will hold you to a high standard in order to push you to better yourself and teach you how to be organized and responsible.

Let's Create a Positive Learning Environment By:**1. Follow all School Wide Rules**

- Dress Code
- Attend Class Regularly, and be on time
- Respect and care for the Campus and School Property
- Respect other students and your teachers
- No cell phones in class

2. Follow Classroom Logistical Procedures

- Be on time to class.
- Bring all required items to class.
- Wait for instruction from Mrs. Fahey before taking off to start or continue a project.**
- Raise you hand and wait to be called on to speak.
- Talking is not acceptable during lessons.
- Use positive language and maintain a positive attitude.

- M
- g. No food or Gum in the Classroom (Bottled Beverages approved for classroom consumption: Water, Gatorade, Vitamin Water, Juice or like drinks) No soda, No energy drinks, No open cups or cans.
 - h. Do not write on, scratch, or deface ANYTHING in this classroom.
 - i. Clean up after yourself.
 - j. Keep all classroom materials clean, organized, and well stocked.
 - k. Check In and Check Out- Teacher Approves state of Classroom before class and before you are dismissed.

3. Adhere to Mrs. Fahey's Policies

- a. Classroom disruption will not be tolerated and is punishable by detention, steps, lunch beautification, calls home, or refocus activities.
- b. Defacing classroom items may require student to stay after school to fix affected items, or payment for items damaged.
- c. Full Participation is expected in Ag Leadership. ***This class is a privilege not a right.***
- d. Do not leave class without permission or without your leadership badge.
- e. "Hanging Out" in class or the back workrooms is not acceptable.
- f. We will clean up our messes! Mrs. Fahey is not your mom and will not clean up after you.
- g. The officer workroom is not a locker room! Only FFA Officers may store items there and only in their assigned boxes or cubbies.
- h. Leadership team members are allowed to use the back work room during the Ag Leadership block and are not entitled to be back there during other class blocks.

Please Note:

This is your agriculture Department --- Take excellent care of it!!! Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. Tables, desks and chairs will be checked regularly for any signs of abnormal wear, filth, or destruction and students will be held responsible. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell): _____

Ag Leadership Spring Semester Syllabus

M

Why a new syllabus?

The second semester of Ag leadership will be a bit different! So, it is important to clearly identify the changes that will take place. Also, this serves as a reminder of the requirements for this course and what you need to do to not only pass, but leave the year with a successful experience in Ag leadership.

SAE project

This semester, students must participate in a Supervised Agriculture Experience project, just like last semester. This is an agriculture related project that the student must be involved in on a daily or weekly basis that the student designs and implements outside of class. This includes but is not limited to; raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, Agriscience Project, or working at an agriculture related business (feedstore, vet office, etc). The student will keep track of hours of labor, income, and expenses in an FFA iRecordbook. Students must have 50 hours completed in the Fall semester and 100 completed by the Spring.

Grading Policy

Below is the weighting scale for grading in this class.

FFA Skills*	90%
SAE	10%

*The skills component will be based on the student's willingness to work on skills and projects both inside and outside of class, behavior, time on task, and overall effort.

In addition, high academic standards must be maintained as leadership activities require commitment beyond the assigned class period. It is your responsibility to obtain advance teacher permission and make up all work for additional class periods missed. If your GPA drops below 2.0, you will be put on probation. If your GPA remains under 2.0 for a 2nd grading period, you will be removed from the class. Leadership students are held to the highest standards of behavior, as they are considered role models for other students. Leadership is a privilege, and any referral may result in permanent dismissal from class.

Note: Grades will be updated three times, once at each grading period and can be viewed on Parent Portal. Students will be responsible for keeping their grades updated on their skills sheet and making sure that it is placed in the grading binder before each grading period ends.

Student Print

Student Signature

Date

Parent/Guardian Print

Parent/Guardian Signature

Date

Best Way to Contact Parent:

Cell Phone: _____

Email: _____

Equine Science

Teacher: Mrs. Fahey
 Agriculture Department Central High School – West Campus
 Office Hours: Lunch, by appointment
 Email: jfahey@centralusd.k12.ca.us
 Phone: (559) 276-5276 Ex. 202 VM. 402
 Website: jflaysclass.weebly.com

Course Description:

Students will learn how to care for and manage horses. Equine health, nutrition, management, reproduction, training, evaluation, and showmanship are the instructional areas. In addition, course content includes instruction in the tools, equipment, and facilities for equine enterprises. Business management topics include the economics of boarding, training, and merchandising horses.

Topics of Study:

✓ Development & Domestication	✓ Gaits	✓ Exploring Equine Careers
✓ Basic Equine Anatomy	✓ Blemishes and Unsoundness	✓ Feeds and Feeding
✓ Colors and Markings	✓ Hoof Anatomy & Care	✓ Equine Selection
✓ Types and Breeds of Horses	✓ Horse Behavior & Vices	✓ Breeding
	✓ Safety	✓ Reproduction

Successful Students at Central High School have the following items;

- 1-1 1/2 inch 3 ring binder to keep papers in organized
- A set of dividing tabs for your binder
- Pens, Pencils, Highlighters
- **Agenda Planner** (Provided for you by the school in 1st day packet)

How You Earn Your Grade in Equine Science (Grading Policies)

Grades are weighted with the following Percentages:

- 40% Class Assignments, Labs, Homework and Reports
- 40% Common Assessments/Exams
- 5% Classroom Participation
- 10% SAE
- 5% FFA Participation
- Total 100%**

-40% of the course will be classroom based. This includes daily warm ups, homework, and class work.

-40% of the course will be assessment based. These include quizzes and unit exams.

-5% of the course is based on participation. This includes student answers from review games, end of the block "tickets out the door", and other checks for understanding. This also includes student behavior.

-5% of the course will be based on FFA participation which is done outside of class. Each student is required to earn 3 FFA activity points per semester. One will be from an in class activity with the other two done out of class. These may be earned by attending monthly FFA meetings, participating in public speaking and Career Development Events, serving as a committee member, participating in a Chapter fundraiser, helping out at any FFA event or participating in community service projects.

-10% of the course will be based on the student's Supervised Agriculture Experience project. This is an agriculture related project the student designs and implements outside of class. This includes but is not limited to; raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, or working at an agriculture related business (i.e. feedstore, vet office, etc). The student will keep track of hours of labor, income, and expenses in an FFA Record Book online. SAE hours for the fall semester can come from an Agriscience Project. Hours will be counted outside of the school day. If the student wishes to compete in Agriscience in the Spring, this will also count as their SAE. Students must have 50 hours completed in the Fall semester and 100 completed by the Spring. SAE

participation is not mandatory for Freshmen, but they must have plans for a Supervised Ag Experience Project that will begin their Sophomore year.

Grades are based on these percentages:

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

Note: Grades will be updated weekly and can be viewed on Parent Portal.

Make-up Assignments and Late Work:

For an excused absence students have 5 class days to make-up assignments for full credit. It is the responsibility of the student to request the make-up work. Credit for unexcused absences may be denied. Two days out of every semester will be Fahey's Make Up Day, a day in which any student may turn in any work from any unit. All work turned in on make up days will be counted as half credit or lower. These days will be announced in class. Late work will be accepted at the teacher's discretion, but will NOT be accepted for any reason after the close of the grading period, unless it is a makeup day. Alternative assignments may be offered for labs that cannot be made up.

Classroom Expectations and Procedures:

As a Grizzly here at West Campus, students are expected to follow the Grizzly 5 or **CLAWS**.

C	Come Prepared	Have all necessary materials for a successful day, pencil, pen, paper, etc.
L	Live Responsible	Complete assignments on time Arrive to class on time Take notes Keep agenda current
A	Act Safely	Stay in seat until bell rings Keep hands/feet to your self Have ID at all times
W	Work Together	Help each other during group assignments Ask for help
S	Show Respect	Speak when it is your turn Listen carefully

Due to the nature of the class, food is NOT allowed in the classroom. Beverages are permitted. However, beverages must be closed with a lid or be in a travel-cup to reduce the chance of spills. Beverages are NOT allowed during a lab and must be put away, out of sight.

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), then sign out, take their agenda and ID card (both are required to leave class), and sign back in.

All personal electronic devices and their accessories, except calculators, **are prohibited during class. This includes cell phones, mp3 players, headphones, etc.** Any personal electronic device **visible or audible** in the classroom will be confiscated.

Read and follow the student academic code, dress code, and other codes of conduct listed in the student manual. Violations to these codes will be dealt with in accordance with school policy. Plagiarism, for example, is against the academic honor code and will not be tolerated. Quoting sources from books without proper citation, copying other student's work, or using internet information without citation are all forms of plagiarism that will be reported to administration. **Plagiarism is a serious offense!** If this occurs, parents will be notified and the affected students will receive a grade of zero on the plagiarized work and will be assigned Saturday School. This includes the individual that was copied from. **DO YOUR OWN WORK!**

School property, including lab equipment, tables, and chairs, should be treated with respect. Acts of vandalism or destruction of property will result in fines to repair/replace the item, as well as lunch beautification or suspension. Rough housing in the classroom, especially during a lab will not be permitted and the student will be transferred out of the class for safety of the other students.

Career Development Events:

You have the opportunity to participate in a Career Development Event (CDE) throughout the year. Horse Judging, Best Informed Greenhand, Creed Speaking, Livestock Judging, Floriculture, Dairy Products, and Small Engines are a few of the many contests that can take you to the various colleges and universities throughout our state. It is also a chance to compete with other agriculture students based on the material you have learned in class. If you have a competitive spirit, like to work with others, and would like to get involved, you will have the best time ever!

Note: All school rules and procedures will be enforced in class and students are expected to follow them.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell): _____

- This is the student's first homework assignment. Proper signatures are required for full credit.
- This assignment is worth 20 points.

Quality Criteria Two

Leadership and Citizenship Development

The Fresno-Central FFA Chapter was chartered in 1930 (chapter number 0068) and has enjoyed a competitive reputation throughout its history. All students are encouraged to participate in leadership and citizenship activities relevant to their needs and interest. Each student is expected to keep record of their participation in chapter, section, region, state and national activities in their recordbook. Our program consistently participates in a minimum of twelve FFA activities each year. Students are able to compete in over 12 different CDE judging teams which competed in over 8 field days, attend 5 leadership conferences and activities, and participate in over 3 public speaking events. Students also have the opportunity to participate in numerous student committees, officer teams, fundraising events, and community service activities. If parents, community members or administration want to know more about our program or activities that our chapter participates in, we have our Chapter's Program of Work. Our Program of Work or POW is revised annually by our Ag Staff and Chapter FFA Officers and submitted to our Regional Supervisor Mr. Parker. The POW is comprehensive and covers the three circles of Ag Education giving information to the community about the opportunities that exist for our agriculture students.

Students within the Central High School Agriculture Program are required to participate in FFA activities and receive a grade for those activities. As a department, it was decided that all students enrolled in an agriculture class must participate in two out of class and one in class FFA activity which counts for five percent of their grade. In class FFA activities are usually in the form of holding an official FFA Chapter Meeting. Officers will run the meeting covering new and old business as well as hold leadership break-out sessions for all members. For classes that meet high school graduation requirements, UC requirements, and ROP class requirements, FFA involvement is found to be integral to

the students' academic success in the form of record keeping and public speaking. By making this a requirement, over eighty percent of the Fresno-Central FFA chapter members participates in at least three leadership and citizenship development activities each year. Staff verifies these requirements by keeping activity night sign in sheets, signing off on activities, or making students bring in receipts of fundraiser activities attended.

To make sure that our students are affiliated with the FFA, we complete student data sheets or R2 forms in the beginning of the school year. Most of the time we fill them out starting in the third week of school. This allows for class scheduling and movement to have slowed down and the opportunity to make sure that all students need to be registered with FFA are in the correct classes. This past year I updated the data sheets to a more user friendly format so it was simpler for the students to fill out without making mistakes. Filling out data sheets in class helps increase discussion with the students about the classes that our department offers. We also take the time to go over future activities that our chapter participates in.

Even though we have approximately 80% of our student ag population participating in their three activities a year, we as a department still encourage our students to participate in more. In order to motivate our students to be involved in the Chapter Activities and beyond we have a point awards system that recognizes our top 20 FFA members each year at our Spring Awards Banquet. Our top 20 members receive a special trip for their participation. This last year we took students to McDermont Field House in Lindsey for the day. Right now, point award sheets are posted at the beginning of each month and students have the responsibility of filling them out and turning them in. Our FFA 1st Vice President is in charge of tallying those points at the end of the month and keeping on accurate running total of students that have turned in paperwork. I would like to improve our point awards system by taking those totaled points and posting them so students can see how they are progressing points wise.

My hope is that this would encourage students to become more involved and strive to reach that next level of points.

Supporting Completion Materials

Item A- Fresno-Central FFA Program of Activities. We turn this into Mr. Parker and then it is posted on the Fresno-Central FFA Web Page.

Item B- Our Fresno-Central FFA Charter cannot be found at this time.

Item C- Copies of Course Syllabi showing FFA as a graded component of each Ag Class.

Item D- Copy of the FFA activities Chart provided for all members and Ag Staff at the beginning of each school year.

Item E- FFA Top Twenty monthly Point Awards sign up sheets.

Item F- Pictures from the 2014-2015 FFA Scrapbook

Item G & H- Travel Requests. Copy of an overnight trip request form I submitted and a copy of a FFA Field Trip Permission slip that I made this year.

Item I & J- Open PO in my name for reimbursement for FFA associated costs. Copy of Request for Payment for myself.

**** Ag Ed 539 Special Project**

-Part of my special project was to create a new and improved working Fresno-Central FFA Webpage.

Please see these items in the 539 Special Projects Section.

Fresno-Central FFA

Program of Activities

2014-2015

“Thinkin’ Outside the Barn”

Section I

Introduction

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Introduction

The FFA Organization is an organization of the students, by the students, and for the students studying agriculture in public secondary schools under the provision of the Vocational Education Acts.

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

The FFA is a non-profit, non-political agriculture youth organization, designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization stands includes leadership, service, business, agriculture improvement, organized recreation, citizenship, and patriotism.

National headquarters for the FFA is located at the Agricultural Education Branch Office of Health, Education, and Welfare in Washington D.C. The National Convention is held tri-annually in Indianapolis, Indiana and Louisville, Kentucky while the California Association holds its annual State Conference at the Fresno Convention Center in Fresno, California.

This 2014 - 2015 Program of Work was developed to explain the purpose of the FFA Organization as well as provide insight into the opportunities that are available to all students of agriculture at Central High School - West Campus.

FFA Theme

2014 - 2015

Each year the Fresno – Central FFA Officer Team selects a theme to guide their vision and objectives for the school year.

This year's theme is...

In Order Left to Right: Sean Pimentel, Alex Elisalde, Collin Parker, Anthony Gonzalez, Brandi Gourley, Shannon Muzio, Alexa Aparicio, Callie Freeman, Courtney LeBar

2014 - 2015 Fresno-Central FFA Chapter Officers

President
Sean Pimentel

1st Vice President
Shannon Muzio

2nd Vice President
Alex Elisalde

3rd Vice President
Anthony Gonzalez

Secretary
Brandi Gourley

Treasurer
Callie Freeman

Reporter
Courtney LeBar

Sentinel
Collin Parker

Historian
Alexa Aparicio

President's Message

Being raised in the middle of a suburb I was never destined to be an advocate of agriculture. I was raised in a large town that was surrounded by a vast variety of agricultural programs and crops, but I was never aware of such. I never understood the tremendous role agriculture took in my daily life. As a freshman I joined the FFA because of my Dad. I soon found there was much more in the FFA than I was ever aware. I not only found the FFA inspiring but I learned the importance and value in agriculture and the roles our great state plays in feeding our country and supplying jobs/careers.

FFA is a national organization that isn't easily just told, but needs to be experienced. There are numerous opportunities for every student in a variety of fields. As you embark on your journey in this organization let me recommend to keep an open mind and try new things. Don't be afraid because you don't know, but instead try your best and learn and absorb as much as you can from the experience. Each of these experiences are not handed to you or bought, they require dedication, determination, and hard work.

Being in this organization is an honor, and can positively influence your life. Remember that you will only receive what you put into this organization. If you work diligently the FFA will help make you a knowledgeable leader, and a respectable member of society. The stereo-type that FFA is simply for FFA is over stated. I myself am not even agriculture major but the FFA has assisted in growing and developing. I can only credit this great organization for my speaking skills and agricultural knowledge and so much more. FFA truly has something for everyone.

I am privileged to be the President of such a dedicated chapter in the organization, and it makes me proud to see each of our members growing and developing. Each and every one of you has something great to offer in this organization that can be further used in our society. You are the next generation of leaders in our world. I hope each of you take this opportunity and rise to the very top, making yourselves better individuals overall.

Sincerely,

Sean Pimentel
Fresno-Central Chapter President

Advisor's Message

The Advisors of the Fresno-Central FFA would like to welcome all incoming and returning members to another exciting and challenging school year. We are all quite thrilled at the possibilities that await each of you, opportunities that can help you create a unique and positive identity for yourself. From a wide variety of agriculture classes, to speaking contests and career development events, and local community service opportunities, you will certainly find a place within our program.

The FFA is an amazing organization; in fact, it is the largest youth agricultural organization in the world! There are students all over the United States and beyond doing many of the same things you are; growing and excelling as young leaders. This is your chance to become a young leader through your participation and with the help and guidance provided by the advisors and officers. The *Program of Work* is an outline and history of the activities and accomplishments undertaken each school year by the Fresno-Central FFA Chapter. This *Program of Work* can be used to assist you with planning an individualized leadership plan, however, the main purpose behind the *Program of Work* is to establish cooperative group action and develop student responsibility. Without group cooperation and responsibility, neither labor nor knowledge would accomplish much.

By participating more fully and taking advantage of all of the opportunities offered in our FFA program, you will build on your individual leadership skills and create an identity that blends all the best you have to offer!

Have a fantastic year challenging yourself to start your FFA adventure!

Mr. Chris Williams	Mrs. Jessica Fahey	Mrs. Taree Downs
Ms. Roz Lopez		Mrs. June Bettencourt
Mr. Blaise Chaney		Mr. Darrell Hirschler

Principal's Message

The nationwide youth organization, universally known as Future Farmers of America, is one of the largest and one of the most successfully run and operated entities in the world. It's tremendously rich and time tested; success is deeply rooted in the core values and ideals of its inception. The overall goals and objectives of the FFA is teach healthy virtues, ethics, and values to our youth, while cultivating a strong work ethic and the corresponding leadership skills to enable them to become our future worldwide leaders in every industry in the world.

Our FFA chapter here at Central High School has successfully, for several decades, manifested these all encompassing goals into the many and varied programs that they offer. The chapter advisors, along with their corresponding Boosters organization, have managed to build our chapter into the largest in the state of California. Above and beyond this tremendous accomplishment, our FFA chapter continues to successfully compete at the state and the national level. We have many of the brightest, many of the most talented, and many of the most diligent and hard working students and FFA advisors in the nation.

I am proud to be a part of and to be able to support such a high achieving and prosperous FFA chapter such as Fresno-Central FFA.

Sincerely,

Mr. Jack Kelejian

Central High School Principal

Central Unified Board of Trustees

Mr. Cesar Granda
Area 1

Mr. Ruben Coronado
Area 2

Mr. Leonard Ramirez
Area 3

Mr. Richard Atkins
Area 4

Mrs. Cindy Berube
Area 5

Mrs. Terry Cox
Area 6

Mr. Rama Dawar
Area 7

Central Unified Administrators

Mr. Mike Berg
District Superintendent

Chief Academic Officer
Chief Business Officer
Human Resources
7-12 Education & Adult Education
Human Resources and C.W.A.
Special Education & Support Services
K-6 Education

Dr. Laurel Ashlock
Mr. Kelly Porterfield
Mr. Chris Williams
Mr. Paul Birrell
Mr. Kevin Wagner
Mrs. Jamie Russell
Ms. Karen Garlick

Central High West Campus Administration & Office Personnel

Principal	Mr. Jack Kelejian
Director of West Campus	Mr. Dave Holtermann
Vice Principal	Mr. Daren Pittman
Vice Principal	Mr. Dale Richey
Guidance Learning Director	Mrs. Latisha Runderson
Guidance Instructional Advisor	Mrs. Gurpreet Dhillon
Counselor	Mr. Danny Teevens
Counselor	Mr. Isaac Fregoso
Counselor	Mr. Brent Dettman
Principal's Secretary	Mrs. Pam Mendes
Vice Principal's Secretary	Mrs. Jordana
Finance	Mrs. Kerrie Kezerian
Registrar	Mrs. Becky Labbee-Rivera
Attendance	Mrs. Lisa Anderson-Hei
Attendance	Mrs. Michelle Piedra

Fresno-Central Ag Boosters

"Taking Pride in FFA"

In 1999, the California legislature passed the Agricultural Education Act, declaring agriculture to be one of the most important industries in the state, but lacking in a comprehensive educational program. Goals for student knowledge are set forth in the Act, including stronger career preparation to meet the needs of "a dynamic and competitive" industry. The Fresno-Central Ag Boosters is a non-private foundation, non-profit support organization with tax-exempt status, a public charity. The Boosters and its membership consist of parents of past, present and future Central West students, former students, and community members. We support students and their advisors by undertaking special events to raise funds for the Agriculture Department and FFA projects and activities, including the annual Dinner-Dance each May, and a variety of creative fund raisers year-round.

Our Mission includes:

Sharing the financial burden of leadership events through reimbursement of fees and costs for attendance at National Convention, State Convention, State Finals, and The Big Fresno Fair; Funding equipment purchases to maintain farm operations; Assisting with sharing the cost of student projects; Recognizing and overcoming student financial hardship by sponsoring projects which allow the student to participate in production agriculture; Recognizing student achievement in livestock showmanship competition at The Big Fresno Fair by awarding bump bids to students who receive judge's awards; Providing tokens of appreciation to members of the community who support the FFA through buying livestock projects at The Big Fresno Fair; Contributing to acknowledgment of student achievement at FFA awards banquets; Providing scholarships to further collegiate education in agriculture; Acknowledging dedication and efforts of advisors and support staff toward FFA principles; Continuing visibility of the FFA to the greater community by publicizing student achievements and participation in campus, District and community events.

The Boosters' ability to carry out the many tasks and activities needed to raise funds and conduct outreach to individuals and the business community would not be possible without the commitment of its members and multitude of supporters for over a decade, whom we graciously thank. We invite you to join our membership. Our meetings are held the second Wednesday of each month in Room Ag 2 of the Ag Department.

2014-2015 Executive Committee:

*President: Cindy LeBeau, Vice President: Kyle Ehlers, Secretary: Lisa Aparicio,
Treasurer: Deanna Clay Reporter: Danielle Young,
Sergeant At Arms: Richard Atkins*

Agriculture Courses Offered

-
- ✓ Agriculture Science 1 – UC Approved "g" Requirement
 - ✓ Agriculture Science 2 – UC Approved "g" Requirement
 - ✓ Agricultural Biology – UC Approved "d" Requirement
 - ✓ Plant and Animal Anatomy and Physiology (Ag Academy)
 - ✓ Agriculture Chemistry – UC Approved "d" Requirement
 - ✓ Food Science (Ag Academy)
 - ✓ ROP Biotechnology
 - ✓ ROP Veterinary Science – UC Approved "g" Requirement
 - ✓ Equine Science
 - ✓ Floral Design
 - ✓ ROP Floral Design – UC Approved Fine Art
 - ✓ Landscape Design
 - ✓ Agricultural Construction 1
 - ✓ Agricultural Construction 2
 - ✓ ROP Welding and Fabrication
 - ✓ Power Equipment Technology
 - ✓ ROP Diesel Mechanics
 - ✓ Ag Facility Maintenance and Operations
 - ✓ ROP Business & Computer Applications in Ag
 - ✓ Student Leadership (Agriculture)
 - ✓ Agriculture Government – UC Approved "a" Requirement
 - ✓ Agriculture Economics – UC Approved "g" Requirement
 - ✓ Agricultural Engineering

Scholarships

Elizabeth Taylor Memorial Scholarship

Will J. Taylor Ag Scholarship

Kenneth Graham Agriculture Scholarship

Derran Koligian Memorial Scholarship

Robert Badertscher Scholarship

Timothy Atkins Memorial Scholarship

Central FFA Agriculture Scholarship

Scholarships are very important to graduating seniors who plan to further their education in agriculture. The scholarships listed here are only available to Fresno-Central FFA members, and it is a great honor to receive one of them. Seniors can apply for our scholarships in the spring to be awarded at our Spring Awards Banquet. We would like to thank all the people involved in making these scholarships available to our members.

Students from the Fresno-Central FFA have received numerous other scholarships including the Smittcamp Family Scholarship, which is a full ride scholarship to CSU Fresno, and scholarships from the National FFA Organization.

WE ARE PROUD TO SUPPORT FFA

Fresno-Central FFA Budget

2014-2015 School Year

Income

Sweet Tomatoes Dec.	\$300
Sweet Tomatoes Sept	\$300
Panda Express Nov.	\$400
Sweet Tomatoes Jan.	\$300
Panda Express Feb.	\$400
Ag Booster Donations	\$5,000
Fresno Fair Awards	\$200
Spring FFA Banquet Admission	\$1,500
Applebee's	\$300
Total Income	\$8,700

Expenses

Career Development Entry Fees	\$3,000
Chapter Fall Banquet	\$600
Chapter Officer Leadership Conference	\$100
Chapter Spring Banquet	\$1,500
Donkey Basketball/ Sweetheart	\$200
FFA Meeting/Event Supplies	\$1,000
Officer Retreat	\$800
Postage	\$100
Regional Meeting: Fall	\$100
Regional Meeting: Spring	\$100
Scrapbook	\$300
Sectional Dues	\$100
Misc. Fund for Other Expenses	\$800
Total Expenses:	\$8,700

Committee Structure & Membership

Executive Committee

Chaired by Sean Pimentel

Members: Anthony Gonzalez, Brandi Gourley, Victoria Miller, Alex Elisalde, Adam Solis, Olivia Pimentel, Madison Cooper, Riley Rocca, Shannon Muzio, Chris Burton, Bailey Gerrits, Steven Fleming, Callie Freeman, Maddy Ponte, Amanda Berg, Kersten Hulsey, Samantha West, MacKenzie Engelman, Alexa Aparicio, Lynn Herring, Bettie McKinley, Erika Stewart, Rebecca Young, Courtney LeBar, Nikko O'Neil, Fionna Romans, Diane Ramirez, Justyne Gibbard

Goals and Objectives: The goal of the executive committee is to improve the quality of the chapter through equal representation of its members and the competent planning of its events. The Executive Committee consists of five representatives from grades ten through twelve and the Chapter and Greenhand Officers. Appointments of the Executive Committee are made by the Chapter Officers, with the exception of the freshman class representatives, who are chosen through the election of Greenhand Officers. The elections take place in the beginning of September. From the Executive Committee, three committees are formed: Student, Chapter, and Community. Chairmen of these committees are the three vice presidents. Members of these three committees are chosen by the committee chairmen.

Student Committee

Chaired by Shannon Muzio

Members: Maddy Ponte, Kersten Hulsey, Samantha West, Alexa Aparicio, Aleyah Tavares, Logan Engelman, Christian Rubio, Cody VanDyke, Tyler Biedermann, Collin Parker, Sky Jones, Kaylen Patterson, Kathy Ficher, Alex Elisalde

Goals and Objectives: To help students develop and maintain life skills that will help them throughout their lives, including good decision making, human relations, and leadership. The student committee also strives to assist students to learn healthy lifestyle activities to promote mental and physical self-esteem, which helps students accomplish goals set throughout their lives and to encourage Supervised Agricultural Experience activities that promote the involvement of the student in agriculture related activities and academic excellence to develop positive attitudes towards learning.

Chapter Committee

Chaired by Alex Elisalde

Members: Brandi Gourley, Shannon Muzio, Callie Freeman, Amanda Berg, MacKenzie Engelman, Alexa Aparicio, Breanna Landreath, Destiney Adams, Lynn Herring, Erika Stewart, Rebecca Young, Courtney LeBar, Austin Miller

Goals and Objectives: To offer activities to recruit new members, promote growth for the organization, and expose what the FFA has to offer. The chapter committee also strives to encourage thrift and good financial management among members through earnings, savings, and investments as well as to conduct leadership activities to develop teamwork and cooperative skills among chapter officers, committees, and members. Finally, we administer public relations activities to promote a positive image and relationship among the FFA, members, parents, community leaders, school officials and industry.

Community Committee

Chaired by Anthony Gonzalez

Members: Bailey Gerrits, Steven Fleming, Mackenzie Engelman, Bettie McKinley, Erika Stewart, Fionna Romans, Diane Ramirez, Jasmine Herrera, Robert Silvas, Hannah Cano, Karina DeLaTorre, Kaitlynn Singleton

Goals and Objectives: To conduct activities that will improve the economic welfare and well being of the community, preserve natural resources and develop more environmentally responsible individuals. The community committee also strives to encourage members to become active, involved citizens of their school, community and country through agriculture awareness activities used to aid the public.

Fresno-Central FFA Executive Committee

Organization

The Fresno-Central FFA Executive Applications are overseen by the FFA advisor and the other agriculture teachers, with support by the Administrative Office.

There will be a maximum of fifteen Executive Committee Members for the 2014- 2015 school year, five from each class. Results for the 2014- 2015 Fresno-Central FFA Executive Committee will be announced at regular FFA meetings as the applications are approved by the officer team.

Qualifications

To participate in the Fresno-Central FFA Executive Committee program, Executive Committee candidates must meet all of the eligibility requirements:

- Have and maintain a 2.0 GPA or higher.
- Have and maintain a clean discipline and attendance record.
- Attend monthly Executive Committee meetings.
- Have a signed, completed application on file with the chapter advisor.
- Have a signed, completed chapter Code of Ethics on file with the chapter advisor.
- Be a member of the Fresno-Central FFA for the 2014 - 2015 school year.
- Go through the chapter interview process.

Discipline

All Fresno-Central FFA Executive Committee members will be placed on behavior contracts for any of the offenses listed below. The Executive Committee is allowed four chances to improve their behavior, with the fifth offense resulting in removal from team.

Offenses

- Not abiding by the Fresno Central FFA Code of Ethics
- Unexcused absences: Anything but an illness or family emergency.

Offenses resulting in immediate removal from Executive Committee:

- Use and/or possession of alcohol or drugs.
- Use and/or possession of tobacco.
- Stealing or possession of stolen goods.
- Use and/or possession of weapons.
- Defiance of advisor or administrator.
- Two consecutive grading periods below 2.0 GPA.
- Fighting.

Parent and/or Executive Committee Member has the right to request a hearing regarding this action. The hearing will be held as soon as possible with a panel consisting of an administrator, advisor, member's counselor, and one teacher. The member and parent will be given the opportunity to present reasons for this action to be voided. The decision of the panel will be final.

2014/15 Fresno-Central FFA Membership Roster

Acosta, Nathaniel	Arrington, Mikaela	Black, Jenna	Castro, Heather	Davalos, Carina
Acosta, Sabrina	Arteaga, Brian	Blair, Rachel	Castro, Isaac	Davis, Nancy
Acosta, Nichole	Atkins, Adora	Blair, Jarvis Jeremy	Catano, Jose Henry	Davis, Jerry
Acosta, Michael	Atkins, Steven	Bohanna, Robert	Catano, Isaac	DeLaTorre, Esmerelda
Adams, Destiney M	Avatar, Jeremiah	Bolstad, Audrey	Catrina, Nathaniel	De La Torre, Karina
Aguilar, Angel D.	Avellar, Daniel	Bolstad, Isabella	Causser, Dylan	Debenedetti, Elijah
Aguilar, Serenity	Avila, Miguel	Bonboster, Mathew	Cazares, Pedro	Deleon, Manual
Aguilar, Anthony	Avila, Edward A.	Booey, Justin	Cervelli, Tyler	Delgado, Adrian
Alaniz, Anthony	Avila, Joseph	Boone, Sierra	Cha, Andy	Delgado, Deziray
Alaniz, Angel	Aviles, Abel	Bosquez, Joesph	Chahal, Meharbaan	Dhaliwal, Ekamnoor
Alarrazabal, Giselle	Avilez, Helen	Boyal, Ranjit	Chaidez, Selena	Dhaliwal, Manjot
Alatorre, Alexis	Ayala, Ernesto	Boyd, Jovanni	Chan, Vichith	Diaz, Maximo
Aldana, Alondra	Ayala, Karina	Boyd, Madysen	Chang, Christopher	Diaz, David
Alejo, Alyssa	Ayala, Alondra	Bradshaw, Cody	Chavarria, Gerardo	Diaz, Kalei
Alfred, Albert	Ayala, Christian	Brar, Sonia	Chavez, Alexis	Diaz, Cameron
Allen, Tara	Bailey, Dustin M	Brar, Simran	Chavez, Grace	Dickerson, Jecolia
Almandovar, Isiah	Bailey, Katherine	Briseno, Paula	Childers, Mitchell	Do, Melissa
Almanzar, Vincent	Ballard, Brandon	Briseno, Alejandra	Christopherson, Jared	Doerr, Brittany
Almaraz, Efrain	Baradi, Darshan	Britt, Elijah J	Ciano, Johni	Duckworth, Ryan
Altamirano, Olga B.	Barajas, Sarita	Brown, Joshua	Civiello, Brandon	Duggins, Gina
Alvarado, Juan	Barber, Jakob	Brum, Taylor	Clark, Jacob	Dunn, Faith
Alvarado, Jonathan	Barbosa, Erikka	Burnett, Savannah	Clay, Matthew	Duval, Eddie
Alvarez, Adrianna	Barnes, Sarah I	Burton, Chris	Coble, Ryan	Eaves, Kyus
Alvarez, Marilyn	Barrera, David	Caballero, Julian	Colmenares, David	Echaniz, Michael
Alvarez, Alejandro	Barrera, Juan	Caballero, Viviana	Colucci, Dylan	Ehlers, Kylie
Alvarez, Michael	Bates, Ty	Cabral, Abishai	Coningsby, Tyler	Elia, Joey
Ambriz, Javier	Beard, Alia	Cabrera, Monica	Contreras, Alyssia	Elisalde, Alexander
Amjad, Hasan	Beard, Jordyn	Cagle, Michael	Cordova, Eric	Ellis, Zack
Anaya, Nadia	Becerra, Adam	Cairns, Summer	Correa, Jocelyn	Engelman, Mackenzie
Anderson, Jermeca	Bejar, Antonio	Callaway, Cassidy	Cortez, Alyssa	Engleman, Logan
Andrade, Julian	Bell, Timothy	Calloway, Tanner	Cortez, Angelica	Engleman, Ryne
Andrade, Nicholas	Bellinger, Isaiah	Campanile, Sebastian	Cortez, Andrea	Enriquez, Placido
Andresen, Chris	Belmonte, Matthew	Campos, Cindy	Cota, Noah	Escalante, Vince
Andrews, Jacob	Benitez, Eloy	Cano, Hannah	Cousins, Britany	Escalera, Jose
Andrews, Taylor	Berg, Amanda	Cantu, Matias	Criado, Jacob	Espinoza, Ness
Aparicio, Alexa	Berrera, Veronica	Carbajal, Michelle	Crisp, Alexa	Esquivel, Jacob
Apodaca, Jesse	Berz, Wyatt	Carlson, Dillon	Cross, Mallory	Estrada, Alyana
Apodaca, Greg	Betancourt, Jacob	Carmona, Abimael	Crosson, Nicholas	Estrada, Inez
Araiza, Andrew	Biedermann, Tyler	Carranza, Julio	Crow, Billy	Estrada, Yolanda
Aranda Iii, Raymond	Bier, Garrett	Carrillo, Makaylah	Cruz, Carolina	Euresti, David
Arguelles, Devin	Bigler, Mckay	Carroasco, Ulysses	Culbertson, Megan	Fabian, Peter
Arreola, Christian	Binger, Stephanie	Casillas, Adriana	Dahabi, Zainah	Favela, Eric
Arreola, Jesus	Bispo, Cody	Castillo, Jordan	Dalerio, Kyle	Faz, Kathryn
Arreola, Alyssa	Bivings, Triston I	Castro, Catherine	Danner, Ashley	Felix, Athena

Fernandez, Esmerelda	Gerrits, Bailey	Hernandez, Naomi	Landreth, Dalton Z	Maldonado, Matthew
Ficher, Kathy	Giannone, Anna	Hernandez, Devin	Landreth, Siera	Maldonado, Anjrew
Fierro, Eddie	Gibbard, Justyne	Hernandez, Jacob	Landreth, Breana	Manes, Shahbaaz
Fierro, Nicholas	Gil, Luis	Herrera, Joe	Lara, Sarah	Mann, Tanroop
Fierro, Devin	Gilbert, Kayla	Herrera, Jasmine	Latre, Ronnie	Manriquez, Alejandra
Fleming, Steven	Goins, Ki'auja	Herrera, Savannah	Leavy, Devaughtntre	Manuszak, Robert
Flores, Christian	Gomez, Jesse	Herring, Lynn	Lebar, Anthony	Maravilla, Mario
Flores, Eva	Gomez, Gustavo	Herring, Jonathan	Lebar, Courtney	Mariscal, John
Flores, Ronaldo	Gonzales, Chris	Hewitt, Walter	Lebeau, Brianne	Marquez, Ruben
Flores, Francisco	Gonzales, Guadalupe	Hill, Madeline	Ledesma, Paola	Marquez, Irene
Flores, Nikolye	Gonzalez, Cesar	Hillstead, Justin	Ledezma, Jose	Marshall, Cloyd
Flores, Mark	Gonzalez, Oscar	Holland, Austin	Lee, Marquis	Martin, Jason
Foster, Jordan	Gonzalez, Anessa	Holland, Blake	Lemon, Hector G.	Martin, Ariana
Foster, Damien	Gonzalez, Anthony	Hollins, Nate	Leon, Richard	Martin, Brianna R
Fowler, Savannah	Gonzalez, Mariah	Hong, Patrick	Lewis, Arin	Martin, Timothy
Fox, Destiny	Gonzalez, Elizabeth	Hulsey, Kersten	Liddle, Michael	Martinez, Pedro
Fraire, Javier	Gonzalez, Daniel	Hurst, Brandon	Lingard, Joey	Martinez, Lorenzo
Franco, Bianca	Gonzalez, Roberto	Imamura, Megan	Lobkowski, Reagan	Martinez, Nikolas
Freeman, Callie	Gonzalez, Jesus	Ingram, Allyson	Loewen, Jacob	Martinez, Javier
Frisbie, Daniel	Gourley, Brandi	Jaramillo, Sergio	Lomeli, Jesus	Martinez, Marco
Furse, Mikaela	Granada, Daniela	Jhutti, Pawandeep	London, Martell	Martinez, Janet
Gaasch, Alisyn	Graysen, Amara	Jimenez, Samuel	Lopez, Edwin	Martinez, Natalie
Gadison, Adanne	Greenwood, Cameron	Jimenez, Kaitlynn	Lopez, Cynthia	Martinez, Esther
Galindo, Ralph	Grewal, Jagjeel	Jimenez, Madisyn	Lopez, Johnathan	Martinez, Veronica
Galloway, Brittney	Gross, Ashton	Johansen, Megan	Lopez, Alex	Mazloom, Arian
Garber, Jacob	Guerra, Ayano	Johansen, Timothy	Lopez, Yefrin	Mcclain, Joseph
Garcia, Albert	Guerrero, Adriauna	Johnson, Jonathan	Lopez, Mayra	Mcfail, Eddie
Garcia, Gabriel	Gurule, Isabel Marie	Johnson, Tama J	Lopez, Veronica	Mcgonagill, Dustin
Garcia, Katin	Gutierrez, Ernesto	Johnson, Jatarious	Lopez, Vincent	Mckay, Christian
Garcia, Kayla	Gutierrez, David	Jones, Sky	Lopez, Pablo	Mckay, Timothy
Garcia, Christian	Gutierrez, Marcela	Jones, Brianna	Lopez, Jesse	Mckinley, Robert
Garcia, Gabriel P	Gutierrez, Freddie	Joyner, Jacob	Lorona, Micheal	Mckinley, Robinease
Garcia, Maria	Halverson, Ava	Kauffman, Lushanda	Louie, Keanu	Mckinley, Bettie S.
Garcia, Gabriel E.	Harrison, Jaymesha	Kaur, Mehakpreet	Lourenco, Angelica	Mckinney, Malachi
Garcia, Jose	Hayes, Kristen	Keeney, Morgan	Lozano, Jorge	Mclain, Katelyn
Garcia, Nathan	Haynes, Stephen	Kelley, Devon	Lubbers, Justine	Mcphederain, Jason
Garcia, Vincent	Heldary, Soroush	Kendrick, Stevie	Lucero, Daniel	Medina, Adolfo
Garcia, Juan	Heldstab, Hailey	Kezirian, Abraham	Luna, Riane	Medina, Rudy
Garcia, Gerardo	Henry, Hanna	Kipp, Sydney	Luna, Annalesa	Medina, Clarissa
Garcia, Joshua	Her, Yer	Kizirian, Madison	Lundstrom, Signe	Medley, Raynesha
Garcia, Michael	Heredia, Nancy	Kjorsvik, Julie	Mabry, Jaquan	Meek, Mackenzie
Garza, Alex	Hernandez, Joshua	Kline, Carl	Macagno, Wyatt	Mell, Jake
Garza, Jesus	Hernandez, Iccel	Koop, Brianna	Madero, Dominic	Mendez, Maranda
Garza, Atalao	Hernandez, Isabella	Kuwatani, Bryana	Madrigal, Miguel	Mendez, Leandra
Garzon, Ruth	Hernandez, Juan	Lagerway, Michael	Madron, Alexandria	Mendez, Amanda
Geller, Emily	Hernandez, Evelyn	Laird, Brandon	Magallanes, Sabrina	Mendez, Fernando

Mendia, Vanessa	Ohler, Sara	Quezada, Antonio	Rodriguez, Daniel	Shiflet, Infinity
Mendoza, Israel	Olivares, Nicholas	Quintana, Darren	Rohrmann, Jake	Short, Ashley
Mendoza, Crystal	Olivera, Cory	Quintana, Natalia	Rohrmann, Kyle	Short, James
Mendoza Perez, Maria	Oneil, Nikolaus	Rahn, Caden	Romans, Fionna	Sicat, Ranier
Mercado, Aaron	Ortiz, David	Ramirez, Damion	Romero, Esperanza	Sierra, Oswaldo
Merrell, Kyle	Ortiz, Selena	Ramirez, Ricardo	Romero, Eric	Silvas, Robert
Meza, Cheyanne	Osborn, Shyanne	Ramirez, Destiny	Romero, Joseph	Simental, Gabriel
Micheli, Juanita	Ouassou, Miriam	Ramirez, Diane	Romero, Isaias	Simpson, Autumn
Miguel, Angel	Owens, Katelynn	Ramirez, Celest	Rowden, Elijah	Simpson, Jeffrey
Miller, Brandon	Oxford, Ryan	Ramirez, Claudia	Rubio, Christian	Singh, Harjot
Miller, Austin	Padilla, Bree	Ramirez, Mabely	Rudino, Nathaniel	Singh, Gagandeep
Milton, Marvin	Padilla, Tristan	Ramos, Tyler	Ruiz, Johnnie	Singh, Demetrius
Milton, Andrew	Paez, Reyna	Ramos, Gregory	Ruiz, Celese	Singleton, Kaitlin
Mina, Matthew	Palomares, Mia	Ramos, Gabriel	Ruiz, Andrew	Sipes Rominger, Aly
Minor, Justin	Parada, Jennifer	Rangel, Andrew	Ruiz, Danielle	Sipih, Nathan
Miranda, Amanda	Parinella, Niko	Rashid, Eid	Russell, Jason	Silverling, Haylie
Miranda, Alexis	Parker, Collin	Ray, Cody	Sacramento, Carla	Smith, Joshua
Miranda, Nick	Parra, Arturo	Razo, Carlos	Salas, Angelica	Soares, Bailee
Mitchell, Kayla	Patterson, Dustin	Real, Darin	Salazar, Isaiah	Somsan, Jeremy
Mize, Rebecca	Patterson, Kaylynn	Reid, Cameron	Salazar, Daniela	Sorondo, Maxwell
Molina, Gabriel	Perez, Estevan	Reifschneider, Jon	Salinas, Sara	Sounclara, Edward
Mondragon, Adrian	Perez Iriarte, Julio	Reinhardt, Jeff	Salinas, Jeremy	Stevens, Tori
Montellano, Leopoldo	Perry, Tristen	Reyes, Michael	Salvador, Katelyn	Stewart, Erika
Montes, Steven	Peters, Brandon	Reyes, Josia	San Nicolas, Christian	Stinson, Cooper
Moore, Trayvon	Phebus, Aidan	Reyes, Rafael	Sanchez, Elysia	Stoner Garcia, Anthony
Morales, Christopher	Phillips, Blake	Reyna, Jordan	Sanchez, Jordan	Stubbs, Jason
Morelos, Angel	Phillips, Jason	Richardson, Tatiana	Sanchez, Jason	Sua, Daniel
Moreno, Nathan	Phillips, Jarod	Rickerd, David	Sanchez, Athena	Sucilla, Crystal
Morningstar, Noah	Phillips, Whitnee	Rickert, Miranda	Sanchez, Daniel	Suniga, Nicholas
Morris, Magnolia	Phillips, Sydney	Riddle, Seth	Sanchez, Isaih	Sustaita, Leonel
Mosqueda, Mercedes	Pichardo, Lourdes	Rightmeier, Shannon	Sanchez, David	Tamayo, Victor
Muzio, Shannon	Pimentel, Sean	Rightmeier, Savanna	Sanchez, Adrian	Tanner, Hannah
Nakagawa, Cassidy	Pimentel, Hunter	Rios, Gilbert	Sandoval, Rogaciano	Tanner, Haylee
Navarro, Peter	Pinto, Jose	Rios, Leo	Santos, Serena	Tavares, Aleyah
Navarro, Jennifer	Pitts, Shaquille	Risueno, Juliet	Santos, Angel	Tavares, Jovanna
Navejar, Giselle	Plascencia, Juan	Rivera, Ruben	Sargent, Anthony	Teraoka, Brittany
Negrete, Josue	Polin, Jacob	Robinson, Aaron T.	Seago, Kylie	Terrell, Deja
Neri, Bianca	Polin, Nicholas	Robles, Evan	Sealey, Jonnathan	Thammavongsa, Songkarn
Nguyen, Henry	Ponte, Madison	Robles, Jesus	Serrano, Elizabeth	Thao, Kongchi
Norton, Brittany	Portillo, Kate	Rocha, Dominick	Serrano, Jonai	Thatch, Taran
Norwood, Jamie	Potter, Kyle	Rodrigue, Ashley	Serrano, Arisdely	Thaton, Trevor
Nourian, Chritianna	Prado, Noe	Rodriguez, Jacob	Servin, Saylene	Thomas, Jayla
Novela, Brando	Preciado, Victor	Rodriguez, Megan	Servin, Jolene	Thompson, Randall
Nunes, Kendra	Press, Benjamin	Rodriguez, Christian	Shaw, Kyler M.	Tickel, Taylor
O Campo, Brian	Pridgeon, Ezra	Rodriguez, Raymundo	Shelton, Luke	Torres, Christopher
Ohlberg, Cameron	Puig, Mia	Rodriguez, Alyssia	Shepard, Steven	Torres, Savanna

Torres, Jordan	Valiente, Antonio	Verduzco, Jesse	Wheaton, Andrew	Yaralian, Vahn
Torrez, Kristy	Valorosi, Vincent	Vidana, Julius	Whitaker, Isaiah	Yaralian, Samuel
Trevino, Matthew	Van Blarcom, Jordan	Vilaysone, Nathan	White, Michael	Yarbrough, Andrew J.
Trujillo, Jesstenie	Van Dyke, Cody	Villafana, David	Whitehurst, Nina	Ybarra, Jessica
Turner, Tajiddin	Vang, Michael	Villagrana, Diane	Whittle, Destiny	Ybarra, Manuel
Turney, Taylor	Vang, Lucas	Villareal, Joseph	Wibbels, Courtney	Young, Rebecca
Turrubiarres, Carmen	Vargas, Citlaly	Villarreal, Steven	Wibbles, Noah	Youngblood, Dylan
Uriarte, Jorge	Vasquez, Chris	Villegas, Dominic	Williams, Destiny	Younger, Lindsey
Uribe, Lucas	Vazquez, Daisy	Vining, Breanna	Williams, Vershon	Zabala, Izayah
Urzua, Lauren	Vega, Robert	Vital, Mikayla	Williams, Jonathan	Zacarias, Vanessa
Valadez, Matthew	Vega, Samantha	Vue, Xia	Wilson, Alexis	Zahariades, Shyla
Valdez, Freddy	Vega, Isela B.	Walker, Hailey	Wilson, Rebecca	Zaragoza, Guy
Valdovinos, Michael	Vega, Brijida	Ward, James	Winters, Jeff	Zavala, Faith
Valdovinos, Leonardo	Velasquez, Lorgia	Wegner, Kayla	Wittwer, Summer	Zepeda, Elianette
Valencia, Dominick	Venegas, Ishmael	Wells, Katherine	Woods, Tiger	Zermeno, Sam
Valencia, John	Ventura, Jaquelin	West, Samantha	Xiong, David	Zubal, Sergey

Section I

The National FFA Organization

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The Aims & Purposes of the FFA Organization

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

FFA Emblem

The **cross section of ear** of corn provides the foundation of the emblem just as corn is the foundation of early American agriculture. It is also the symbol of unity, as corn is grown in all 50 states.

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

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

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

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

The words "**Agricultural Education**" and "**FFA**" signify the combination for learning and leadership necessary for progressive agriculture.

FFA Colors

NATIONAL BLUE and CORN GOLD

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.

FFA Motto

Learning To Do

Doing To Learn

Earning To Live

Living To Serve

Official Dress

As FFA members, we have the opportunity to impact many people who may or may not be familiar with the organization: Community residents, businessmen and women, FFA sponsors, guests, parents, etc.

Therefore, first impressions are crucial, and that involves the way we dress. ALL FFA members are required to wear official dress while participating in official activities.

Female Official Dress

Black skirt.

Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.

White collared blouse and official FFA blue scarf.

Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)

Nude nylon hosiery.

Official FFA jacket zipped to the top.

Male Official Dress

Black dress pants. (No jeans - blue or black, leather, pleather, etc.)

White dress shirt and official FFA tie.

Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)

Black socks.

Official FFA jacket zipped to the top.

How to Wear Awards

Chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket.

State FFA Degree or American Degree keys should be worn above the name on the right side of the jacket or attached to a standard key chain.

No more than three medals should be worn on the jacket. These should represent highest degree earned, highest office held and the highest award earned.

The FFA Creed

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

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agriculture 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 ability 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 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 on me.

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

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

Community Development

In Community Development, FFA members and advisors work with local civic, and business leaders as well as other citizens in identifying community needs and carrying out action projects to meet them. FFA members learn practical use of competencies and skills taught in the agricultural education classroom while developing leadership skills by interacting with other leaders in organization, planning and action. Here at Fresno-Central we strive to help our community.

Some of the activities that Fresno-Central FFA participates in include the Annual San Joaquin River Cleanup, Fresno Urban Neighborhood Development, Holiday Joy and going to Addicott for special needs children. We have also served, and continue to serve, as Children's Hospital Change Bandits, as well as participating in an all night Bowl- a-Thon to raise funds for the hospital.

This year we plan to continue work in these areas.

Section I

Fresno-Central FFA History

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Fresno-Central FFA Time Capsule

Since receiving its charter in 1929, the Fresno-Central FFA Chapter has been highlighted in state publications numerous times. Travel with us through history, to take a look at our outstanding chapter and its making.

1929

Fresno-Central FFA received their National FFA Charter.

1933-1934

Chapter President George H. Skoegard is recognized for participating in school dramatics; and Mephisto, the educated horse.

In May in 1933 the Kerman FFA Chapter requested to use the Fresno-Central feed grinder. In November of 1933 Everett Jones is acknowledged as the 1933-34 San Joaquin Regional Reporter.

1937-1938

In November of 1937 Chapter members Harry Dunlavy, Buck Melikian, Loren Conner, Elmer Skoegard, Herbert Bauer, Gabriel Abrahamian, Mark Tibbs, Bobbie Hylton, Johnny Bauer, Herman Cooper, Henry Bengal, and Melvin Patterson all worked to apply for the 1938 State FFA Band. In January an addition to the farm shop was made and the interior arrangements were made.

1938-1939

The Fresno-Central FFA Alumni held their first meeting of the year in February. Officers elected were Henry Doddridge, president; Sam Campopiano, vice president; Takashi Mori, secretary-treasurer. Two new members, Mark Tibbs and Louis Amoux, were formally initiated into the chapter. Plans were made to again sponsor a public speaking contest among the elementary schools of the Central district. A shop program was inaugurated with classes meeting twice a week. In November of 1938 the Fresno-Central FFA Alumni chapter initiated Frank Lake, Harry Dunlavy and Howard Hansen with the initiation ceremonies followed by a "noodle feed." Officers elected were Sam Campopiano, president; Louis Marciocchi, vice president; Mark Tibbs, secretary; Louis Amoux, treasurer; and Frank Lake, reporter.

1994-1995

Kris Diaz was elected as State FFA Sentinel at the State FFA Convention in Fresno. Central High-West Campus was recognized as an Agriculture Academy.

1995-1996

Central High School Ag Department received a grant to build an arboretum on the Ag farm by the Forestry class. Rhonda Hamm was awarded the Rodman Scholarship.

2000-2001

Briana Jessen received the Smitcamp Scholarship.

2002-2003

The Fresno-Central FFA Chapter had the highest membership in the state with 664 members.

Central High School West Campus participated in the first FARM's Leadership Program in the region. Fresno-Central received Outstanding Sectional Participation Chapter in the West Fresno Madera section. Stacy Kelsey was the State Champion in the Job Interview Contest.

2003-2004

Central High School West Campus participated in the FARM's Leadership Program.

2004-2005

Fresno-Central's Farm Business Management team won the California State Finals, and will be competing at Nationals. Fresno-Central FFA member, Kristopher Welker, won State Proficiency Winner in Nursery Operations. Central High School West Campus participated in the FARM's Leadership Program.

2005-2006

Fresno-Central FFA member, Kristopher Welker, was a National Proficiency Finalist (Runner-up), and National Winner, Costa Rica trip for Nursery /Landscape Proficiency. Fresno-Central FFA was the largest chapter in the state with 752 members. Fresno-Central FFA had seven members received their American Farmer Degree

2006-2007

National Chapter Award: Gold State Winner. Fresno-Central's Ag Mechanics Teams wins State Finals, and continues on to win the National title in Indianapolis, Indiana. Robert Lopez-Calvert wins State Proficiency in Diversified Ag Production. Austin Hubbell wins State and National Proficiency in Diversified Horticulture Production as well as a trip to Costa Rica. Rodger Lehman wins State Proficiency in Viticulture Production. Two Fresno-Central FFA Members, Rodger Lehman & Amanda Le Corre, earn their American FFA Degrees.

2007-2008

Fresno-Central won the Outstanding Sectional Participation Award in the West Fresno- Madera Section. Cameron Lange wins State Proficiency in Environmental Science & Natural Resources. Robert Lopez-Calvert wins State Proficiency in Viticulture Production Placement. National Chapter Award: Gold State Winner. Fresno-Central's Specialty Animal Team; Nicole Alarcon, Sarah Allen, Miranda Forse and Erica Sheikhooni, win State Finals at Cal Poly. Cameron Lange Wins National Proficiency in Environmental Science and Natural Resources, and is an American Star in Agriscience. Seven members earn their American FFA Degrees.

2008-2009

Sarah Allen, and Aimee Bell were elected as San Joaquin Region Officers. National Chapter Award: Gold. Three members earn their American FFA Degrees: Jeff Routt, Brianna Oloiza and Angelia Arietta. Ag Department Chair Chris Williams is nominated for Agriscience teacher of the Year. Nicole Maul makes the top 15 for State Officer Candidacy, and served as a National Voting delegate at National FFA Convention.

2009-2010

Aimee Bell was elected as a Regional Officer, Kyle Rohrmann, and Cassie Hanlin join her on our Sectional Officer team. Aimee Bell places 3rd in the State Job Interview Contest. Fresno-Central FFA sweeps the fair Winning Herdsmanship for every species exhibited at the Big Fresno Fair. Kyle Rohrmann, Brandon Montelongo and Amanda Miranda win novice showmanship in their respective species. Three students earn their American FFA Degrees.

2010-2011

State Champion Meat Evaluation Team. Team members were Emily Cross, Michelle Mendrin, Macy Blattel, and Aimee Bell. All Species win 1st place in Herdsmanship at the Big Fresno Fair. Kyle Rohrmann and Mallory Cross were elected to Sectional Office.

2011-2012

Kyle Rohrmann elected as the California State Sentinel. Kyle Rohrmann also placed 4th in Extemporaneous Public Speaking. Rhianna Jones wins the state Proficiency in Ag Sales. Xia Vue wins the state Proficiency in Vegetable Production. Brianne LeBeau and Mallory Cross were elected into Sectional Office. Vine Pruning were State Champions. Small Engines placed 5th overall. Horse Judging placed second in state with Rhianna Jones placing 2nd and Megan Culbertson placing 4th individually.

2012-2013

Fresno-Central hired two new Ag Teachers, Mrs. June Bettencourt and Miss Arianna Hallum. The Star Program Completer Award was created with the first award recipient being Mallory Cross. Small Engines was 5th high in the state with Abraham Kezerian placing 5th high individual. Horse Judging was 4th high and Meats Evaluation was 3rd high in the state. Abishai Cabral had the Grand Champion Market Rabbits at the Big Fresno Fair. Maison Rickerd had the Reserve Grand Champion Market Goat. Maison was also the Large Animal Round Robin winner. All species won 1st in Herdsmanship. Sean Pimentel placed 3rd in state with his Swine Placement Proficiency. Brianne LeBeau, Brandon Miller, Sean Pimentel and Mackenzie Meek all were elected as West Fresno/Madera sectional officers. Chris Andreson was selected as a Smittcamp Scholar.

2013-2014

Brianne LeBeau was selected as a California State Delegate for National Convention. Advisor Mr. Chris Williams was awarded Central Unified's Teacher of the Year. Callie Freeman was the Reserve Supreme Champion Dairy Replacement Doe and also won small animal round robin at the Big Fresno Fair. Sean Pimentel was the state winner in the Proficiency area of Swine Placement. Brianne LeBeau was a state scholarship winner in the amount of \$2000. Sean Pimentel, Alex Elisalde and Brandi Gourley were all elected as West Fresno/Madera Sectional Officers with advisor Mrs. Fahey becoming the Sectional Advisor.

Constitution

Of the Fresno-Central FFA Organization Revised March 18th 2011

Article I. Name and Purpose

Section A. The name of this organization shall be the "Fresno-Central Chapter of the FFA Organization." Members are herein after referred to as "FFA members" and the letters "FFA" may be used to designate the chapter, its activities, or members thereof.

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

- 1) To develop competent and assertive agricultural leadership.
- 2) To develop an awareness of the global importance of agriculture and its contribution to our well-being.
- 3) To strengthen the confidence of agriculture students in themselves and their work.
- 4) To promote the intelligent choice and establishment of an agricultural career.
- 5) To stimulate the development and encourage achievement in individual agricultural experience programs.
- 6) To develop the economic, environmental, recreational and human resources of the community.
- 7) To develop competencies in communications, human relations and social abilities.
- 8) To develop the character, train for useful citizenship and foster patriotism.
- 9) To build cooperative attitudes among agriculture students.
- 10) To encourage wise management of resources.
- 11) To encourage improvement in scholarship.
- 12) To provide organized recreational activities for agriculture students.

Article II. Organization

Section A. The Fresno-Central Chapter of FFA 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 provisions in the constitution and bylaws of the California Association of the FFA as well as those of the National FFA Organization.

Article III. Membership

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

- 1) Active
- 2) Alumni
- 3) Honorary (as defined by the National FFA Constitution)

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

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

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

- 1) They attend local chapter meetings with reasonable regularity.
- 2) They take part in the affairs of the chapter.

Section E. The names of the applicants for membership shall be filed with the membership committee.

Article IV. Emblems

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

Section B. Emblems used by the members shall be designated by the National FFA Organization.

Article V. Membership Degrees and Privileges

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

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

Section B. 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 meaning of the FFA emblem & colors.
- 4) Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
- 5) Demonstrate a knowledge of the history of the organization, the 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 written application for the Greenhand FFA Degree.

Section C. 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) Participated 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 growth of their SAE.
- 5) Have effectively led a group discussion for 15 minutes.
- 6) Have demonstrated five procedures of parliamentary law.
- 7) Show progress toward individual achievement in the FFA award programs.
- 8) Have satisfactory scholastic record.
- 9) Submit a written application for the Chapter FFA Degree.

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

Article VI. Officers

Section A. The officers of the chapter shall be as follows:

- 1) President
- 2) 1st Vice President
- 3) 2nd Vice President
- 4) 3rd Vice President
- 5) Secretary
- 6) Treasurer
- 7) Reporter
- 8) Sentinel
- 9) Historian
- 10) Chaplin

Section B. The Chapter must elect the offices as stated in section A. The advisor may choose to appoint additional offices as necessary which may include a Parliamentarian, Chaplain, and Editor or Audio Visual Technician. Also the offices of President and Vice Presidents must only be filled by Upper classmen (Juniors or Seniors) all other offices may be filled by sophomores, juniors, or seniors.

Section C. Officers will be elected by a ranking system which includes 40% of the total points from application and interview scores and 60% of the points coming from the votes of all active chapter members excluding graduating seniors.

Section D. Officers shall perform the usual duties of their respective offices. Those duties are as follows:

President: Shall reside over the executive committee, conduct meetings, appoint standing and special committees correlate function of the committees, and see to it that they function properly and smoothly, and work closely with the advisor

Vice-President(s): Shall assist the President in the duties of coordinating FFA activities, act as President in the absence of the President or at such time as the President directs, and attend to coordinating all committees.

Secretary: Shall coordinate agendas, keep an accurate record of all chapter meetings, and handle all corresponding matters.

Treasurer: Shall handle the funds of the chapter, keep an accurate record of receipts and disbursements, and approve all of the financial spending of the chapter.

Reporter: Shall in charge of informing the membership, community, and fellow chapter of activities and events. In charge of developing the Chapter FFA newsletter.

Sentinel: Shall be in charge of assisting the President in keeping order of the meeting and will be responsible for setting up the meeting room.

Historian: Shall be in charge of keeping an accurate and up to date history of the chapter and its members. In charge of creating the FFA Scrapbook.

Parliamentarian: Shall be in charge of overseeing that the rules of parliamentary law are followed.

Chaplain: Shall be in charge of "Giving Thanks" at the Fall and Spring Awards Banquets.

Editor: Shall assist the Reporter and Historian, aid in developing the FFA Newsletter, provide photography and help with the FFA Scrapbook.

Audio Visual Technician: Shall develop and maintain the chapter website. Be responsible for sound and computer equipment. Make videos, power points, and slide shows as needed.

FFA Past Presidents

We wish to recognize those students that have taken an important leadership role in our program over the past 85 years.

Robert Peterson	1930-31	Amy Bianchi	1979-80
George Skoegard	1932-33	Frank P. Ciolkosz	1980-81
Irving De Velbiss	1933-34	Dwight Stubblefield	1981-82
Bob Sobroe	1934-35	Richard Walker	1982-83
Sam Watts	1945-46	Gina Villemin	1983-84
Joe Garoppio	1946-47	Jeff Stevens	1984-85
Royden Brown	1947-48	Glen Beatriz	1989-90
Cody Hixon	1948-49	Kelly Wells	1990-91
LeRoy Bitter	1949-50	Trevor Jarvis	1991-92
Leo S. Takeuchi	1950-51	Mitchell Wright	1992-93
Conrad Andresen	1951-52	Kris Diaz	1993-94
Ernie Rufford	1952-53	Kris Diaz	1994-95
Moses Hernandez	1953-54	Stephanie Ashburn	1995-96
Don Andresen	1954-55	Christina Day	1996-97
Jack Pederson	1956-57	Cori Calvert	1997-98
Don McCoon	1957-58	Nick Diaz	1998-99
Richard Geringer	1959-60	Ellen Stewart	1999-00
Dennis Salwasser	1960-61	Jonathon Moon	2000-01
Al Yamanka	1961-62	Christina Young	2001-02
Jerry Wise	1962-63	Austin Large	2002-03
Rennie Nunes	1963-64	Ashley Jessen	2003-04
Steve Schaad	1965-66	Kristopher Welker	2004-05
Stan Alles	1967-68	Amanda LeCorre	2005-06
Craig Schmidt	1968-69	Robert Lopez-Calvert	2006-07
Cliff Klein	1969-70	Austin Hubbell	2007-08
Doug Collucci	1970-71	Nicole Maul	2008-09
Ron Foglio	1971-72	Sarah Allen	2009-10
John Peelman	1972-73	Aimee Bell	2010-11
Luigi Biachi	1973-74	Kyle Rohrmann	2011-12
Jim Curtis	1974-75	Mallory Cross	2012-13
Jim Bos	1976-77	Cassidy Nakagawa	2013-14
Brad Christian	1977-78	Sean Pimentel	2014-15
John Verburg	1978-79		

State Championship Teams

Teams which have successfully competed and were awarded the State Championship at the State Finals Competition and were eligible to compete at the National Contest held in November. The National Contests are currently held in either Louisville, Kentucky or Indianapolis, Indiana. But in past years the contests have been held in Kansas City, Missouri.

The State CDE contest champions from Fresno-Central FFA were:

The FFA seal is a circular emblem with a yellow center and blue outer rings. The center contains a stylized eagle with its wings spread, perched on a shield. The shield is divided into four quadrants with different colors. The words "FFA" are prominently displayed in the center. The outer rings contain the words "FARM" and "EDUCATION" at the top and "FUTURE" at the bottom.

Public Speaking	1935
Dairy	1977
Dairy	1980
Floriculture	1982
Floriculture	1993
Forestry	1997
Job Interview	2003
Farm Business Management	2005
Ag Mechanics	2007
Specialty Animal	2008
Meat Evaluation	2011
Vine Pruning	2012

National Championship Teams

The National CDE contest champions from Fresno-Central FFA were:

Ag Mechanics	2007
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State FFA Degree Recipients

Students from Fresno-Central FFA that have received the State FFA Degree are:

Bob Pederson	1930	Dennis Plarn	1966
Takashi Mori	1931	Steve Schaad	1966
Louie Marcioci	1932	Stanley Alle	1968
Geno Nonini	1944	Mike Yada	1969
Irvin Kerber	1947	Jim Bianchi	1971
Walter Lee	1947	Douglas Colucci	1971
George Nagata	1948	Jeff Klein	1972
Richard Omstead	1949	Steve Lehman	1973
Nabu Sunada	1950	John Peelman	1973
Donald Laub	1951	Joe Ambrose	1974
Ronald Laub	1951	Stanley Costa	1975
Conrad Andresen	1953	Chris Dei	1975
Jacob Andresen	1953	Jim Bos	1976
Jimmy Burleigh	1954	David Bennett	1977
John Day	1954	John Bos	1978
Don Andresen	1955	Brad Christian	1978
Eddie Vivenzi	1955	Alex Dei	1978
Dennis Haupt	1955	Josette Bianchi	1979
Peter Kochergen	1956	Duane Soares Jr	1979
Jack Liddell	1956	Arlene Bowman	1980
Jack Pederson	1956	Lori Munier	1980
Bill Fowler	1957	Ross Nicholls	1980
Errol Miller	1957	Robert Austin	1981
Norman Pretzer	1957	John Helm	1981
Carol Reitz	1957	Teresa Huber	1981
Edward Vivenzi	1957	Dwight Stubblefield	1981
Jerry Craveiro	1958	Eric Engleman	1983
Jim Muzio	1959	David Brand	1988
Francis Vivenzi	1959	Angie Fry	1988
Richard Geringer	1960	Greg Hill	1988
Robert Simonian	1960	Kim Weakley	1988
Will Pretzer	1960	Glen Beatreaz	1989
Ron Belluomini	1961	Mike Freeman	1991
Norman Engleman	1962	Christina Kloster	1991
Louie Colombini	1963	Travor Jarvis	1991
Mark Etcheverry	1966	Kellie Wells	1992
Jessica Fitzgerald	1992	Lonnie Carson	1998
Joe Ferguson	1993	Julie Collins	1998
Chris Jackson	1993	Nick Diaz	1998
Bill Matthews	1993	Andrea Dilley	1998

Carissa Reeks	1993	Garrett Dwyer	1998
David Unger	1993	Frances Echeverria	1998
Tamara Willtrout	1993	Brandy Fleming	1998
Jason Wright	1993	John Giannopoulos	1998
Mitchell Wright	1993	Sherie Goulart	1998
Brian Russell	1994	Darren Kluttz	1998
Mike Vivenzi	1994	Jennifer Knight	1998
Stephanie Asburn	1994	Kristy Rapp	1998
Brandon Goodman	1994	Leanne Ramos	1998
Jennifer Hansen	1994	Karl Lehman	1998
John Hopper	1994	Jill Moss	1998
Deanne Matthews	1994	Alexis O'Haro	1998
Kristy Benard	1995	Maria Parades	1998
Barbara Evans	1995	Kyle Vincent	1998
Ben Fitzgerald	1995	Jerry Wise	1998
Ronda Hamm	1995	Erin Cardoza	1999
Matt Koop	1995	Candace Egan	1999
Malissa Reeks	1995	Ben Fisher	1999
Adlenn Reyes	1995	Richie Goulart	1999
Stephanie Ashburn	1995	Briana Jessen	1999
Kimberly Bowlin	1996	Britney Munoz	1999
Barbara Brashears	1996	Heidi Pretzer	1999
Christina Day	1996	Mike Rivera	1999
Rhonda Dooley	1996	Trish Seita	1999
Mario Garza Jr.	1996	Mike Van Dyke	1999
Chris Lewis	1996	David Moon	2000
Josh Souza	1996	Jonathon Moon	2000
Robert Bailey	1996	Joshua Arganda	2001
Crystal Brandt	1997	Michael Baer	2001
Cori Calvert	1997	Amber Batey	2001
Nate Center	1997	Kassie French	2001
Misty Davolt	1997	Louis Girard	2001
Danny Nicholls	1997	Joe Hayward	2001
Heidi Peterson	1997	Shawn Ingram	2001
Mark Vivenzi	1997	Jessica Marcum	2001
Steven Ashburn	1997	Landon Patton	2001
Amber Bailey	1998	Anna Shubin	2001
Martin Vivenzi	2001	Brian Leavitt	2006
Christina Young	2001	Amanda LeCorre	2006
Amanda Atkinson	2002	Robert Lopez-Calvert	2006
John Diaz	2002	Anthony Rana	2006
Stacie Egan	2002	Scott Stephan	2006
Paul Goulart	2002	Brittany Valdez	2006
Stacy Kelsey	2002	John "Willie" Wright	2006
Cary Habib	2002	Marcella Cabrera	2007

Nicole Leavitt	2002	Trevor Cozzitorto	2007
Shayla Nuefeld	2002	Dana Daughtry	2007
Natalie Phipps	2002	Nick Dicks	2007
Martin Seita	2002	David Gonzales	2007
Jenna Smith	2002	Austin Hubbell	2007
Jennifer Wettlaufer	2002	Cameron Lange	2007
Austin Large	2003	Erika LeCorre	2007
Kori Madron	2003	Jonathan Mendrin	2007
Chris McKenna	2003	Storm Miranda	2007
Candra Dicks	2003	Areli Molina	2007
Tiago Ficher	2004	Jeffrey Routt	2007
Kathleen French	2004	Scott Semenik	2007
Morgan Gillispie	2004	Kou Xiong	2007
Jacob Hobbs	2004	Daniel Andreson	2008
Jerrold Hood	2004	Angelica Arietta	2008
Ashley Jessen	2004	Eddie Barrera	2008
Vanessa Rouleau	2004	Allie Girard	2008
Kristopher Welker	2004	Thomas Haas	2008
Mike Wright	2004	Andrea Johansen	2008
Mary Beene	2005	Farrah Johnson	2008
Morgan Cook	2005	Jared Juaregui	2008
Jacob Hagans	2005	Dustin Lockhart	2008
Roger Lehman	2005	London Majeski	2008
Brandon Phipps	2005	Nicole Maul	2008
Steven Smith	2005	Nichole Nonini	2008
Anna Stein	2005	Max Plowman	2008
Jacob Andreson	2006	Sarita Rodriguez	2008
Brandon Burrus	2006	Erica Sheikhooni	2008
Grace Dell'Olio	2006	Bryant Stephans	2008
Amanda Gillispie	2006	Sara Thompson	2008
Sarah Gillispie	2006	Cory Van Groningen	2008
Jeremy Glass	2006	Joshua Weakley	2008
Erica Johansen	2006	Sarah Allen	2009
Kayla Blich	2009	Corrie Toombes	2013
Juliana Gomes	2009	Wyatt Macagno	2013
Chris Herrera	2009	Megan Martin	2013
David Kobzeff	2009	Aly Sipes	2013
Zachary Looney	2009	Ranjit Boyal	2013
Jose Marron	2009	Brandon Miller	2013
Travis Miranda	2009	Mackenzie Meek	2013
Brianna Oloizia	2009	Amanda Miranda	2013
Megan Preis	2009	Sky Jones	2013
Terese Riojas	2009	Jaime Norwood	2013
Brandi Welch	2009	Katelyn Salvador	2013
Dan Wright	2009	Briana Lara	2013

Russell Yockey	2009	Chris Andreson	2013
Aimee Bell	2010	Steven Fleming	2014
Macy Blattel	2010	James "Jimmy" Ward	2014
Meredith Champ	2010	Destiney Adams	2014
Emily Cross	2010	Dustin Bailey	2014
Michele Dell'Olio	2010	Tyler Biedermann	2014
Courtney Drudge	2010	Chris Burton	2014
Elizabeth Elisalde	2010	David Colmaneras	2014
Gianna Foglio	2010	Dylan Colucci	2014
Miranda Forse	2010	Kylie Elhers	2014
Melissa Glass	2010	Alexander Elisalde	2014
Cassie Hanlin	2010	Justyne Gibbard	2014
Matthew Hanlin	2010	Anthony Gonzalez	2014
Erica Luiz	2010	Brandi Gourley	2014
Katherine Reifschneider	2010	Megan Johansen	2014
Gabe Ramos	2011	Brianna Koop	2014
Gregory Ramos	2011	Hector Lemon	2014
Kyle Rohrmann	2011	Shannon Muzio	2014
Sukhbir Singh	2011	Sean Pimentel	2014
Zachary Kramer	2011	Jeff Reinhardt	2014
Rhianna Jones	2011	Christian Rubio	2014
Maison Rickerd	2011	Bailee Soares	2014
Michelle Mendrin	2011	Cody Van Dyke	2014
Mallory Cross	2012		
Megan Culbertson	2012		
Katelynn Owens	2012		
Cassidy Nakagawa	2013		
Brianne LeBeau	2013		
Logan Engelman	2013		

American FFA Degree Recipients

Students from Fresno-Central FFA that have received the prestigious American FFA Degree (the highest degree one can earn) are:

Bob Pederson	1931	Brianna Jessen	2001
Takashi Mori	1932	Amber Batey	2002
Louie Marcioci	1933	Adam Hagans	2002
Donald Laub	1952	Karl Lehman	2002
Ronald Laub	1952	Jonathan Moon	2002
Conrad Andersen	1953	Kassandra French	2003
Jacob Andersen	1954	David Moon	2003
Don Andersen	1956	Martin Vivenzi	2003
Norman Pretzer	1959	Christina Young	2003
Steve Lehman	1977	Austin Large	2004
Chris Dei	1978	Jennifer Wettlaufer	2004
Rusty Nonini	1981	Christopher McKenna	2005
Christina Kloster	1993	Kristopher Welker	2006
Jessica Fitzgerald	1995	Mary Beene	2006
Mike Vivenzi	1995	Ashley Jessen	2006
Kris Diaz	1996	Jacob Hagans	2006
John Hopper	1996	Jared Hood	2006
Matt Koop	1996	Kathleen French	2006
Deanne Matthews	1996	Anna Stein	2006
Rhonda Hamm	1997	Amanda LeCorre	2007
Christina Day	1998	Rodger Lehman	2007
Mario Garza	1998	Jacob Andresen	2008
Steven Ashburn	1999	Trevor Cozzitorto	2008
Cori Calvert	1999	Erica Johansen	2008
Nathan Center	1999	Cameron Lange	2008
Julie Collins	1999	Brian Leavitt	2008
Sherie Goulart	1999	Robert Lopez-Calvert	2008
Chris Luis	1999	Willie Wright	2008
Maria Pareda	1999	Breanna Oloiza	2009
Nick Diaz	2000	Jeffrey Routt	2009
Frances Echeverria	2000	Angelia Arietta	2009
Heidi Peterson	2000	Kou Xiong	2010
Leanne Ramos	2000	Austin Hubbell	2010
Mike Rivera	2000	Alexis Girard	2010
Kyle Vincent	2000	Rhianna Jones	2014
Heidi Pretzer	2001	Mallory Cross	2014
Trisha Seita	2001	Steven Atkins	2014
		Wyatt Macagno	2014
		Megan Culbertson	2014
		Kyle Rohmann	2014

Honorary Chapter Farmers

The following supporters of the Fresno-Central FFA have been recognized for their generous contributions to our chapter. With their continued support, Fresno-Central FFA has continued to be a dominating chapter in the State.

Mr. & Mrs. J.C. Anderson
Vaughn Koligian
Joe Ambrose
Mr. & Mrs. V. Kovacevich
Henry Krum
Ted Pretzer
A.J. Quist
Don Carter
Fred Hill
Henry C. Klein, Jr.
Walter Salwasser
Walter Atwood
C.Y. Green
Marion P. Lawton
C.L. McConnell
Elmer Skoegard
Albert J. Alles
Frank Baine
Rod Rimmer
Jack Pederson
Ron Howell
Joe Sousa
Walter C. Martin
Stan Marks
Harold Schaad
Stanley Alles
Edmund C. Guisti
Mr. & Mrs. Ostergaard
Gildo Nonini
Kenneth Peelman
Amerigo & Val Foglio
Rocco Colucci
August Schwabeland
George B. Skeogard
Dr. R. Wilkinson
William Spillers
Ora J. Tanner
Walter E. Lee
John B. Oyer
C.B. Shelton
Robert Cardwell
Duane Soares
John Skoegard
Ron Foglio
Jack Del
Dan Gamble
Don Frey

Tom Steffen
Ralph Yockey
Bob Betita
Luanne Silkwood
Norm Engleman
Dwight Miller
Jim Mattes
Mr. & Mrs. Eddie Vivenzi
Mr. & Mrs. Robert Hamm
Mr. & Mrs. Weathers
Mr. & Mrs. Wayne Hooper
Mr. & Mrs. Juan Diaz
Mr. & Mrs. Matthews
Mr. & Mrs. Fitzgerald
Dwight Stubblefield
Gary Ihde
Mr. & Mrs. Robert Lewis
Mr. & Mrs. Garza
Harry Walker
Chuck Poochigian
Mr. & Mrs. Greg Ramos
Mr. & Mrs. Norman Pretzer
Mr. & Mrs. Chip Hagans
Mr. & Mrs. Bob Leoni
Fresno Equipment
Ms. Barbara Cowan
Mr. Gary Easley
Mrs. LaDonna Moon
Mr. Kurt Peters
Mr. Steve Gambriel
Mr. & Mrs. Mike Shubin
Mr. & Mrs. Jeannie French
Mr. & Mrs. Tom Brown
Miss Kelly Leal
Mr. Kevin Wagner
Mr. Bob Mohler
Mrs. Ellen Arrigoni
Mr. Gino Favagrosa
Mr. Tim Atkins
Mr. Larry Powell
Miss Ann DeLay
Mr. Chris Williams
Mrs. Laurie Kimbler
Mrs. Whitney Godfimon
Mr. & Mrs. Terry Large
Mr. & Mrs. Steve Starcher
Ms. Christine Kelsey

WDL Feed
Amanda Aparicio
Marge Henderson
Jamie Jones
Michael Grothman
Lupe Chavez
Paul Gillium
Briana Jessen
Danny Salazar
Robert Martin
Mary Lozano
Janie Greaves
Koller Dairy
Mary Hill
Chelsea Milliron
Darlene Logoluso
Art Williams
Tim Berg
Latisha Foster
Harvey Zinke
Sarah Koligian
Jeff Sperling
Andrew Watrous
Mike Grazier
Hagop Kelejian
Kristi Mattes
Richard Atkins
Larry Dinis
Paul Birrell
Arturo Osana
Robert Fahey
Denise Hanlin
Dan Kramer
Bill & Jennifer Cross
Jennifer Cross
Dr. Michelle Cantwell-Copher
Matt Abajian
Bob Knight
David Downs
Dale Richey
Jeff & Tina Stein
Caran Resceniti
Patricia McCurley
Arianna Hallum
Kyle & Sally Ehlers
Lonnie and Cindy LeBeau
Chris Stevens

Section IV

Career Development Events and Leadership Activities

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Career Development Events and Leadership Activities

The various Career Development Event Teams offered through the Fresno-Central FFA offer students an opportunity to participate in career development activities. The activities allow the students to exercise their knowledge and skills learned in the classroom to compete for awards. These activities are held at various colleges and universities throughout California, including: Fresno State, Cal Poly; San Luis Obispo, University of California Davis, Chico State, Cosumnes River College, Reedley Community College, Modesto Junior College, and Merced College.

➤ AGRISCIENCE FAIR

Any 9-12 grade student is eligible. The objective of the Agriscience Fair is to recognize students in agriscience who are pursuing academically challenging courses of high school study that focus on the application of scientific principles, research, and emerging technologies in an agricultural subject area. Mrs. Bettencourt and Mrs. Fahey will be helping out with this one!

➤ AGRICULTURAL MECHANICS

This contest shall include 6 parts: tool and material identification, written test, arc welding skills, and an optional skills area shall be selected from the following: Cold metal fabrication, electric motors and controls skills, electrical wiring skills, Oxy fuel welding/cutting. This is a "hands-on" contest, so if you are a mechanics kind of person, see Mr. Chaney for more details.

➤ BANKING

The banking contest consists of a written, multiple choice and problem solving exam based on agricultural banking and lending practices. Students will learn to calculate simple and compounded interest, amortize payments, and calculate note discounts. Ms. Lopez will coach this winning team.

➤ BEST INFORMED GREENHAND

Contest participants will be first year freshmen vocational agriculture students who are FFA members. The contest consists of a written examination of FFA facts and history based on the most current and crucial information from the Official FFA Manual. The team is coached by Mrs. Bettencourt.

➤ COMPUTER APPLICATIONS

The computers contest consists of three parts: speech, written test and a computer application problem. Students will gain a better understanding of computers in the changing agriculture landscape. See Mrs. Bettencourt to join!

➤ COOPERATIVE MARKETING

The contest consists of a written examination based on the study materials provided by the Agriculture Council of California. The contest emphasis is on the practices, policies and working procedures of agricultural cooperatives in California. This team will be coached by Ms. Lopez

➤ DAIRY PRODUCTS

For those of you with high quality, working taste buds, this is the judging contest for you!! Contestants will have four classes consisting of five milk samples each to be scored on flavor (taste and odor). One class of ten cheese samples to be identified, and one class of "real versus artificial" dairy products will also be identified. This is coached by Mrs. Bettencourt.

➤ FARM BUSINESS MANAGEMENT

Students compete by working out cash flow problems, complete a business plan and a budget and are also tested on their knowledge of farm business management and the tax guide. See Ms. Lopez to participate on this team.

➤ **FLORICULTURE**

The contest combines both judging skills and practical skills in the floriculture arena. In this contest you identify, judge and give oral reasons on plants and flowers as well as, identifying tools and materials of the trade. Come show your creative abilities and skills making corsages, and vase or symmetrical arrangements. Mrs. Downs is coaching this year's team. Don't miss your opportunity to stop and smell the roses!

➤ **HORSE JUDGING**

This contest requires students to evaluate various classes of horses and performance, place the classes and defend their placings with oral reasons. Mrs. Fahey is the advisor to see to get involved in this exciting competition!

➤ **JOB INTERVIEW**

This "real life" contest will give all students a chance in the job market. The contest has three different parts: ability to write a quality cover letter and resume, ability to properly fill out an application and finally all students will compete during a 10 minute oral interview. See Mr. Williams for details!

➤ **LIVESTOCK**

This team will judge 9 classes consisting of 3 classes of each of the following: beef cattle, sheep and swine. Students will also place a class of keep/cull and 2 USDA grading classes of beef cattle and swine. Oral reasons will be given on 3 of the 9 classes of livestock, one in each species. Mr. Williams will coach this competitive team.

➤ **OPENING AND CLOSING**

The teams in this contest compete by reciting the Opening and Closing ceremony found in the Official FFA Manual. The teams are judged based on their word accuracy, presence and public speaking ability. Please see any advisor to get involved in this contest!

➤ **SMALL ENGINES**

Three members will make up this competitive team coached by Mr. Chaney. The contest is broken into four parts: 1) Identification, 2) Theory Test, 3) Problem Solving, and 4) Troubleshooting. If you like a 'hands on' contest, talk to Mr. Chaney to sign up.

➤ **SPECIALTY ANIMAL JUDGING**

This judging contest will include identification of veterinary instruments and grooming equipment and identification of different breeds of animals (dogs, cats, rabbits, goats, rats, hamsters and cavy). The students will also be expected to judge 4 classes of rabbits and give one set of oral reasons. Mrs. Downs will lead this team to victory!

➤ **VEGETABLE CROPS**

This team consists of identifying and evaluating various vegetables for type, and quality; identification of common crop pests; identification of seeds and the ability to defend your placing of classes of vegetables with oral reasons. If you would like to learn more about this competition, see Ms. Lopez.

➤ **VINE PRUNING & JUDGING**

Students will demonstrate their skill in pruning various grape vines; including table grape and wine grape varieties. To participate in this contest see Ms. Lopez.

Public Speaking

Public speaking contests are a major leadership activity in the FFA. At the state and local levels, Creed Speaking contests are held for FFA members at the 9th grade level. Contestants must recite the official FFA creed as found in the FFA Manual with no manuscript or written material. The first through fourth place Creed winners from each region are eligible to participate in the State Finals Contest. The winner of the State Finals Contest will then advance to the National contest.

The Prepared Public Speaking contest requires participants to write and deliver a six to eight minute speech in front of a panel of judges. Scoring is based on the written manuscript, the delivery of the speech and the answers given to judges' questions. Contestants may choose the subjects of their speech for this contest.

The Extemporaneous Speaking contest requires participants to deliver a speech on one of three agricultural topics drawn at the contest. After receiving their topic, members are given 30 minutes to prepare the four to six minute speech. After the speech has been delivered, the judges may question the speaker for five minutes. Decisions are based on factors similar to the prepared contest, but the oral presentation is given more consideration. Both of these contests will be open to FFA members under the age of 21.

The Impromptu Speaking Contest is the newest speaking contest open only to tenth grade students. This contest requires participants to speak on one of three questions, quotes, or keywords topics that are drawn. Members have 1 minute to formulate an answer and 2 minutes to deliver their speech. It is meant to prepare members to speak and explain themselves in a short amount of time.

This is the perfect leadership activity for the student with the ability to stand up in front of a room full of people and speak.

Parliamentary Procedure

The purpose of Parliamentary Procedure is to promote efficient meetings and transact business in an orderly manner. It is necessary that each member of the chapter know how to take part in a meeting, how to conduct a meeting, how to protect the rights of members and how the rights of minorities are protected while carrying out the will of the majority.

Knowledge of parliamentary procedure will not only serve to strengthen the chapter meetings, but will provide the members with a valuable tool of leadership and participation in their chapter, in other organizations, in school, and in their community. Many of today's community, state, and national leaders are using the knowledge of parliamentary procedure learned in FFA.

Competitions for this contest take place at the Section, Region, State, and National levels.

Section V

Supervised Agricultural Experience Opportunities

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Fairs and Shows

This is the perfect opportunity to take what you learn in the classroom and turn it into cash! Raise, exhibit and sell a marketable agricultural commodity. Compete with students from area high schools for class winning and champion honors!

In order to give our students an area to showcase the knowledge they have learned through their Supervised Agricultural Experience Project, Fresno-Central competes at several fairs and shows during the year. In 2014-2015, you will find us at the Big Fresno Fair in October, Red Wave during February, Western Bonanza in Paso Robles during March, and other various species and breed specific shows.

Some student projects that can be exhibited are beef, sheep, dairy, swine, rabbits, chickens, turkeys, game birds, dairy and meat goats, horticulture plants, flower arrangements, silk arrangements, and agricultural mechanics projects. If you are interested in attending any of these opportunities talk to one of the Ag teachers to get you started.

Animal Budgets

These are produced to give the FFA member and parent information on the financial commitment of a project.

These are only guidelines and are subject to change.

Market Swine

APPROXIMATED EXPENSES:

Cost of feeder hog	\$250.00
Feed	225.00
Entry Fee	<u>8.00</u>
TOTAL EXPENSES	\$483.00

RECEIPTS:

Sale of Animal (\$2.50/lbs @ 240 lbs)	\$600.00
PROFIT/LOSS	\$117.00

Mr. Williams is in charge of the swine project. See him as soon as possible if you are interested.

Market Beef

APPROXIMATED EXPENSES:

Cost of feeder steer	\$1600.00
Feed	1500.00
Bedding*	15.00
Entry Fee	15.00
Health Costs	15.00
Insurance	100.00
Showing Equipment	
Rope Halter	10.00
Scotch Comb*	10.00
Show Stick*	20.00
Fitting Supplies*	45.00
TOTAL EXPENSES	\$3,225.00

*May be covered by Ag Department

RECIEPTS:

Sale of animal (\$2.50/lb @ 1300lbs.)**	3,250.00
Top Off Bids	200.00
TOTAL RECIEPTS	\$3,450.00

**Based on student finding a secured buyer & could get higher dollar amount

PROFIT/LOSS **\$225.00**

Market steers are long term projects and are shown at the Fresno Fair. Students must seek out a buyer to purchase their finished project. See Mrs. Fahey if you are interested in this project.

Market Sheep

EXPENSES:

Cost of feeder lamb	\$300.00
Feed	150.00
Entry Fee	12.00
Fair Show Supply Fee	20.00
Halter & Sock	20.00

TOTAL EXPENSES

\$ 502.00

RECEIPTS:

Sale of Animal (\$2.50/# @ 120#'s)	\$350.00
Bump Bids	\$200.00

PROFIT/LOSS

\$48.00

Mrs. Downs is the sheep advisor. If you would like to get involved with this project contact her as soon as possible!

Breeding & Market Rabbits

EXPENSES:

Bred Doe/Breeding Doe	\$40.00-150.00
New Zealand, Californian, Mini Rex, Holland Lop, Dutch	7.00
Crock *	5.00
Feeder*	10.00
Nesting Box*	5.00
Waterer*	36.00
Feed	<u>36.00</u>
TOTAL EXPENSES	\$103.00-213.00

*Cost of housing structure and cleaning supplies will vary for each individual whether students keep animals at the school farm or student's home.

RECEIPTS:

Sale of meat pen at fair auction	60.00
Sale of extra rabbits	<u>70.00</u>
	\$130.00

-OR-

Sale of offspring	\$130.00
-------------------	-----------------

PROFIT/LOSS

\$33.00

Mrs. Bettencourt is in charge of the rabbit projects. See her as soon as you can to get involved in this project area!

ter	40
halter	15
pe	10
bucket	8
Boots	20
	10
	3
	10
	30
	8
	10
	<u>2,716</u>
at Auction	\$2,000
ceived at '13 fair auction)	\$20
	\$16.00/ \$44

Cost of animal (average cost)	\$1,600.00
Feed	500 .00
Show Equipment	
Show halter	40.00
Training halter	15.00
Lead Rope	10.00
Water Bucket	8.00
Rubber Boots	20.00
Show Supplies	
Soap	10.00
Combs	3.00
Brushes	10.00
Bedding	30.00
Entry Fee	8.00
Health costs	10.00
TOTAL EXPENSES	\$2,716.00

Sale of Animal at Auction (lowest price received at '13 fair auction)	\$2,000.00
Premiums	\$20.00

Dairy heifers are a one year project and involve extensive care.

A solid black silhouette of a cow standing in profile, facing right. The cow has a long neck, a small head, and a long tail that hangs down. Its legs are straight and of medium thickness. The entire silhouette is set against a plain white background.

Poultry

Chickens

EXPENSES:

6 day-old chicks and feed	\$20.00
Feeder*	8.00
Bedding*	3.00
Waterers*	5.00
Health Costs*	1.00
Brooder lamp*	5.00
TOTAL EXPENSES:	\$42.00

*Cost of housing structure and cleaning supplies will vary for each individual. (This is considered a onetime cost to the project)

RECEIPTS:

Sale of 2 birds at auction	\$25.00-75.00
Sale of remaining birds	25.00-150.00
TOTAL RECIEPTS:	\$50.00-225.00

PROFIT/LOSS: \$8.00 - \$183.00

Turkey

EXPENSES:

Turkeys (4)	\$25.00
Starter Feed	5.00
Additional Feed	30.00
*Medicine	5.00
*Bedding	5.00

*Cost of housing structure and cleaning supplies will vary for each individual. (This is considered a onetime cost to the project)

RECEIPTS

Sales of bird (varies with sale)

Ms. Lopez is the poultry advisor. Fly on in to her room if you are interested in these feathers.

Goats

Market, Dairy, and Boer

EXPENSES:

Cost of Registered Animal: \$100 - 300

Feed:

Does Adult \$15/Month

Kids: Ages 0-3 months \$5/Month

Ages 3 months + \$15/Month

Supplies:

Chain Collar \$6.00

Insecticide Powder \$7.00

Hoof Trimmers \$14.00

Milking Bucket \$20.00

Grooming Brush \$4.00

Kid Nipples \$1.00

Medications:

Included in Monthly Bill

Procedures:

Stud Service \$25 - 100

Disbudding \$20 - 35

CAE Blood Test \$15

Registration \$35

Fresno Fair Entry Fee \$10

RECIEPTS:

Sale of animal (lowest sale at 2013 Fair) \$2.00/lb

Miss Hallum is the goat advisor. If you would like to get involved with this project, contact her.

Proficiency Awards

Proficiency awards provide students with recognition for their time and effort spent on their Supervised Agricultural Experience Program. Students can receive awards in the areas listed below, as an Entrepreneurship - owning the project, or as a Placement - working for someone else. Proficiencies are awarded at the Chapter, Section, Regional, State and National levels. Students that continue on to the National level will receive scholarships along with their awards.

The various areas of Proficiencies for the 2014-15 school year are:

Agriculture Communications	Poultry Production
Ag Mechanics Design and Fabrication	Sheep Production
Ag Mechanics Repair and Maintenance	Small Animal Production and Care
Ag Mechanics Energy Systems	Specialty Animal Production
Ag Processing	Specialty Crop Production
Agricultural Sales	Swine Production
Agricultural Service	Turf Grass Management
Beef Production	Viticulture Production
Dairy Production	Wildlife Production and Management
Diversified Agricultural Production	
Diversified Crop Production	
Diversified Horticulture	
Diversified Livestock Production	
Emerging Agricultural Technology	
Environmental Science and Natural Resources Management	
Equine Science	
Fiber and/or Oil Crop Production	
Floriculture	
Food Science and Technology	
Forage Production	
Forest Management and Products	
Grain Production	
Home and/or Community Development	
Landscape Management	
Nursery Operations	
Floriculture Production	

Proficiency Award Area Descriptions

2014 - 2015

Agricultural Communications (Entrepreneurship/Placement)

Typically includes programs in which students work at newspapers or other agricultural print facilities, such as magazines, to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

Agricultural Education (Entrepreneurship/Placement)

Involves students with SAEs related to education and extension, including but not limited to youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, students developing informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs that educate the public about the broad topics of agriculture, agricultural education and FFA.

Agricultural Mechanics Design and Fabrication (Entrepreneurship/Placement)

Involves designing and constructing agricultural equipment, structural land improvements and/or buildings and structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation and/or air conditioning in agricultural settings.

Agricultural Mechanics Energy Systems (Entrepreneurship/Placement)

Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Mechanics Repair and Maintenance (Entrepreneurship)

Involves repairing and maintaining agricultural structures and/or machinery and equipment, including lawn equipment.

Agricultural Mechanics Repair and Maintenance (Placement)

Involves repairing and maintaining agricultural structures and/or machinery and equipment, including lawn equipment.

Agricultural Processing (Entrepreneurship/Placement)

Involves students who assemble, transport, process, fabricate, mix, package and store food and nonfood agricultural products. Programs may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. **NOTE:** The processing of forest products is no longer a part of this proficiency area. (The Forest Management and Products area has more details.)

Agricultural Sales (Entrepreneurship)

Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Sales (Placement)

Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also work in businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services (Entrepreneurship/Placement)

Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom baling, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

Aquaculture (Entrepreneurship/Placement)

Involves programs that use the best management practices available to produce and market aquatic plants and animals. Programs can include catfish, shrimp and crawfish farming; mollusks; salmon ranching; tropical fish rearing and tilapia culture.

Beef Production (Entrepreneurship)

Includes programs that use the best management practices available to produce and market beef efficiently.

Beef Production (Placement)

Includes programs that use the best management practices available to produce and market beef efficiently.

Dairy Production (Entrepreneurship)

Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Dairy Production (Placement)

Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Diversified Agricultural Production (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

Diversified Crop Production (Entrepreneurship)

Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Crop Production (Placement)

Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oli, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Horticulture (Entrepreneurship/Placement)

Typically involves producing, processing and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management and Fruit and/or Vegetable Production such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops).

Diversified Livestock Production (Entrepreneurship)

Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production or poultry.

Diversified Livestock Production (Placement)

Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production or poultry.

Emerging Agricultural Technology (Entrepreneurship/Placement)

Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are covered by none of the existing award categories.

Environmental Science and Natural Resources Management (Entrepreneurship/Placement)

Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agriculture waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science (Entrepreneurship)

Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

Equine Science (Placement)

Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

Fiber/Oil Crop Production (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently fiber crops (cotton, hemp, etc.) and oil crops (mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, safflower, etc.).

Floriculture (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

Food Science and Technology (Entrepreneurship/Placement)

Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/lab facilities or through the quality and safety testing of milk or other foods. **Food Science does not** involve the processing, marketing and sale of food products or food preparation and/or service.

Forage Production (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently forage crops such as nongrain sorghum, alfalfa, clover, brome grass, orchard grass, grain forages, corn or grass silages and pastures.

Forest Management and Products (Entrepreneurship/Placement)

Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experiences with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.

Grain Production (Entrepreneurship)

Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain Production would not include any of the previously mentioned crops where its intended use is for forage.)

Grain Production (Placement)

Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain Production would not include any of the previously mentioned crops where its intended use is for forage.)

Home and/or Community Development (Entrepreneurship/Placement)

Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management (Entrepreneurship/Placement)

Typically involves experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

Nursery Operations (Entrepreneurship/Placement)

Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation

Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production (Entrepreneurship)

Involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries)

Pomology Production (Placement)

Involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries)

Poultry Production (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently domestic fowl such as ducks, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care (Entrepreneurship)

Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs.

Small Animal Production and Care (Placement)

Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting services.

Specialty Animal Production (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink,

worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at a zoo or at any specialty animal facility.

Specialty Crop Production (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

Swine Production (Entrepreneurship)

Involves the use of the best management practices available to produce and market swine efficiently.

Swine Production (Placement)

Involves the use of the best management practices available to produce and market swine efficiently.

Turf Grass Management (Entrepreneurship/Placement)

Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production (Entrepreneurship)

Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Vegetable Production (Placement)

Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Viticulture Production (Entrepreneurship)

Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Viticulture Production (Placement)

Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management (Entrepreneurship)

Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitat for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.

Section VI

Awards, Applications, and Forms

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Point Award System

The point award system is developed to monitor and recognize those students who excel in our chapter with their continued support and participation in activities.

The top five award winners from each grade level (freshman through seniors) will be eligible to participate in the summer point award top 20 trip. Award winners will be decided upon based on total points earned according to this system.

- 1) Awards will be presented for various levels of participation and will be broken down as follows:

Level 1 = A minimum of 50 points

Level 2 = 100 - 199 points

Level 3 = 200 - 299 points

Level 4 = 300 - 399 points

Level 5 = 400 or more

- 2) Award recipients will be recognized and awards distributed at the annual Spring Awards Banquet.
- 3) The chapter advisors will verify point totals of the top ten winners.

I.	FFA MEETING ATTENDANCE	
A.	Regular Meeting	5
B.	Parent's Attendance	5
II.	CONVENTIONS	
A.	Sectional	10
B.	Regional	10
C.	State	
	1) Delegate & Committee Chairmen	15
	2) Four Day Attendee	10
	3) One Day Attendee	5
D.	National	
	1) Delegate	20
	2) Member Attendee	15
III.	GRADE POINT AVERAGE	
A.	4.0	20
B.	3.5 - 3.99	15
C.	3.0 - 3.49	10
D.	2.5 - 2.99	5
IV.	OFFICERS	
A.	Greenhand	15
B.	Chapter	20
C.	Sectional	25
	i. Slated	5
D.	Regional	30
	i. Slated	10
E.	State	50
	i. Slated	15
V.	AWARDS & PLACING	
A.	Fairs & Shows	
	1) Participation (per show)	10
	2) Market	
	A) Grand Champion	30
	B) Reserve Grand	25
	C) Breed Champion	20
	D) Reserve Breed Champion	15
	E) Group 1	10
	F) Group 2	5
	3) Breeding	
	A) Grand Champion	30
	B) Reserve Grand	25
	C) Breed Champion	20
	D) Reserve Breed Champion	15
	E) 1st	10
	F) 2nd	9
	G) 3rd	8
	H) 4th	7
	I) 5th	6
	4) Showmanship	
	A) 1st	20
	B) 2nd	18
	C) 3rd	16
	D) 4th	14
	E) 5th	12
	F) 6th - 10th	10

5) Round Robin Master Showmanship		
A) 1st		10
B) 2nd		9
C) 3rd		8
D) 4th		7
E) 5th		6
6) Vegetable and O.H.		
A) 1st		10
B) 2nd		7
C) 3rd		5
7) Ag Mechanics		
A) 1st		10
B) 2nd		7
C) 3rd		5
8) Maximum points (per fair)		60
9) Workshops (5 points every 50 hours not Previously credited; not to exceed 100 points.)		5
10) Outstanding exhibitor in any division		10
B. Judging Contests		
1) Participate (each contest)		10
2) State Finals		
a) Team Placing		
1) 1st		30
2) 2nd		25
3) 3rd		20
4) 4th		15
5) 5th		10
6) If 10 or more teams 6-10		7
b) Sub Contest Awards		
1) 1 st		8
2) 2 nd		7
3) 3 rd		6
4) 4 th		5
5) 5 th		4
c) Individual Placing		
1) 1st		15
2) 2nd		12
3) 3rd		10
4) 4th		7
5) 5th		5
6) If 10 or more teams 6-10		3
3) National		
A) Top 10 Team		50
B) Top 10 Individual		25
4) Other Contests		
A) Team Placing		
1) 1st		15
2) 2nd		12
3) 3rd		10
4) 4th		8
5) 5th		6
6) If 10 or more teams 6 - 10		4

B)	Individual Placing	
1)	1st	7
2)	2nd	6
3)	3rd	5
4)	4th	4
5)	5th	3
6)	If 10 or more teams 6 - 10	2

VI. SAE

A.	Every 100 hours	5
	Max Points: 30	

VII. DEGREES CURRENTLY HELD

A)	Greenhand	10
B)	Chapter FFA	20
C)	State FFA	30

VIII. ACTIVITIES

A)	Fund-Raising Activities (per activity)	20
B)	Farm Work Days	20
C)	Fun Activities	10

IX. PROFICIENCY AWARDS

A)	Sectional Winner	15
B)	Regional Winner	20
C)	State Winner	30
D)	National Winner	40

Applications & Forms

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Central High School Agriculture Department Code of Ethics

While participating in any Fresno-Central FFA activity, I will conduct myself appropriately at all times in order to be a credit to our organization, chapter, school, and community by:

1. Developing my potential for premier leadership, personal growth and career success.
2. Making a positive difference in the lives of others while respecting the rights of others and their property.
3. Dressing neatly and appropriately for the occasion.
4. Being courteous, honest, and fair with others, while communicating in an appropriate, purposeful, positive manner & refrain from the use of profanity, obscene gestures or pornography.
5. Demonstrating good sportsmanship by being modest in winning and generous in defeat.
6. Making myself aware of FFA programs and activities and be an active participant.
7. Conducting and value a supervised agricultural education in order to enter a successful career.
8. I will refrain from the use of any tobacco or alcohol products during any FFA activity.
9. Striving to establish and enhance my skills through agricultural education in order to enter a successful career.
10. Appreciating and promoting diversity in our organization.
11. Refraining from engaging in any type of sexual behavior.
12. To display acceptable standards of behavior and citizenship at school and in the community.

As an active member of the Fresno-Central FFA Chapter I shall:

1. Pay all chapter bills within 60 days, unless arrangements have been made with the agriculture instructors.
2. Maintain a 2.0 grade point average or better in agriculture courses.
3. Attend at least 3 chapter meetings a year.
4. In order to participate in fairs and shows a member must complete all of the above.

I understand that grounds for loss of membership and/or participation in Fresno-Central FFA activities will be:

1. Failure to meet the qualifications of an active member.
2. Placed on restrictions/suspensions by the Central High School Administration.
3. Continuous violations of the Code of Ethics.
4. Any student in the possession or presence of any illegal substances (alcohol, drugs, weapons, etc.) while participating in any FFA activity will be suspended from all off-campus and after school FFA activities for the period of one (1) calendar year from the date of infraction.
5. Any student in the possession of any tobacco products during any FFA activity will be suspended for six (6) months from the date of infraction. If caught a second time during that same school year, will result in suspension from all off-campus and after-school FFA activities for one calendar year from the date of second infraction.
6. Any student violating curfew during any overnight FFA activity will result in the student not participating in that particular activity and the parent notified to pick up the student from that activity. Curfew violation will result in the suspension of the student from all FFA activities for six (6) months from the date of the infraction. A second curfew violation will result in a suspension of all off-campus and after-school FFA activities of one (1) calendar year from the date of the infraction.
7. Truancy from a designated area during any FFA activity will result in suspension from all off-campus or after-school FFA activities for one (1) calendar year from the date of infraction.
8. Any student arrested or detained by any security officer for the commission of any illegal act (shoplifting, vandalism, hate crime, destruction of public or private property, etc.) during an FFA activity will be suspended from all off-campus and after-school FFA activities for a period of one (1) calendar year from the date of infraction.

Consequences

1. Members who fail to comply with the Code of Ethics will be declared ineligible to participate in school activities by the school administration. Parents who fail to comply with the above Code of Ethics will be banned from the farm one week to the entire school year. The Administration has the right to enforce any penalties deemed necessary to provide safe and consistent environment for Central Unified School District FFA Members.
2. Minor: Violations are those which do not require suspension from school.
 - a. Any student who commits a minor violation of the Code of Ethics shall be immediately suspended from all activities for a period ranging from one day to two weeks.
3. Major: Violations defined as those which result in suspension from school.
 - a. Students who commit a major violation of the Code of Ethics will be suspended from all activities for a period of not less than two weeks and not more than one calendar year, beginning on the date of return. This penalty must be imposed by the school administration.

In addition to the CHS Ag Dept Code of Ethics, I understand that the CUSD policies (defined in the Parent & Student Handbook) are in effect during all FFA activities.

Fresno-Central FFA Activity Permission Slip

Due Date: Return to:

Student Name _____

Has my permission to participate in the following FFA Activity.

Name of Activity

Activity Location

Activity Date(s)

Departure Time

Departure Location

Activity Fees:

Return Time

Return Location

Transportation Method and Comments:

** Upon returning from any FFA event students will call for rides approximately 30 minutes prior to our arrival to the return location. Students who are not picked up 30 minutes after the return time may be subject to a loss of further participation in off campus FFA activities.*

Event Description:

Directions for Students Attending:

I understand that the law states in California Education Code Section 35330, that the Central Unified School District, its officers, agents and employees are held harmless from liability or claims which may arise out of or in connection with my child's participation in this activity. I also understand that as the parent/guardian, I am fully responsible for the action and behavior of my child/ward.

In the event of illness or injury we will refer to the Agriculture Department Blue Medical Release Forms. Student Conduct at FFA activities will be in conjunction with the FFA Code of Ethics signed by all agriculture students and their parent/guardian at the beginning of each school year.

Parent/Guardian Name (Please Print) _____

Parent/Guardian Signature Granting Permission _____

Parent Permission and Authorization for Medical Care

Please complete and return both parts of this form

_____(Student's name) has my permission to attend any FFA activity during the 2014-2015 school year. The FFA also has my permission to transport my student in any school or personal vehicle to stated activities under the supervision of the following staff members.

Mrs. Fahey
Mr. Chaney

Mrs. Downs
Mr. Hirschler

Mrs. Lopez
Mrs. Bettencourt

Mr. Williams

Parent/Guardian Name(s)

Parent/Guardian Name(s)

Address

City

Zip Code

Home #

Age

Birthdate

Grade

Father's Employer

City

Business Phone #

Mother's Employer

City

Business Phone #

Two People to Contact in Case of Emergency

1)
Name

Relationship

Phone #

2)
Name

Relationship

Phone #

Health Insurance Company

Policy #

Family Doctor/Clinic

(Do NOT leave Blank)

Phone #

THIS DOCUMENT MUST BE SIGNED BEFORE ACTIVITIES ARE CONDUCTED

If an emergency should arise which requires medical attention or hospitalization and parents or guardian cannot be contacted, you are authorized to take whatever steps are needed to protect the health of this student.

Date

Parent/Guardian Signature

Fresno-Central Greenhand Officer Application

Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone #: _____ Grade: _____ Age: _____

Agriculture classes currently enrolled in: _____

Number 1 - 6 by preference, the offices you want to be considered for if you are elected. 1 is your most desired spot and 6 is your the least desired spot.

_____ President _____ Secretary _____ Reporter

_____ Vice President _____ Treasurer _____ Sentinel

Why do you want to be a Greenhand officer?

If you were to receive a Greenhand office, what would be your main goal for the chapter?

Would you be comfortable speaking in front of large groups of students/people? What experience have you had in such roles?

Tell of one of your qualities, you think, would be of great use to an officer team.

I _____, hereby approve of my son/daughter, _____, running/becoming a Fresno-Central FFA Greenhand Officer for the 2014-2015 school year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at all Executive Committee Meetings, on time, or will fall subject to the fees associated with absence and tardiness.

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as an officer and will uphold them to the best of my ability. I further understand I am required to be at all Executive Committee Meetings, on time, or will fall subject to the fees associated with absence and tardiness.

Applicant Signature: _____ Date: _____

Fresno-Central Chapter Officer Application

Applicant's Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone #: _____ Grade: _____ Age: _____

Agriculture classes planned for the coming year: _____

Number 1 - 6 by preference, the offices you want to be considered for, if you are elected. (1 is your most desired spot and 6 is your least desired spot.) -- (Freshmen applicants are eligible for Sentinel, Parliamentarian, Historian, and Chaplain only.)

_____ President	_____ Secretary	_____ Reporter
_____ Vice President	_____ Treasurer	_____ Sentinel
_____ Parliamentarian	_____ Historian	_____ Chaplain

1. Briefly state the qualities you possess that qualify you for a Chapter office.
2. If you were to receive a Chapter office, what would be your main goal for the chapter?
3. Would you be comfortable speaking in front of large groups of students/people? What experience have you had in such roles?
4. Tell of one of your qualities, you think, would be of great use to an officer team.

5. What other obligations do you have in the year that would compete for your time?

6. What do you think the responsibilities of a Chapter officer are?

I _____ hereby approve of my son/daughter _____ running/becoming a Fresno-Central FFA Chapter Officer for the 2013-2014 school year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at all Executive Committee Meetings, on time, or will fall subject to the fees associated with absence and tardiness. I am aware that repeated absences (no more than three) from official officer functions will result in my student's early dismissal from the officer team. **His/Her presence at the Officer Retreat and enrollment in the Ag Leadership class is mandatory!**

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a Chapter Officer and will uphold them to the best of my ability. I further understand I am required to be at all Executive Committee Meetings, on time, or will fall subject to the fees associated with absence and tardiness. I am aware that repeated absences from required functions will result in my being dismissed from the officer team early. **My presence at the Officer Retreat and enrollment in the Ag Leadership class is mandatory!**

Applicant Signature: _____ Date: _____

Fresno-Central FFA Executive Committee Application

Name: _____

Address: _____ Phone: _____

City: _____ Zip: _____

Ag Classes for Next Year: _____

Year in School: _____ Year in Ag: _____ Highest Degree: _____

Why do you desire to serve as a 2014-2015 Executive Committee Member?

Would you be comfortable speaking before large audiences? What experiences have you had?

List your top six activities in the FFA.

What non-FFA activities compete for your time?

GPA: _____ Registrar's Signature: _____

I _____, hereby approve of my son/daughter, _____, running/becoming a member of the Fresno-Central FFA Executive Committee for the 2013-2014 school year. I realize that s(he) is responsible for their duties and will uphold them to the best of their ability. I further understand my child is required to be at all Executive Committee Meetings, on time, or will fall subject to the fees associated with absence and tardiness.

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a member of the Executive Committee for the 2013-2014 school year and will uphold them to the best of my ability. I further understand I am required to be at all Executive Committee Meetings, on time, or will fall subject to the fees associated with absence and tardiness.

Applicant Signature: _____ Date: _____

GREENHAND DEGREE APPLICATION

Fresno – Central FFA

Applicant's Name _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

Please answer yes or no to the following questions

Yes or No

1. Are you enrolled in an Agriculture Education class?

2. Do you plan on having or have a Supervised Agriculture Experience?

Project description or plan

3. Have you learned the meaning of the FFA Motto and salute?

4. Can you recite or explain the FFA Creed?

5. Do you the FFA Colors and can you describe the FFA Emblem and symbols? _____

6. Can you explain the proper use of the FFA jacket? _____

Candidates Signature: _____ Date: _____

CHAPTER FARMER DEGREE APPLICATION

Fresno – Central FFA

Applicant's Name: _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

Please answer yes or no to the following questions

Yes or No

1. Have you completed at least one semester of instruction in Agriculture Education?

2. Have you received your Greenhand Degree?

3. Are you familiar with the purposes and program of activities of your chapter?

4. Have you demonstrated 5 procedures of parliamentary law?

5. Are you familiar with the chapter constitution?

6. Have you led a group discussion for 15 minutes?

7. Have you earned or productively invested at least \$150 in your _____ Supervised Agriculture Experience Program?
Describe project(s) include size, number, and kind:

8. Are you now enrolled in an Agriculture Education class? _____

Candidates Signature: _____ Date: _____

CALIFORNIA ASSOCIATION FFA GOLDEN STATE DEGREE

Name: _____

FFA ID Number: _____ Year in School: _____

FFA Chapter: _____

The statements which follow represent the minimum qualifications for election to the Golden State FFA Degree. The candidate, chapter advisor, school principal, independent evaluator, and the State FFA Office must all be able to answer yes to every question put to them on this application for the candidate to be eligible for the degree. If any question on this application must be answered NO or if any required person cannot sign in the appropriate spot, the candidate is not eligible for the degree.

Candidate	Advisor	
_____	_____	The candidate:
_____	_____	1. is "regularly enrolled in an agriculture education class or is a graduate of a secondary agriculture education program who is engaged in an agricultural education program in an agricultural occupation"
_____	_____	2. is "familiar with the provisions of the State and National Constitution of the FFA Organization."
_____	_____	3. has "written records of achievement based on the member's own entries in the approved record book."
_____	_____	4. understands that "it shall be the responsibility of the applicant to submit an application which is thorough, complete and accurate."
_____	_____	5. has "completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural SAEP."
_____	_____	6. has "maintained a cumulative Grade Point Average of 2.0 or higher in all courses taken in high school courses". GPA: _____

Candidate	Supervisor	
_____	_____	The candidate:
_____	_____	7. has "submitted a minimum of two record books covering their SAEP," holds the Chapter FFA
_____	_____	8. Degree. Date received: _____
_____	_____	9. received a score of at least seventy percent on his/her record book score.

Candidate	Evaluator	
_____	_____	The candidate:

_____	_____	10.	has given "a six minute speech, or led a group discussion for forty minutes, on a topic relating to agriculture or the FFA."	
_____	_____	11.	has served "as an officer or a committee chairperson or participated as a member of a committee."	
_____	_____	12.	has performed "ten procedures or passed a written exam on parliamentary law."	
Candidate	Evaluator		The candidate:	
_____	_____	13.	has participated "in at least five distinctly different FFA activities at the chapter level."	
_____	_____	14.	has "participated in at least five FFA activities above the chapter level."	
_____	_____	15.	has "participated in the planning and completion of the Chapter Program of Activities."	
_____	_____	16.	has participated "in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least twenty hours of personal time."	
_____	_____	17.	has participated "in at least two distinctly different non-FFA school activities which are conducted outside of normal class time."	
_____	_____	18.	has "worked for a minimum of 500 hours, in excess of scheduled class time, on their SAEP."	
			Book One	_____
			Book Two	_____
			Book Three	_____
			Book Four	_____
			Grand Total Hours (Must be at least 500)	_____
_____	_____	19.	has "an investment of at least \$2,000 in depreciable property inventory, or	
_____	_____	20.	has "earned from their SAE at least \$1,000."	
			Grand Total Net Income-Book One	_____
			Grand Total Net Income-Book Two	_____
			Grand Total Net Income-Book Three	_____
			Grand Total Net Income-Book Four	_____
			Total (Must be \$750 if using Unpaid Hours)	_____
			if using Unpaid Hours (Only use if less than \$1000 earned)	
			Total Unpaid Hours-Book One	_____
			Total Unpaid Hours-Book Two	_____
			Total Unpaid Hours-Book Three	_____
			Total Unpaid Hours-Book Four	_____
			Grand Total Unpaid Hours	_____
			Grand Total Hours	_____
			Total Hours less Unpaid Hours	_____
			Must be 500 to qualify.	
			Net Income and Unpaid Hours	_____
			Must be 1000 to qualify.	
_____	_____	21.	has "deposited in a bank or otherwise productively invested at least \$1,000."	
			Enterprise Net Worth End of Year Last Book	_____
			Enterprise Net Worth Beg of Year First Book	_____
			Support to Family Book One	_____
			Book Two	_____
			Book Three	_____

	Book Four	_____
Educational Expenses	Book One	_____
	Book Two	_____
	Book Three	_____
	Book Four	_____
Claimable Motor Vehicle Value		_____
Unpaid Hours Claimed		_____
Total Productively Invested (Must be \$1000)		_____

CERTIFICATION

We certify that all of the information has been checked and is accurate as verified by the record books.

Applicant's Signature: _____

Advisor's Signature: _____

Administrator's Signature: _____

Printed Name of Application Verifier: _____

Signature of Application Verifier: _____

Printed Name of Record Book Scorer: _____

Signature of Record Book Scorer: _____

GOLDEN STATE DEGREE CEREMONY INFORMATION SHEET

Name of Applicant: _____

Chapter: _____

Father's Name: _____

Father's Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Mother's Name: _____

Mother's Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Supervised Agriculture Experience Projects (List Project and Size):

FFA Activities - Top Five:

1 _____

2 _____

3 _____

4 _____

5 _____

Future Plans after High School:

Calendar
2014-2015

A

FFA Activities Calendar

July 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4 Independence Day	5
6	7 ROLC Section	8	9	10	11	12
13	14	15	16	17	18 WFM Sectional Mtg 11AM	19
20	21	22	23	24	25	26
27	28	29	30 Officer Workday 9AM-3PM	31 Officer Workday 9AM-3PM	SIR FFA SOLC Visalia	

A

August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9 Community Service Day 10AM-4PM
10 SJR FFA Officer Mtg	11	12	13 School Starts	14	15 SJR FFA Boot Camp	16 →
17	18	19 Video Planning (Officers)	20 Sectional Mtg 3:30PM	21 Video Recording (Officers)	22	23
24	25	26	27 E/WFM COIC/CATA- Kingsburg HS 5pm	28 Back to School Night	29 Executive Mtg-Lunch	30

A

September 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Labor Day No School	2	3	4 Video Mtg (all classes)	5 Video Mtg (all classes) Community Comm Mtg Officer Mtg	6
7	8	9 Chapter Comm Mtg	10 WFM Blackbeards 5pm	11	12 Executive Mtg-Lunch	13
14 SJR FFA Officer Mtg	15	16 Scrapbook/Newsletter Comm Mtg	17 Sectional Mtg 3:30PM	18 Fundraiser	19 Community Comm Mtg	20 St. River Clean Up
21	22	23 NC Delegate Training- Galt	24	25 Freshmen Cafeteria Mtgs	26 Freshmen Cafeteria Mtgs	27
28	29	30 Chapter Comm Mtg		Ag Advisory Mtg- 6PM	Executive Mtg-Lunch	

A

October 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
			Fresno County Fair			
5	6	7	8	9	10	11
Fresno County Fair						
12	13	14	15	16	17	18
	Columbus Day	Chapter Comm Mtg		Fundraiser	Executive Mtg-Lunch	Farm Clean Up 8AM-Noon
Fresno County Fair						
19	20	21	22	23	24	25
SJR FFA Officer Mtg		Scrapbook/Newstetter Comm Mtg	GIC-Clovis East HS			
26	27	28	29	30	31	
	NC Delegate Trip	Chapter Comm Mtg	National Convention	FFA Night Mtg 5-8PM	Executive Mtg-Lunch Halloween	

A

November 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30						1 National Convention
2	3	4	5	6	7	8
DC Trp		Scrapbook/Newsletter Comm Mtg	Sectional Mtg 3:30PM		Community Comm Mtg Officer Mtg	Farm Clean Up 8 AM-Noon
9	10	11	12	13	14	15
SJR FFA Officer Mtg	Veterans Day	No School	Fall Banquet Practice	Fall Banquet 6PM	SJR CATA Road Show	SJR CATA Meeting
	Fall Banquet Practice		Ag Booster Mtg-7PM			
16	17	18	19	20	21	22
		Chapter Comm Mtg	WFM O/C-Madera 5pm	New Prof.-Fresno	Executive Mtg-Lunch	
23	24	25	26	27	28	29
	Thanksgiving Break			Thanksgiving		

A

December 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Toy Drive Kick Off	2 Scrapbook/Newsletter Comm Mtg	3	4	5 Greenhand Officer Dinner 6PM	6
					Executive Mtg-Lunch	
7 Pancake Breakfast Santa Pictures & Gift Wrapping 6AM-noon	8	9 Chapter Comm Mtg	10 CDE Promotion Mtg	11 Fundraiser	12 Community Comm Mtg Officer Mtg	13
			Ag Booster Mtg 7PM			
14 SJ FFA Officer Mtg	15	16	17	18	19 Toy Drive End Organize Toys- After School	20 Toy Drop Off
21	22	23	24	25 Christmas	26	27
Winter Break						
28	29	30	31			

A

January 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 New Year's Day	2	3
4	5	6	7	8	9	10 Reedley Tree P. Barn Fowler Vine P. Barn
11	12 School Starts	13 Chapter Comm Mtg	14 Sectional Mtg 3:30PM	15	16 Executive Mtg-Lunch	17 Darius Vine P. Barn
18	19 MLK Holiday	20 Scrapbook/Newsletter Comm Mtg	21 WFM BIG/Banking- Central West 5pm	22	23 SJR FFA Officer Apps Due Community Comm Mtg Officer Mtg	24 Reedley College Field Day/Nat Res 7:30am
25	26	27	28 EFM/WFM Record Book-Kingsburg 5pm	29 Chapter Exchange-TBD	30 Executive Mtg-Lunch	31 Minaretts Parli Pro/Creed 8am

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February 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Candy Gram Sales Start	3 Scrapbook/Newsletter Comm Mtg	4	5 Fundraiser	6 Community Comm Mtg Officer Mtg	7 Winter State Finals- Fresno State Arbuckle FD
8 SJR FFA Officer Mtg	9 SJR Proficiency Scoring-Fresno	10 World Ag Expo Scrapbook/Newsletter Comm Mtg	11 WFM Manuscripts Due Candy Gram Sales End Sectional Mtg 3:30PM Ag Booster Mtg-7PM	12 Candy Gram Organization-After School →	13 MFE/ALA-Visalia SJR FFA Officer Interviews-Visalia Pass out Candy Grams Executive Mtg Lunch	14 →
15	16 President's Day No School	17 Chapter Comm Mtg	18 E/WFM CoOp-Laton Spm	19	20 Community Comm	21
	FFA Week				Donkey Basketball →	
22	23	24 State Prof Scoring- Bakersfield 9am	25 State Prof Scoring-Galt 9am WFM Speaking- Caruthers 4pm	26 Record Book Scoring- Galt 9am	27 Executive Mtg Lunch	28 SJR FFA/CATA Meeting-TBD

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[illegible]

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April 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Spring Break	2	3	4
5 Easter	6	7 EFM/WFM State Degree Banquet Fresno Fairgrounds	8	9	10	11 CRC F/D/Ag Sales Reedley College FO Madera Weld/Engines
						Cal Poly Pomona FO
12	13	14 Chapter Comm Mtg	15 Ag Booster Mtg-7PM	16 State Speaking Finals Scrapbook/Newsletter Comm Mtg	17 State Partl Pro Finals Executive Mtg-Lunch	18 Fresno State Field Day Clovis East Weld
Spring Break Ends						FFA State Conference
19 FFA State Conference	20	21	22 WFM FFA Off Apps Due	23	24 Community Comm Mtg Chapter Officer Apps Available	25 Madera Floral Bsm Hanford Field Day Taft Welding Contest
26	27 WFM Off Screening Fresno Central	28 Chapter Comm Mtg	29	30 FFA Blood Drive		

A

May 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1 Community Comm Mtg Officer Mtg	2 State Finals-Cal Poly
3	4	5	6 Chapter Officer Applications Due	7 E/WFM CATA Planning/FFA Officer Elections-Kingsburg 4:30pm	8 Executive Mtg-Lunch	9 Prom
10 Mother's Day	11 Officer Voting	12 Officer Voting Banquet Practice	13 Banquet Practice	14 Spring Banquet 6PM	15 Addicott Community Service	16 Ag Boosters Dinner Dance
17	18	19 American Degree Scoring-Tulare 5pm	20 Final American Degree Scoring-Fresno State	21	22 Executive Mtg-Lunch	23
224	25 Memorial Day No School	26 Chapter Comm Mtg	27	28	29	30 Top Twenty Activity

A

June 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 Ice Cream Social	3	4 Fundraiser	5 Graduation	6
7	8	9	10 End of Semester	11	12 Ag Staff Planning Mtg 9AM	13
14 Father's Day	15	16 SJR FFA Officer Retreat-Morro Bay	17	18	19	20
	Chapter Officer Retreat					
21	22 CATA Conference-SJO	23	24	25	26	27
28	29	30				

The Fresno-Central FFA Chapter was chartered in 1930 (chapter number 0068). Unfortunately we cannot find our original chapter charter at this time.

C

Agriculture Chemistry

Teacher: Mrs. Fahey
Agriculture Department Central High School – West Campus
Office Hours: Lunch, by appointment
Email: jfahey@centralusd.k12.ca.us
Phone: (559) 276-5276 Ex. 202 VM. 402
Website: jfaeyclass.weebly.com

Why Agriculture Chemistry?

Often times, students take a challenging academic class and by the end of the year, remember little. The goal of having an agriculture based chemistry class is to not only teach content in a relatable and specific way, but to apply the concepts through project based learning. The concepts learned in class will be related to the agriculture industry in such a way that allows students to fully comprehend the material while increasing their knowledge of the agriculture industry. Throughout the year, students will perform experiments, write papers, and participate in discussions which expand on various chemistry and agriculture topics. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology.

Course Description:

This class is a detailed and in depth examination of chemistry for those students interested in math, science, or agriculture fields of study in college. A prerequisite completion of Biology or Agriculture Biology is required. It is an intensive course that is project-based. This includes weekly labs, student projects and presentations, an Agriscience project, and FFA and Supervised Agriculture Experience requirements. There is likely to be homework most nights.

Textbook: Prentice Hall Chemistry, New Edition, c2007, Pearson Prentice Hall, Boston, Mass.

Topics Covered:

- Atomic Structure	- Periodic Table	- Plant Nutrient Requirements
- Chemical Bonding	- Stoichiometry	- Chemical Reactions
- States of Matter	- Gas Properties	- Solutions
- Chemical Thermodynamics	- Acids and Bases	- Ag Issues/California Agriculture
- Soil Chemistry	- Organic/Bio Chemistry	

Successful Students at Central High School have the following items;

- 1 inch 3 ring binder plus additional notebook paper (preferably college ruled)
- Set of Dividers
- Pens (blue or black) and #2 pencils / colored pencils (if you don't prefer to share the class sets)
- Calculator (**not phone**)
- Agenda Planner (Provided for you by the school in 1st day packet)

How You Earn Your Grade in Chemistry (Grading Policies)

Grades are weighted with the following Percentages:

- 40% Class Assignments, Labs, Homework and Reports
- 40% Common Assessments/Exams
- 5% Classroom Participation
- 10% SAE
- **5% FFA Participation**

Total 100%

-40% of the course will be classroom based. This includes daily warm ups, homework, class work, and agriscience project.

-40% of the course will be assessment based. These include weekly quizzes and unit exams.

-5% of the course is based on participation. This includes student answers from review games, end of the block "tickets out the door", and other checks for understanding. This also includes student behavior.

-5% of the course will be based on FFA participation which is done outside of class. Each student is required to earn 3 FFA activity points per semester. One will be from an in class activity with the other two done out of class. These may be

earned by attending monthly FFA meetings, participating in public speaking and Career Development Events, serving as a committee member, participating in a Chapter fundraiser, helping out at any FFA event, or participating in community service projects.

-10% of the course will be based on the student's Supervised Agriculture Experience project. This is an agriculture related project the student designs and implements outside of class. This includes but is not limited to; raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, or working at an agriculture related business (i.e. feedstore, vet office, etc). The student will keep track of hours of labor, income, and expenses in an FFA Record Book online. SAE hours for the fall semester can come from the Agriscience Project. Hours will be counted outside of the school day. If the student wishes to compete in Agriscience in the Spring, this will also count as their SAE. Students must have 50 hours completed in the Fall semester and 100 completed by the Spring.

Agriscience Project:

Agriculture chemistry is designed to be applicable to everyday situations. Thus, it is our goal for students to engage in higher level thinking projects that are hands on. In the Fall semester, each student must design, implement, and create an agriscience project. This is similar to a science fair project, however with a few added components. If the student does not pass the agriscience project, he/she will not pass the class. The project will be introduced in the second week of school.

Grades are based on these percentages:

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

Note: Grades will be updated weekly and can be viewed on Parent Portal.

Make-up Assignments and Late Work:

For an excused absence students have 5 class days to make-up assignments for full credit. It is the responsibility of the student to request the make-up work. Credit for unexcused absences may be denied. Two days out of every semester will be Fahey's Make Up Day, a day in which any student may turn in any work from any unit. All work turned in on make up days will be counted as half credit or lower. These days will be announced in class. Late work will be accepted at the teacher's discretion, but will NOT be accepted for any reason after the close of the grading period, unless it is a makeup day. Alternative assignments may be offered for labs that cannot be made up.

Classroom Expectations and Procedures:

As a Grizzly here at West Campus, students are expected to follow the Grizzly 5 or **CLAWS**.

C	Come Prepared	Have all necessary materials for a successful day, pencil, pen, paper, calculator, etc.
L	Live Responsible	Complete assignments on time Arrive to class on time Take notes Keep agenda current
A	Act Safely	Stay in seat until bell rings Keep hands/feet to your self Have ID at all times Follow Lab safety procedures
W	Work Together	Help each other during group assignments Ask for help
S	Show Respect	Speak when it is your turn Listen carefully

Due to the lab nature of this class, following these guidelines is important not just to the student's grade, but also to their safety and the safety of the rest of the class.

Due to the nature of the class, which is primarily lab based, food is NOT allowed in the classroom. The class will be working with hazardous materials. Eating in the room is unsafe. Beverages are permitted provided the class is not conducting an experiment. However, beverages must be closed with a lid or be in a travel-cup to reduce the chance of spills. Beverages are NOT allowed during a lab and must be put away, out of sight.

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), then sign out, take their agenda and ID card (both are required to leave class), and sign back in.

C

All personal electronic devices and their accessories, except calculators, *are prohibited during class. This includes cell phones, mp3 players, headphones, etc.* Any personal electronic device *visible or audible* in the classroom will be confiscated.

Read and follow the student academic code, dress code, and other codes of conduct listed in the student manual. Violations to these codes will be dealt with in accordance with school policy. Plagiarism, for example, is against the academic honor code and will not be tolerated. Quoting sources from books without proper citation, copying other student's work, or using internet information without citation are all forms of plagiarism that will be reported to administration. **Plagiarism is a serious offense!** If this occurs, parents will be notified and the affected students will receive a grade of zero on the plagiarized work and will be assigned Saturday School. This includes the individual that was copied from. **DO YOUR OWN WORK!**

School property, including lab equipment, tables, and chairs, should be treated with respect. Acts of vandalism or destruction of property will result in fines to repair/replace the item, as well as lunch beautification or suspension. Rough housing in the classroom, especially during a lab will not be permitted and the student will be transferred out of the class for safety of the other students.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell): _____

- This is the student's first homework assignment. Proper signatures are required for full credit.
- This assignment is worth 20 points.

C

Agriculture Leadership

Teacher: Mrs. Fahey

Agriculture Department Central High School – West Campus

Office Hours: Lunch, by appointment

Email: jfahey@centralusd.k12.ca.us

Phone: (559) 276-5276 Ex. 202 VM. 402

Website: jfaysclass.weebly.com

I hope you have entered the Agriculture Department determined to learn, with the expectation of becoming a community asset. My goal as your teacher is to make your learning experience positive and help you to develop as a whole so you can be successful in every day life. Through hard work and critical thinking and self discovery you will grow academically and personally in this course. Always remember it is a privilege, not a right, to enroll in agriculture education, your enrollment may be revoked if you choose to act in any way that disrupts the teaching/learning process. Good luck to you on your new adventure. I am confident we will have a wonderful year!

Course Description:

This course is designed to acquaint the student with the theories and principles of personal leadership development and growth and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements and principles of cooperative and group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, and gratitude. The student will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Goal setting and self-evaluation will be stressed in this course.

Successful Students in Ag Leadership at Central High School have the following supplies:

- Section in a Binder for Ag Leadership to Stay Organized
- **Agenda/Planner**
- Pens/Pencils
- Creativity/Imagination

Texts: (Have in class students will not need to check out books)

- The Seven Habits of Highly Effective Teens, Sean Covey, Franklin Covey, 1998
- Leadership: Personal Development and Career Success, Cliff Ricketts, Delmar Publishers, 1997

Major Goals and Objectives:

- A. Develop the values of leadership and identify the benefits.
- B. Experience and practice roles of responsibility, initiative, creativity, leadership, and program pride.
- C. Formulate and work effectively on projects within committee groups.
- D. Engage in activities involving the campus and community at large.
- E. Encourage productive student-faculty relationships.
- F. Master skills in manners and etiquette.
- G. Experience both prepared and extemporaneous public speaking.
- H. Demonstrate parliamentary procedures for running efficient meetings.
- I. Demonstrate strategies for obtaining employment.
- J. Participate in FFA activities.
- K. Participate in SAE projects employing skills learned in the classroom.
- L. Maintain an on-going record book.

Agriculture Leadership Skills:

The percentage of these skills completed/mastered will serve as the student's grade in Ag Leadership. These skills can be met in class, however many of them will require time outside of class to complete. In order to do well in this course time is required outside of the regular school day. **Remember, Ag Leadership is only for the serious Ag Student who really wants to make a difference in our Ag department.**

Leadership

- Parli-Pro Demonstration
- Pass Parliamentary Procedure Test

- Leadership Tools Development
- Delegate Tasks
- Understand how to read then lead your audience.
- Chair/Run an activity/game/leadership lesson at a FFA meeting.
- Participate on a working committee (Executive, Student, Chapter, Community, Newsletter, Scrapbook)
- Attend a FFA hosted community service event.
- Participate in Planning and Preparing for an FFA Meeting
- Attend an Ag Boosters Meeting
- Attend a School Activity (Football Game, Prom, Rally etc.)
- Interview a FFA Member
- Invite a Guest Speaker to come to the Ag Leadership class.

Personal Growth

- Attend a FFA Activity on or above the State Level (CDE Field Days, State Conference, MFE/ALA, Nationals)
- Initial Self Evaluation
- 1st Quarter Self Evaluation
- Fall Semester Self Evaluation
- 3rd Quarter Self Evaluation
- Spring Final Self Evaluation
- Apply for a FFA Degree (Greenhand, Chapter, State) OR apply for a proficiency award.
- Conflict Resolution Skills
- Personal Organization
- Time Management

Public Speaking

- Opening and Closing Part Memorized
- In Class Opening and Closing Demonstration
- Compete in Opening and Closing Contest
- Impromptu, Prepared or Extemporaneous Speech Prepared and Presented in Class

FFA

- Write a newsletter article, or work on the FFA Webpage.
- Create a Sign for an FFA Event
- Set Up for a FFA Meeting
- Clean Up a FFA Meeting
- Have an Assigned Speaking part at a meeting.
- Attend one meeting simply as a guest
- Serve on a Banquet Committee for Fall Banquet
- Serve on a Banquet Committee for Spring Banquet
- Participate in a FFA Fundraiser
- Pass FFA Knowledge Test
- Attend a Sectional Activity (Blackbeards, Bowl A Thon, Help run BIG and Banking)
- Assist in Management of files and or FFA Members.
- Submit 3 photos you took at a FFA event to the Historian, Mrs. Fahey or other appropriate Advisor.

Professionalism

- Professional Skills Group Project and Demonstration
- Etiquette when Dining
- Looking Professional
- Making Phone Calls Demonstration
- Sending Professional E-Mails
- Write a Thank You Card
- Professional Resume
- In class Job or Office Interview
- Professional Personal Introduction

C

Student Evaluation Standards:

Students will be evaluated by the successful completion of the skills listed above. The percentage of skills that have been met and signed off by the teacher will serve as 90% of the student's grade, the other 10% is from their Supervised Agriculture Experience Project as evidenced by their FFA Record Book. (9th Graders are exempt from the SAE portion of the grade)

Grades are based on these percentages:

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

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Make up Work

- The student is responsible for obtaining make-up work on the day he/she returns to school.
- The student may have to get make up work before or after class.
- The skills list is for the entire year and students are asked to set goals for meeting all the skills, it is there responsibility to make sure they complete the skills on time in order to receive a passing grade.

Classroom Expectations and Procedures:

As a Grizzly in Ag Leadership here at West Campus, students are expected to follow the Grizzly 5 or **CLAWS**.

C	Come Prepared	Have all necessary materials for a successful day, pencil, pen, paper, etc.
L	Live Responsible	Complete assignments on time Arrive to class on time Take notes Keep agenda current Follow through on what you sign up for
A	Act Safely	Stay in seat until bell rings Keep hands/feet to your self Have ID/leadership badge on at all times
W	Work Together	Help each other during group assignments Ask for help
S	Show Respect	Speak when it is your turn Listen carefully Be an example of positive behavior

Your education is the most valuable gift you can give yourself, so spend your time in school wisely. As your teacher I will hold you to a high standard in order to push you to better yourself and teach you how to be organized and responsible.

Let's Create a Positive Learning Environment By:**1. Follow all School Wide Rules**

- a. Dress Code
- b. Attend Class Regularly, and be on time
- c. Respect and care for the Campus and School Property
- d. Respect other students and your teachers
- e. No cell phones in class

2. Follow Classroom Logistical Procedures

- a. Be on time to class.
- b. Bring all required items to class.
- c. **Wait for instruction from Mrs. Fahey before taking off to start or continue a project.**
- d. Raise you hand and wait to be called on to speak.
- e. Talking is not acceptable during lessons.
- f. Use positive language and maintain a positive attitude.

- g. No food or Gum in the Classroom (Bottled Beverages approved for classroom consumption: Water, Gatorade, Vitamin Water, Juice or like drinks) No soda, No energy drinks, No open cups or cans.
- h. Do not write on, scratch, or deface ANYTHING in this classroom.
- i. Clean up after yourself.
- j. Keep all classroom materials clean, organized, and well stocked.
- k. Check In and Check Out- Teacher Approves state of Classroom before class and before you are dismissed.

3. Adhere to Mrs. Fahey's Policies

- a. Classroom disruption will not be tolerated and is punishable by detention, steps, lunch beautification, calls home, or refocus activities.
- b. Defacing classroom items may require student to stay after school to fix affected items, or payment for items damaged.
- c. Full Participation is expected in Ag Leadership. ***This class is a privilege not a right.***
- d. Do not leave class without permission or without your leadership badge.
- e. "Hanging Out" in class or the back workrooms is not acceptable.
- f. We will clean up our messes! Mrs. Fahey is not your mom and will not clean up after you.
- g. The officer workroom is not a locker room! Only FFA Officers may store items there and only in their assigned boxes or cubbies.
- h. Leadership team members are allowed to use the back work room during the Ag Leadership block and are not entitled to be back there during other class blocks.

Please Note:

This is your agriculture Department --- Take excellent care of it!!! Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. Tables, desks and chairs will be checked regularly for any signs of abnormal wear, filth, or destruction and students will be held responsible. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell): _____

C

Equine Science

Teacher: Mrs. Fahey
 Agriculture Department Central High School – West Campus
 Office Hours: Lunch, by appointment
 Email: jfahey@centralusd.k12.ca.us
 Phone: (559) 276-5276 Ex. 202 VM. 402
 Website: jfaysclass.weebly.com

Course Description:

Students will learn how to care for and manage horses. Equine health, nutrition, management, reproduction, training, evaluation, and showmanship are the instructional areas. In addition, course content includes instruction in the tools, equipment, and facilities for equine enterprises. Business management topics include the economics of boarding, training, and merchandising horses.

Topics of Study:

✓ Development & Domestication	✓ Gaits	✓ Exploring Equine Careers
✓ Basic Equine Anatomy	✓ Blemishes and Unsoundness	✓ Feeds and Feeding
✓ Colors and Markings	✓ Hoof Anatomy & Care	✓ Equine Selection
✓ Types and Breeds of Horses	✓ Horse Behavior & Vices	✓ Breeding
	✓ Safety	✓ Reproduction

Successful Students at Central High School have the following items;

- 1-1 1/2 inch 3 ring binder to keep papers in organized
- A set of dividing tabs for your binder
- Pens, Pencils, Highlighters
- Agenda Planner (Provided for you by the school in 1st day packet)

How You Earn Your Grade in Equine Science (Grading Policies)

Grades are weighted with the following Percentages:

- 40% Class Assignments, Labs, Homework and Reports
 - 40% Common Assessments/Exams
 - 5% Classroom Participation
 - 10% SAE
 - 5% FFA Participation
-
- Total 100%

-40% of the course will be classroom based. This includes daily warm ups, homework, and class work.

-40% of the course will be assessment based. These include quizzes and unit exams.

-5% of the course is based on participation. This includes student answers from review games, end of the block "tickets out the door", and other checks for understanding. This also includes student behavior.

-5% of the course will be based on FFA participation which is done outside of class. Each student is required to earn 3 FFA activity points per semester. One will be from an in class activity with the other two done out of class. These may be earned by attending monthly FFA meetings, participating in public speaking and Career Development Events, serving as a committee member, participating in a Chapter fundraiser, helping out at any FFA event or participating in community service projects.

-10% of the course will be based on the student's Supervised Agriculture Experience project. This is an agriculture related project the student designs and implements outside of class. This includes but is not limited to; raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, or working at an agriculture related business (i.e. feedstore, vet office, etc). The student will keep track of hours of labor, income, and expenses in an FFA Record Book online. SAE hours for the fall semester can come from an Agriscience Project. Hours will be counted outside of the school day. If the student wishes to compete in Agriscience in the Spring, this will also count as their SAE. Students must have 50 hours completed in the Fall semester and 100 completed by the Spring. SAE

participation is not mandatory for Freshmen, but they must have plans for a Supervised Ag Experience Project that will begin their Sophomore year.

Grades are based on these percentages:

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

Note: Grades will be updated weekly and can be viewed on Parent Portal.

Make-up Assignments and Late Work:

For an excused absence students have 5 class days to make-up assignments for full credit. It is the responsibility of the student to request the make-up work. Credit for unexcused absences may be denied. Two days out of every semester will be Fahey's Make Up Day, a day in which any student may turn in any work from any unit. All work turned in on make up days will be counted as half credit or lower. These days will be announced in class. Late work will be accepted at the teacher's discretion, but will NOT be accepted for any reason after the close of the grading period, unless it is a makeup day. Alternative assignments may be offered for labs that cannot be made up.

Classroom Expectations and Procedures:

As a Grizzly here at West Campus, students are expected to follow the Grizzly 5 or **CLAWS**.

C	Come Prepared	Have all necessary materials for a successful day, pencil, pen, paper, etc.
L	Live Responsible	Complete assignments on time Arrive to class on time Take notes Keep agenda current
A	Act Safely	Stay in seat until bell rings Keep hands/feet to your self Have ID at all times
W	Work Together	Help each other during group assignments Ask for help
S	Show Respect	Speak when it is your turn Listen carefully

Due to the nature of the class, food is NOT allowed in the classroom. Beverages are permitted. However, beverages must be closed with a lid or be in a travel-cup to reduce the chance of spills. Beverages are NOT allowed during a lab and must be put away, out of sight.

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), then sign out, take their agenda and ID card (both are required to leave class), and sign back in.

All personal electronic devices and their accessories, except calculators, **are prohibited during class. This includes cell phones, mp3 players, headphones, etc.** Any personal electronic device **visible or audible** in the classroom will be confiscated.

Read and follow the student academic code, dress code, and other codes of conduct listed in the student manual. Violations to these codes will be dealt with in accordance with school policy. Plagiarism, for example, is against the academic honor code and will not be tolerated. Quoting sources from books without proper citation, copying other student's work, or using internet information without citation are all forms of plagiarism that will be reported to administration. **Plagiarism is a serious offense!** If this occurs, parents will be notified and the affected students will receive a grade of zero on the plagiarized work and will be assigned Saturday School. This includes the individual that was copied from. **DO YOUR OWN WORK!**

School property, including lab equipment, tables, and chairs, should be treated with respect. Acts of vandalism or destruction of property will result in fines to repair/replace the item, as well as lunch beautification or suspension. Rough housing in the classroom, especially during a lab will not be permitted and the student will be transferred out of the class for safety of the other students.

C

Career Development Events:

You have the opportunity to participate in a Career Development Event (CDE) throughout the year. Horse Judging, Best Informed Greenhand, Creed Speaking, Livestock Judging, Floriculture, Dairy Products, and Small Engines are a few of the many contests that can take you to the various colleges and universities throughout our state. It is also a chance to compete with other agriculture students based on the material you have learned in class. If you have a competitive spirit, like to work with others, and would like to get involved, you will have the best time ever!

Note: All school rules and procedures will be enforced in class and students are expected to follow them.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell): _____

- This is the student's first homework assignment. Proper signatures are required for full credit.
- This assignment is worth 20 points.

FFA Activities Calendar

July 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2		3	4 Independence Day	5
6	7 ROLC-Solcon	8	9	10	11	12
13	14	15	16	17	18 WFM Sectional Mtg 11AM	19
20	21	22	23	24	25	26
27	28	29	30	31	SJR FFA SOLC-Visalia →	
			Officer Workday 9AM-3PM	Officer Workday 9AM-3PM		

August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9 Community Service Day 10AM-4PM
10 SJR FFA Officer Mtg	11	12	13 School Starts	14	15 SJR FFA Boot Camp	16 →
17	18	19 Video Planning (Officers)	20 Sectional Mtg 3:30PM	21 Video Recording (Officers)	22	23
24	25	26	27 E/WFM CO/C/CATA- Kingsburg HS 5pm	28 Back to School Night	29 Executive Mtg-Lunch	30

September 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Labor Day No School	2	3	4 Video Mtg (all classes)	5 Video Mtg (all classes) Community Comm Mtg Officer Mtg	6
7	8	9 Chapter Comm Mtg	10 WFM-Blackbeards Spm	11	12 Executive Mtg-Lunch	13
14 SJR FFA Officer Mtg	15	16 Scrapbook/Newsetter Comm Mtg	17 Sectional Mtg 3:30PM Ag Booster Mtg-7PM	18 Fundraiser	19 Community Comm Mtg	20 SJ River Clean Up
21	22	23 NC Delegate Training Galt Chapter Comm Mtg	24	25 Freshmen Cafeteria Mtg Ag Advisory Mtg-6PM	26 Freshmen Cafeteria Mtg Executive Mtg-Lunch	27
28	29	30				

October 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	Fresno County Fair 8	9	10	11
Fresno County Fair						
12	13 Columbus Day	14 Chapter Comm Mtg	15	16 Fundraiser	17 Executive Mtg-Lunch	18 Farm Clean Up 8AM-Noon
Fresno County Fair						
19 SJR FFA Officer Mtg	20	21 Scrapbook/Newsletter Comm Mtg	22 GLC-Clovis East HS	23	24	25
26	27 NC Delegate Trip	28 Chapter Comm Mtg	29 National Convention	30 FFA Night Mtg 5-8PM	31 Executive Mtg-Lunch Halloween	

November 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30						1 National Convention
2 DC Trip	3	4 Scrapbook/Newsletter Comm Mtg.	5 Sectional Mtg 3:30PM	6	7 Community Comm Mtg Officer Mtg	8 Farm Clean Up 8 AM-Noon
9 SJR FFA Officer Mtg	10 Veterans Day Fall Banquet Practice	11 No School	12 Fall Banquet Practice Ag Booster Mtg-7PM	13 Fall Banquet 6PM	14 SJR CATA Road Show	15 SJR CATA Meeting
16	17	18 Chapter Comm Mtg	19 WFM O/C Madera 5pm	20 New Prof.-Fresno	21 Executive Mtg-Lunch	22
23	24 Thanksgiving Break	25	26	27 Thanksgiving	28	29

December 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Toy Drive Kick Off	2 Scrapbook/Newsletter Comm Mtg	3	4	5 Greenhand Officer Dinner 6PM Executive Mtg-Lunch	6
7 Pancake Breakfast Santa Pictures & Gift Wrapping 6AM-noon	8	9 Chapter Comm Mtg	10 CDE Promotion Mtg Ag Booster Mtg 7PM	11 Fundraiser	12 Community Comm Mtg Officer Mtg	13
14 SJFFA Officer Mtg	15	16	17	18	19 Toy Drive End Organize Toys- After School	20 Toy Drop Off
21	22	23	24	25 Christmas	26	27
Winter Break						
28	29	30	31			

January 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 New Year's Day	2	3
4	5	6	7	8	9	10 Reedley Tree P. 8am Fowler Vine P. 9am
11	12 School Starts	13 Chapter Comm Mtg	14 Sectional Mtg 3:30PM	15	16 Executive Mtg-Lunch	17 Dinuba Vine P. 8am
18	19 MLK Holiday	20 Scrapbook/Newsletter Comm Mtg	21 WFM BIG/Banking- Central West 5pm Ag Booster Mtg-7PM	22	23 SIR FFA Officer Apps Due Community Comm Mtg Officer Mtg	24 Reedley College Field Day/Nat Res 7:30am
25	26	27	28 EFM/WFM Record Book-Kingsburg 5pm	29 Chapter Exchange-TBD	30 Executive Mtg-Lunch	31 Minarets Parli Pro/Creed 8am

February 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Candy Gram Sales Start	3 Scrapbook/Newsletter Comm Mtg	4	5 Fundraiser	6 Community Comm Mtg Officer Mtg	7 Winter State Finals- Fresno State Arbuckle FD
8 SJR FFA Officer Mtg	9 SJR Proficiency Scoring- Fresno	10 World Ag Expo Scrapbook/Newsletter Comm Mtg	11 WFM Manuscripts Due Candy Gram Sales End Sectional Mtg 3:30PM Ag Booster Mtg-7PM	12 Candy Gram Organization-After School	13 MFE/ALA-Visalia SJR FFA Officer Interviews-Visalia Pass out Candy Grams Executive Mtg-Lunch	14 → →
15	16 President's Day No School FFA Week	17 Chapter Comm Mtg	18 E/WFM CoOp-Laton 5pm	19	20 Community Comm Donkey Basketball	21
22	23	24 State Prof Scoring- Bakersfield 9am	25 State Prof Scoring-Galt 9am WFM Speaking- Caruthers 4pm	26 Record Book Scoring- Galt 9am	27 Executive Mtg-Lunch	28 SJR FFA/CATA Meeting-TBD

March 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 Scrapbook/Newsletter Comm Mtg	4	5 Fundraiser	6 UC Davis Parli Pro Community Comm Mtg Officer Mtg	7 UC Davis Field Day West Hills College Spring Field Day Western Dairy Classic
8	9	10 Chapter Comm Mtg	11 Sectional Mtg 3:30PM Ag Booster Mtg 7PM	12	13 Executive Mtg-Lunch	14 Chico State Field Day
15	16	17 Scrapbook/Newsletter Comm Mtg	18 E/WFM Parli Pro- Sierra 4pm	19 Ag Advisory Mtg- 6PM	20 SJR Parli Pro-COS Tulare	21 Merced College Field Day Dinuba Vet Sci Contest
22 SJR State Officer Candidate Training- Fresno State	23	24 Chapter Comm Mtg	25 National Ag Day	26	27 SJR Speaking-COS Speaking Contests Executive Mtg-Lunch	28 MIC Field Day
29	30	31				
	Spring Break →					

D

April 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Spring Break	2	3	4
5 Easter	6	7 EFM/WFM State Degree Banquet-Fresno Fairgrounds	8	9	10	11 CRC FD/Ag Sales Reedley College FD Madera Weld/Engines
12	13	14 Chapter Comm Mtg	15 Ag Booster Mtg-7PM	16 State Speaking Finals Scrapbook/Newsletter Comm Mtg	17 State Parli Pro Finals Executive Mtg-Lunch	18 Fresno State Field Day Clovis East Weld FFA State Conference
Spring Break Ends	20	21	22 WFM FFA Off Apps Due	23	24 Community Comm Mtg Chapter Officer Apps Available	25 Madera Floral 8am Hanford Field Day Taft Welding Contest
19 FFA State Conference	26	27 WFM Off Screening-Fresno Central	28 Chapter Comm Mtg	29	30 FFA Blood Drive	

May 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1 Community Comm Mtg Officer Mtg	2 State Finals-Cal Poly
3	4	5	6 Chapter Officer Applications Due	7 E/WFM CATA Planning/FFA Officer Elections Kingsburg 4:30pm	8 Executive Mtg-Lunch Chapter Officer Interviews-2:30PM	9 Prom
10 Mother's Day	11 Officer Voting	12 Officer Voting Banquet Practice	13 Banquet Practice Ag Booster Mtg-7PM	14 Spring Banquet 6PM	15 Addicott Community Service	16 Ag Boosters Dinner Dance
17	18	19 American Degree Scoring-Tulare 5pm	20 Final American Degree Scoring-Fresno State	21	22 Executive Mtg-Lunch	23
224	25 Memorial Day No School	26 Chapter Comm Mtg	27	28	29	30 Top Twenty Activity

June 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 Ice Cream Social	3	4 Fundraiser	5 Graduation	6
7	8	9	10 End of Semester	11	12 Ag Staff Planning Mtg 9AM	13
14 Father's Day	15 Chapter Officer Retreat	16 SJR FFA Officer Retreat-Morro Bay	17	18	19	20
21	22 CATA Conference-SLO	23	24	25	26	27
28	29	30				

October Point Awards

Name:

Grade:

Date	Point Value	Activity	Points Earned
10/1-10/13	10-Participation, 30-Grand Champ, 25-Reserve, 20-Breed Champ, 10-Group 1, 5-Group 2, 10-1 st , 9-2 nd , 8-3 rd , etc. Showmanship: 20-1 st , 18-2 nd , 16-3 rd , 14-2 nd , 12-1 st , 10-6-10 th , Round Robin: 10-1 st , 9-2 nd , Floral/Other: 10-1 st , 7-2 nd , 5-3 rd	Fresno Fair	
2014-2015	10	Executive Committee Member	
10/18	5	Farm Clean-Up	
10/22	10	GLC	
10/30	5	Halloween Meeting	
10/27-11/15	20-Delegate 15-Attendee	National Convention	
		Other Activities	
Total:			

November Point Awards

Name: _____

Grade: _____

Date	Point Value	Activity	Points Earned
11/6	10	Menchie's Fundraiser	
11/6	10	Ran for Greenhand Office	
11/13	5	Fall Banquet	
11/13	15	Elected Greenhand Office	
11/13	10-Greenhand 20-Chapter	Degrees Currently Held	
11/19	Team: 15- 1 st 12- 2 nd 10- 3 rd Individual: 7- Outstanding	Sectional Opening/Closing	
		Other Activities	
Total:			

E

March/April/May Point Awards

Name:		Grade:	
Date	Point Value	Activity	Points
7-Mar	10- Participation; 15,12,10,8,6,4- 1st-5th;6th-10thPlace Team; 7,6,5,4,3,2- 1st-5th;6th-10th Individual	UC Davis Field Day	
7-Mar	(same as above)	West Hills	
14-Mar	5	RBA Luncheon	
21-Mar	(same as above)	Merced	
25-Mar	5- Helping; 5- Participating	National Ag Awareness Day	
26-Mar	10	March Meeting	
26-Mar	10	John's Incredible Sectional Activity Night	
27-Mar	10	Regional Speaking	
28-Mar	(same as above)	MJC Field Day	
7-Apr	30-State Degree,15- Proficiency	State Degree Banquet	
11-Apr	(same as above)	Reedley/Madera FD	
18-Apr	(same as above); STATE FINALS: 15- 4th Team; 7- 6th-10th Team; 7-4th Individual; 3- 6th-10th Individual	Fresno State FD	
18-21 April	10- Four Day; 5- One Day	California FFA State Conference	
20-Apr	30- 1st, 25- 2nd, 20- 3rd Placing	Agriscience Board	
1-2 May	30,25,20,15,10-1st-5th Team; 7-6th-10th Team; 15,12,10,7,5-1st-5th Individual; 3-6th-10th Individual; Sub Awards: 8,7,6,5,4-1st-5th	Cal Poly State Finals	
6-May	20	Run for Chapter Office	
7-May	5- Helping	Kindergarten Ag Day	
DUE: May 8th		TOTAL:

CENTRAL HIGH SCHOOL WEST CAMPUS REQUEST FOR DAY TRIPS LESS THAN 150 MILES

G

<u>Signature of requester</u> <u>A</u> <u>Grade/Subject/Organization</u>	<u>Jessica Fahey</u> <u>Typed Name</u> <u>Saturday, March 14, 2015</u> <u>Dates</u>	<u>Central West</u> <u>School</u> <u>8:00 AM-1:30 PM</u> <u>Times</u>
--	--	--

Purpose of the trip: Raisin Bargaining Association Set Up and Serving

Itinerary (do not attach any pages): Meet at CWHS Ag Farm at 7:55 AM. Leave by 8:00 AM to Valdez Hall. Serve and help set up for the Raisin Bargaining Association luncheon and meeting. Leave for Ag Department at 1 PM. Arrive at CWHS at 1:30 PM.

City and State: Fresno, CA

If male and female students are attending, male and female chaperones must also attend in the ratio of 1 to 10 for overnight and day trips (BP 6153 School Sponsored Trips). Chaperones must be age 21 or older (AR 6153 School Sponsored Trips).

Number of female students attending: <u>5</u> Female chaperones attending (1:10): <u>1</u> Name of Chaperone: <u>Jessica Fahey</u> Teacher/Parent/Other * <i>*If "other", please specify:</i> <u>Ag Teacher</u>	Number of male students attending: <u>4</u> Male chaperones attending (1:10): <u>1</u> Name of Chaperone: <u>Robert Fahey</u> Teacher/Parent/Other * <i>*If "other", please specify:</i> <u>Ag Teacher Spouse</u>
--	--

Additional Chaperones (attach Additional Chaperones List)

Type of transportation: District: Ag Van Private auto: _____ Other: _____
(Please specify) (Please specify) (Please specify)

A request for transportation MUST be sent to the Transportation Department including the use of charter transportation.

If sack lunches are to be prepared, a request for food services should be sent to the Food Services Department.

Cost to each student: \$0 Cost to the District: \$20 Name of funding source: Ag Incentive Grant
(Please specify)

Comments: _____

Principal's approval: _____
 Signature Date 2/11/2015 Jack Kelejian
 Typed Name

All overnight field trips and day trips more than 150 miles must be typed and approved by your Principal prior to submission to the Board for approval.

DO NOT USE THIS FORM FOR OVERNIGHT FIELD TRIPS

- ☒ Megan's Law clearance for chaperones confirmed (required for day trips)
☐ Not Applicable - Chaperones are Central Unified School District Staff

Signature of Principal's Secretary _____ Date _____

**2013-2014 CENTRAL UNIFIED SCHOOL DISTRICT
REQUEST FOR OVERNIGHT FIELD TRIP AND DAY TRIPS MORE THAN 150 MILES**
(To allow for processing, field trips must be submitted 60 days prior to scheduled trip)

G

Destination: Shaver Lake, CA

School/Organization: Central High School-West Campus/FFA

Dates/Times: Lv: Tuesday 8/17/14 8:00 a.m. ☒ p.m. ☐ Ret: Thursday 8/19/14 3:00 a.m. ☐ p.m. ☒ School Day: yes ☐ no ☒
Day (00/00/00) Day (00/00/00)

Purpose of trip: Fresno-Central PFA Officers Retreat

Brief Itinerary: Tuesday- Leave school and head up to Shaver Lake take officer picture on the way, teamwork and leadership activities, calendar planning

Wednesday- PFA Meeting planning, fundraisers, and committees. Fun at the lake. Thursday- Theme selection, community service activity planning, clean up and home

Jessica Fahay

4/30/14

Name of Requestor

Date

If male and female students are attending, male and female chaperones must also attend in the ratio of 1 to 10 for overnight and day trips (BP 6153 School Sponsored Trips). Chaperones must be age 21 or older (AR 6153 School Sponsored Trips)

Number of female students attending: 10
Number of female chaperones attending (1:10): 2

Number of male students attending: 6
Number of male chaperones attending (1:10): 2

Names of Female Chaperones:

Teacher/Parent/Other
* *If "other" please specify

Names of Male Chaperones

Teacher/Parent/Other*
* *If "other" please specify

Jessica Fahay

Ag Teacher

Chris Williams

Ag Teacher

Jana Beltancourt

Ag Teacher

Stacie Chaney

Ag Teacher

For additional chaperones – continue on second page

Type of transportation (District bus, District van, private auto**, charter bus, etc): District Van

****If private auto, proof of insurance must be filed with District Business Office**

A request for transportation MUST be sent to the Transportation Department including the use of charter transportation.

If sack lunches are to be prepared, a request for food services should be sent to the Food Service Department.

Name of funding source: ASS FFA Account #3060

Cost to District: \$ 50

Cost per student: \$ 25

All overnight field trips and day trips of more than 150 miles must be approved by your Principal prior to submission to the Board for approval. Principal's approval is acknowledged by e-mailing this form to Marsha Goyer (mgoyer@centralusd.k12.ca.us) in the Educational Services Department. Note: Adobe Read/Write is required to use this form; if you do not have access to Adobe, please contact your site secretary.

FOR DISTRICT OFFICE USE ONLY

- ☐ Fingerprint clearance for chaperones confirmed (full screening required for overnight trips)
☐ Megan's Law clearance chaperones confirmed (required for day trips)
☐ Not Applicable – Chaperones are Central Unified School District Staff

Paul Birrell, Director, 7-12 & Adult Education

Date

CUSD BOARD ACTION

Your field trip request has been: ☐ APPROVED ☐ DENIED

Ketti Davis, Assistant Superintendent, Professional Development

Date

**CENTRAL UNIFIED SCHOOL DISTRICT
REQUEST FOR OVERNIGHT FIELD TRIP AND DAY TRIPS MORE THAN 150 MILES**

ADDITIONAL CHAPERONES

If male and female students are attending, male and female chaperones must also attend in the ratio of 1 to 10 for overnight and day trips (BP 6153 School Sponsored Trips). Chaperones must be age 21 or older (AR 6153 School Sponsored Trips).

Names of Female Chaperones

Teacher/Parent/Other*
*If "other", please specify.

Names of Male Chaperones

Teacher/Parent/Other*
*If "other", please specify.

Fresno-Central FFA Activity Permission Slip

Due Date:

Return to:

2/27/2015

Mrs. Fahey

Student Name _____

Has my permission to participate in the following FFA Activity.

Name of Activity	San Joaquin Regional FFA Meeting		
Activity Location	Foothill High School		
Activity Date(s)	2/28/2015	Activity Fees:	\$0
Departure Time	6:00am	Return Time	By 6:30pm
Departure Location	AG Parking Lot	Return Location	AG Parking Lot

Transportation Method and Comments:

School Vans to and from

** Upon returning from any FFA event students will call for rides approximately 30 minutes prior to our arrival to the return location. Students who are not picked up 30 minutes after the return time may be subject to a loss of further participation in off campus FFA activities.*

Event Description:

FFA Officers attend the Regional Meeting to focus on leadership development skills, as well as discuss regional business items. This is a required event for Fresno-Central FFA Officers.

Directions for Students Attending:

Officers MUST be in official dress. Lunch will be provided.

I understand that the law states in California Education Code Section 35330, that the Central Unified School District, its officers, agents and employees are held harmless from liability or claims which may arise out of or in connection with my child's participation in this activity. I also understand that as the parent/guardian, I am fully responsible for the action and behavior of my child/ward.

In the event of illness or injury we will refer to the Agriculture Department Blue Medical Release Forms. Student Conduct at FFA activities will be in conjunction with the FFA Code of Ethics signed by all agriculture students and their parent/guardian at the beginning of each school year.

Parent/Guardian Name (Please Print) _____

Parent/Guardian Signature Granting Permission _____

Central Unified School District "BLANKET" Purchase Order Worksheet

The "Blanket" Purchase Order (Blanket PO) is a great purchasing tool for you to use. It allows you to buy the items you need fairly fast throughout the fiscal year (ends June 30th) using the same PO Number. However, there are some responsibilities placed on you to allow you to continue using them.

When you purchase items with your Blanket PO, you should receive some kind of receipt. You must deduct the amount of the receipt from your Not-to-Exceed amount using the worksheet below (or a similar worksheet of your own). Do not go over your limit as you will be barred from any further "Blanket" PO's.

Blanket PO No: 268

Vendor: Jessica Fahey

Not-to-Exceed: \$2500.00

	Date	Payment	Balance
1		10/31/14	
2	10/31/14	408.54	2091.46
3		173.54	1917.92
4		132.90	1785.02
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

	Date	Payment	Balance
21			
22			
23			
24			
25			
26			
27			
28			
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31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

Central High School - West Campus
2045 N. Dickenson Ave.
559.276.5276 Fresno, CA 93723 559.276.6380 FAX

I

PURCHASE ORDER

TO: Vendor Name: _____
Vendor Address: _____

PO Number: 268
271

Item Number	Description	Quantity	Unit Price	Total Amount
Sub Total:				
Estimated Tax:				
Estimated Shipping:				
Total Purchase Order				

Requested By: _____
Club: _____
Date: _____

Notice to Vendor:

Please mail the invoice in care of the ASB bookkeeper at the address at the top of the purchase order.
Please indicate the purchase order number on the invoice.

Certification:(this section must be completed)

We certify that this request has been approved and recorded in club minutes:

Approval Date: _____
Club or Class: _____
President: _____
Advisor Signature: _____

We Certify that this request has been approved by ASB or Student Council:

Approval Date: _____
ASB Officer: _____
ASB Advisor: _____
Principal: _____

Central High School West Campus
2045 N. Dickenson Ave
Fresno, ca 93723
(559) 276-5276

I

Purchase Order 268

Date 07/01/2014

Vendor # ZZJFAHEY
Jessica Fahey
Staff

CENTRAL HIGH SCHOOL
WEST CAMPUS
2045 N. DICKENSON AVENUE
FRESNO, CA 93723

Quantity	Item	Acct Desc	Purpose	Price	Amount
0		FFA - General	FFA SUPPLIES	2,500.00	2,500.00

Authorized By Jack Kelejian

Total Amount 0.00

Total Freight 0.00

Total Tax 2,500.00

Requester: X _____ Date:

ASB Officer: X _____ Date:

ASB Advisor: X _____ Date:

Principal: X _____ Date:

DATE: 6/17/14

ACCOUNT TO BE CHARGED # _____

MINUTES: YES

DATE NEEDED: Soon as possible

MAKE CHECK PAYABLE TO: Jessica Feby

AMOUNT OF CHECK: \$ 512.74

REASON FOR PAYMENT: Payment for officer (Phon)

Wages/Good & officer camera battery charger.

REQUESTING SPONSOR _____

ADMINISTRATION _____

STUDENT REPRESENTATIVE _____

FINANCE CLERK _____

THIS CHECK TO BE PICKUP: X

THIS CHECK TO BE MAILED: X

RECEIVED BY: _____

ADDRESS: _____

DATE RECEIVED: _____

CHECK \$ 5174

CHECK DATE: 6-18-14

Quality Criteria Three

Practical Application of Agricultural Skills

At Central High School we are lucky to be supported in our "Learn by Doing" methods. Are school farm laboratory is not state of the art like some of the facilities in our immediate area, but our students still benefit from the opportunities that are presented to them. Over the past two years we have seen a much greater interest in our school farm from not only administration in our district office, but also our community.

From the moment that a student enters into the Ag Department at Central West, they learn what an SAE or Supervised Agriculture Experience Project is. Even though we as a department do not require our freshmen or first year Ag students to participate in an SAE, we do require them to make plans for what their future SAE would be the following year that they are enrolled in Ag courses. One of the very first things that we as Ag instructors do in the beginning of the year is take our students on a tour of our school farm. Central West has an on-site school farm that houses several types of projects for students. The different areas of our farm that provide SAE Project opportunities are the swine, beef and dairy, poultry, rabbit, sheep and goat units, greenhouses, 1 acre vegetable garden, and composting area. We are lucky to have a late Fall fair so by the time school starts our farm is packed with student projects. This gives us the opportunity to explain the benefits of having an SAE and how students can get involved. SAE participation is mandatory for 2nd, 3rd and 4th year Ag students by making up 10% of the student's grade. Evidence of a successful project comes from the project advisor signing of on it and an updated and complete recordbook. Advisors keep written records of project visits made and also have completed and signed contracts with the students outlining what those students' responsibilities are. For students that house their projects at the farm, they are required to attend weekly meetings with

their advisor with at lunch or afterschool. This constant contact allows us to make sure that all students are participating at the level that we would like to be.

With over 700 students enrolled in agriculture at Central West, it is unrealistic for the advisors to make project visits to all our students regarding all SAE Projects. Many of the livestock SAE Projects are kept on the school farm and project "home visits" are not needed. For the livestock projects that are kept off of the school grounds, advisors regularly make project visits with those students and their parents/guardians. Because we are in an age of technology, I keep in contact with both students and parents through text message. This allows me to have a permanent record of contact and has been beneficial many times when faced with a situation.

Our Ag Department has two seven passenger vans and two five seat pick-up trucks. Up until recently, all vehicles were parked on campus at the school farm. We also have two livestock trailers and an aluminum topper for the transportation of livestock and other goods. When we have a large event such as a Career Development Event field day, we sometimes rent a district van through our transportation department or if there are not any district vehicles available we rent through our districts Enterprise account. All vehicles are refueled and regularly maintained through the district's transportation facility. Each agriculture advisor has a refueling code for district vehicles at the transportation facility. On events that will use more than one tank of fuel, the transportation department will issue a Chevron charge card. All fuel and maintenance costs is paid from agriculture incentive grant funds. If our own personal vehicles are used and district funds cannot be used, our Ag boosters group will reimburse us.

Supporting Completion Materials

Item A- Grade Book Print Out showing FFA and SAE Participation points earned.

Item B- Course Syllabi showing SAE as a graded component of agriculture classes.

Item C- Pictures of 2014 Market Steer Binder. I record all information, keep track of paperwork, bills and payments made.

Item D- Steer SAE Exhibitors Meeting Schedule. I provide the meeting schedule when a student signs up for the project, that way they can mark their calendars and communicate with their parents the schedule ahead of time.

Item E- Steer Exhibitor 2014 Fresno Fair Information packet. This is what I gave to my Fair showmen last year in order to prepare our Chapter group for the Fresno Fair.

Item F- Steer SAE strike documentation.

Item G- Steer fair cleaning schedule at fair.

Item H- Agriculture Vehicle Fleet.

Item I- Project supervision and communicating using technology. I use texting to communicate with my students about their projects, I do this because they normally always have their phones and then we also create written records of our conversations.

Item J- Fair Check Sign Off Sheet. This is the sheet I give to fair exhibitors after the Fresno Fair. They must complete the sign off sheet prior to winter break to receive their fair check.

Item K- Education Code stating that SAE is an important component of Ag Education.

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Gradebook Summary

4 - Ag Chemistry Fall - Y

Fahey

Student Name	Grd	1	2	3	4	Perc	Mrk
Max Points:		1	1	1	50		
**Grading Completed:		✓	✓	✓	✓	96 Assmnts	
Altamirano, Olga B	10	1	1	1		65.98	D
Atkins, Adora L	11			1	50	37.14	F
Arum, Taylor J	11	1	1	1	50	73.87	C-
Burgh, Alsen J	10	1	1	1	50	89.53	B+
Cordova, Maraluysa G (Cordova)	10			1	50	77.06	C+
De La Torre, Alfonso	11	1		1		28.96	F
DeLeon, Manuel	11			1	50	85.47	B
Escalera, Jose A	10			1	50	56.42	F
Estrada, Inez E	10	1	1	1	50	82.44	B-
Fierro, Devin	10			1		30.03	F
Fowler, Savannah L	11	1	1	1	50	65.75	D
Garcia Castro, Martin	11	1	1	1		49.24	F
Laurenco, Angelica M	11	1	1	1		51.65	F
Madero, Dominic N	11	1	1	1	50	60.31	D-
Martin, Ariana E	10	1	1	1	50	97.67	A+
Rohrman, Jake M	10	1	1	1	50	85.39	B
Short, James C	10	1	1	1	50	96.29	A
Torrez, Kristy A	10	1		1	50	57.18	F
Turney, Taylor N	10	1	1	1	50	85.84	B
Williams, Levette M	11			1		45.57	F
Young, Rebecca	11	1	1	1	50	76.31	C
Student Name	Grd	1	2	3	4	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

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4/27/2020

Gradebook Summary							Fahey
6 - Ag Chemistry Fall - Y							
Student Name	Grd	1	2	3	4	Perc	Mrk
Max Points:		1	1	1	50		
**Grading Completed:		✓	✓	✓	✓	96 Assmnts	
Bates, Ty B	11	1		1		37.32	F
Beard, Jordyn A	10	1	1	1	50	90.02	A-
Berg, Amanda E	10	1	1	1	50	89.12	B+
Burnett, Savannah L	11	1	1	1	50	81.36	B-
Cagle, Michael W	11			1		60.70	D-
Castillo, Jordan J	11	1	1	1	1	61.99	D-
Cervelli, Tyler W	11	1	1	1	50	69.51	D+
Clay, Matthew D	10	1	1	1	50	76.34	C
Crouch, Gabrielle E	11	1	1	1	50	82.55	B-
DeBenedetti, Elijah E	11	1	1	1		57.57	F
Dunn, Faith N	10	1	1	1	50	76.30	C
Engelman, Mackenzie L	11	1	1	1	50	81.45	B-
Freeman, Callie L	11	1	1	1	50	84.52	B
Goasch, Alsyn F	10	1	1	1	50	79.41	C+
Hernandez, Devin H	10	1	1	1	50	81.30	B-
Hernandez, Gustavo D	10	1	1	1	50	78.86	C+
Hulsey, Kersten L	10	1	1	1	12	70.06	C-
Lopez, Johnathan A	10	1	1	1	50	53.05	F
Macallanes, Sabrina	10	1	1	1	50	96.33	A
McKay, Christian M	11	1	1	1	50	77.51	C+
ONeill Rogge, Nikolaus J	11	1	1	1	50	70.00	C-
Ortiz, Selena G	10	1		1	50	75.87	C
Ramirez, Celest	10	1		1	50	85.01	B
Rickert, Miranda E	11	1	1	1	50	64.99	D
Rodriguez, Megan B	11	1	1	1		48.12	F
Stevens, Tori A	11	1	1	1	50	74.29	C
Torres, Savanna D	11	1	1	1	50	78.29	C+
Student Name	Grd	1	2	3	4	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

Agriculture Chemistry

Teacher: Mrs. Fahey
 Agriculture Department Central High School – West Campus
 Office Hours: Lunch, by appointment
 Email: jfahey@centralusd.k12.ca.us
 Phone: (559) 276-5276 Ex. 202 VM. 402
 Website: jfaysclass.weebly.com

Why Agriculture Chemistry?

Often times, students take a challenging academic class and by the end of the year, remember little. The goal of having an agriculture based chemistry class is to not only teach content in a relatable and specific way, but to apply the concepts through project based learning. The concepts learned in class will be related to the agriculture industry in such a way that allows students to fully comprehend the material while increasing their knowledge of the agriculture industry. Throughout the year, students will perform experiments, write papers, and participate in discussions which expand on various chemistry and agriculture topics. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology.

Course Description:

This class is a detailed and in depth examination of chemistry for those students interested in math, science, or agriculture fields of study in college. A prerequisite completion of Biology or Agriculture Biology is required. It is an intensive course that is project-based. This includes weekly labs, student projects and presentations, an Agriscience project, and FFA and Supervised Agriculture Experience requirements. There is likely to be homework most nights.

Textbook: Prentice Hall Chemistry, New Edition, c2007, Pearson Prentice Hall, Boston, Mass.

Topics Covered:

- Atomic Structure	- Periodic Table	- Plant Nutrient Requirements
- Chemical Bonding	- Stoichiometry	- Chemical Reactions
- States of Matter	- Gas Properties	- Solutions
- Chemical Thermodynamics	- Acids and Bases	- Ag Issues/California Agriculture
- Soil Chemistry	- Organic/Bio Chemistry	

Successful Students at Central High School have the following items:

- 1 inch 3 ring binder plus additional notebook paper (preferably college ruled)
- Set of Dividers
- Pens (blue or black) and #2 pencils / colored pencils (if you don't prefer to share the class sets)
- Calculator (**not phone**)
- Agenda Planner (Provided for you by the school in 1st day packet)

How You Earn Your Grade in Chemistry (Grading Policies)

Grades are weighted with the following Percentages:

- 40% Class Assignments, Labs, Homework and Reports
 - 40% Common Assessments/Exams
 - 5% Classroom Participation
 - 10% SAE
 - 5% FFA Participation
-
- Total 100%**

-40% of the course will be classroom based. This includes daily warm ups, homework, class work, and agriscience project.

-40% of the course will be assessment based. These include weekly quizzes and unit exams.

-5% of the course is based on participation. This includes student answers from review games, end of the block "tickets out the door", and other checks for understanding. This also includes student behavior.

-5% of the course will be based on FFA participation which is done outside of class. Each student is required to earn 3 FFA activity points per semester. One will be from an in class activity with the other two done out of class. These may be

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earned by attending monthly FFA meetings, participating in public speaking and Career Development Events, serving as a committee member, participating in a Chapter fundraiser, helping out at any FFA event, or participating in community service projects.

-10% of the course will be based on the student's Supervised Agriculture Experience project. This is an agriculture related project the student designs and implements outside of class. This includes but is not limited to; raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, or working at an agriculture related business (i.e. feedstore, vet office, etc). The student will keep track of hours of labor, income, and expenses in an FFA Record Book online. SAE hours for the fall semester can come from the Agriscience Project. Hours will be counted outside of the school day. If the student wishes to compete in Agriscience in the Spring, this will also count as their SAE. Students must have 50 hours completed in the Fall semester and 100 completed by the Spring.

Agriscience Project:

Agriculture chemistry is designed to be applicable to everyday situations. Thus, it is our goal for students to engage in higher level thinking projects that are hands on. In the Fall semester, each student must design, implement, and create an agriscience project. This is similar to a science fair project, however with a few added components. If the student does not pass the agriscience project, he/she will not pass the class. The project will be introduced in the second week of school.

Grades are based on these percentages:

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

Note: Grades will be updated weekly and can be viewed on Parent Portal.

Make-up Assignments and Late Work:

For an excused absence students have 5 class days to make-up assignments for full credit. It is the responsibility of the student to request the make-up work. Credit for unexcused absences may be denied. Two days out of every semester will be Fahey's Make Up Day, a day in which any student may turn in any work from any unit. All work turned in on make up days will be counted as half credit or lower. These days will be announced in class. Late work will be accepted at the teacher's discretion, but will NOT be accepted for any reason after the close of the grading period, unless it is a makeup day. Alternative assignments may be offered for labs that cannot be made up.

Classroom Expectations and Procedures:

As a Grizzly here at West Campus, students are expected to follow the Grizzly 5 or **CLAWS**.

C	Come Prepared	Have all necessary materials for a successful day, pencil, pen, paper, calculator, etc.
L	Live Responsible	Complete assignments on time Arrive to class on time Take notes Keep agenda current
A	Act Safely	Stay in seat until bell rings Keep hands/feet to your self Have ID at all times Follow Lab safety procedures
W	Work Together	Help each other during group assignments Ask for help
S	Show Respect	Speak when it is your turn Listen carefully

Due to the lab nature of this class, following these guidelines is important not just to the student's grade, but also to their safety and the safety of the rest of the class.

Due to the nature of the class, which is primarily lab based, food is NOT allowed in the classroom. The class will be working with hazardous materials. Eating in the room is unsafe. Beverages are permitted provided the class is not conducting an experiment. However, beverages must be closed with a lid or be in a travel-cup to reduce the chance of spills. Beverages are NOT allowed during a lab and must be put away, out of sight.

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), then sign out, take their agenda and ID card (both are required to leave class), and sign back in.

All personal electronic devices and their accessories, except calculators, *are prohibited during class. This includes cell phones, mp3 players, headphones, etc.* Any personal electronic device *visible or audible* in the classroom will be confiscated.

Read and follow the student academic code, dress code, and other codes of conduct listed in the student manual. Violations to these codes will be dealt with in accordance with school policy. Plagiarism, for example, is against the academic honor code and will not be tolerated. Quoting sources from books without proper citation, copying other student's work, or using internet information without citation are all forms of plagiarism that will be reported to administration. **Plagiarism is a serious offense!** If this occurs, parents will be notified and the affected students will receive a grade of zero on the plagiarized work and will be assigned Saturday School. This includes the individual that was copied from. **DO YOUR OWN WORK!**

School property, including lab equipment, tables, and chairs, should be treated with respect. Acts of vandalism or destruction of property will result in fines to repair/replace the item, as well as lunch beautification or suspension. Rough housing in the classroom, especially during a lab will not be permitted and the student will be transferred out of the class for safety of the other students.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell): _____

- This is the student's first homework assignment. Proper signatures are required for full credit.
- This assignment is worth 20 points.

B

Equine Science

Teacher: Mrs. Fahey
Agriculture Department Central High School – West Campus
Office Hours: Lunch, by appointment
Email: jfahey@centralusd.k12.ca.us
Phone: (559) 276-5276 Ex. 202 VM. 402
Website: jfaeyclass.weebly.com

Course Description:

Students will learn how to care for and manage horses. Equine health, nutrition, management, reproduction, training, evaluation, and showmanship are the instructional areas. In addition, course content includes instruction in the tools, equipment, and facilities for equine enterprises. Business management topics include the economics of boarding, training, and merchandising horses.

Topics of Study:

✓ Development & Domestication	✓ Gaits	✓ Exploring Equine Careers
✓ Basic Equine Anatomy	✓ Blemishes and Unsoundness	✓ Feeds and Feeding
✓ Colors and Markings	✓ Hoof Anatomy & Care	✓ Equine Selection
✓ Types and Breeds of Horses	✓ Horse Behavior & Vices	✓ Breeding
	✓ Safety	✓ Reproduction

Successful Students at Central High School have the following items:

- 1-1 1/2 inch 3 ring binder to keep papers in organized
- A set of dividing tabs for your binder
- Pens, Pencils, Highlighters
- **Agenda Planner** (Provided for you by the school in 1st day packet)

How You Earn Your Grade in Equine Science (Grading Policies)

Grades are weighted with the following Percentages:

- 40% Class Assignments, Labs, Homework and Reports
 - 40% Common Assessments/Exams
 - 5% Classroom Participation
 - **10% SAE**
 - 5% FFA Participation
-
- Total 100%**

-40% of the course will be classroom based. This includes daily warm ups, homework, and class work.

-40% of the course will be assessment based. These include quizzes and unit exams.

-5% of the course is based on participation. This includes student answers from review games, end of the block "tickets out the door", and other checks for understanding. This also includes student behavior.

-5% of the course will be based on FFA participation which is done outside of class. Each student is required to earn 3 FFA activity points per semester. One will be from an in class activity with the other two done out of class. These may be earned by attending monthly FFA meetings, participating in public speaking and Career Development Events, serving as a committee member, participating in a Chapter fundraiser, helping out at any FFA event or participating in community service projects.

-10% of the course will be based on the student's Supervised Agriculture Experience project. This is an agriculture related project the student designs and implements outside of class. This includes but is not limited to: raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, or working at an agriculture related business (i.e. feedstore, vet office, etc). The student will keep track of hours of labor, income, and expenses in an FFA Record Book online. SAE hours for the fall semester can come from an Agriscience Project. Hours will be counted outside of the school day. If the student wishes to compete in Agriscience in the Spring, this will also count as their SAE. Students must have 50 hours completed in the Fall semester and 100 completed by the Spring. SAE

participation is not mandatory for Freshmen, but they must have plans for a Supervised Ag Experience Project that will begin their Sophomore year.

Grades are based on these percentages:

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

Note: Grades will be updated weekly and can be viewed on Parent Portal.

Make-up Assignments and Late Work:

For an excused absence students have 5 class days to make-up assignments for full credit. It is the responsibility of the student to request the make-up work. Credit for unexcused absences may be denied. Two days out of every semester will be Fahey's Make Up Day, a day in which any student may turn in any work from any unit. All work turned in on make up days will be counted as half credit or lower. These days will be announced in class. Late work will be accepted at the teacher's discretion, but will NOT be accepted for any reason after the close of the grading period, unless it is a makeup day. Alternative assignments may be offered for labs that cannot be made up.

Classroom Expectations and Procedures:

As a Grizzly here at West Campus, students are expected to follow the Grizzly 5 or **CLAWS**.

C	Come Prepared	Have all necessary materials for a successful day, pencil, pen, paper, etc.
L	Live Responsible	Complete assignments on time Arrive to class on time Take notes Keep agenda current
A	Act Safely	Stay in seat until bell rings Keep hands/feet to your self Have ID at all times
W	Work Together	Help each other during group assignments Ask for help
S	Show Respect	Speak when it is your turn Listen carefully

Due to the nature of the class, food is NOT allowed in the classroom. Beverages are permitted. However, beverages must be closed with a lid or be in a travel-cup to reduce the chance of spills. Beverages are NOT allowed during a lab and must be put away, out of sight.

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), then sign out, take their agenda and ID card (both are required to leave class), and sign back in.

All personal electronic devices and their accessories, except calculators, **are prohibited during class. This includes cell phones, mp3 players, headphones, etc.** Any personal electronic device **visible or audible** in the classroom will be confiscated.

Read and follow the student academic code, dress code, and other codes of conduct listed in the student manual. Violations to these codes will be dealt with in accordance with school policy. Plagiarism, for example, is against the academic honor code and will not be tolerated. Quoting sources from books without proper citation, copying other student's work, or using internet information without citation are all forms of plagiarism that will be reported to administration. **Plagiarism is a serious offense!** If this occurs, parents will be notified and the affected students will receive a grade of zero on the plagiarized work and will be assigned Saturday School. This includes the individual that was copied from. **DO YOUR OWN WORK!**

School property, including lab equipment, tables, and chairs, should be treated with respect. Acts of vandalism or destruction of property will result in fines to repair/replace the item, as well as lunch beautification or suspension. Rough housing in the classroom, especially during a lab will not be permitted and the student will be transferred out of the class for safety of the other students.

Career Development Events:

You have the opportunity to participate in a Career Development Event (CDE) throughout the year. Horse Judging, Best Informed Greenhand, Creed Speaking, Livestock Judging, Floriculture, Dairy Products, and Small Engines are a few of the many contests that can take you to the various colleges and universities throughout our state. It is also a chance to compete with other agriculture students based on the material you have learned in class. If you have a competitive spirit, like to work with others, and would like to get involved, you will have the best time ever!

Note: All school rules and procedures will be enforced in class and students are expected to follow them.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell): _____

- This is the student's first homework assignment. Proper signatures are required for full credit.
- This assignment is worth 20 points.

Ag Leadership

Spring Semester Syllabus

B

Why a new syllabus?

The second semester of Ag leadership will be a bit different! So, it is important to clearly identify the changes that will take place. Also, this serves as a reminder of the requirements for this course and what you need to do to not only pass, but leave the year with a successful experience in Ag leadership.

SAE project

This semester, students must participate in a Supervised Agriculture Experience project, just like last semester. This is an agriculture related project that the student must be involved in on a daily or weekly basis that the student designs and implements outside of class. This includes but is not limited to; raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, Agriscience Project, or working at an agriculture related business (feedstore, vet office, etc). The student will keep track of hours of labor, income, and expenses in an FFA iRecordbook. Students must have 50 hours completed in the Fall semester and 100 completed by the Spring.

Grading Policy

Below is the weighting scale for grading in this class.

FFA Skills*	90%
SAE	10%

*The skills component will be based on the student's willingness to work on skills and projects both inside and outside of class, behavior, time on task, and overall effort.

In addition, high academic standards must be maintained as leadership activities require commitment beyond the assigned class period. It is your responsibility to obtain advance teacher permission and make up all work for additional class periods missed. If your GPA drops below 2.0, you will be put on probation. If your GPA remains under 2.0 for a 2nd grading period, you will be removed from the class. Leadership students are held to the highest standards of behavior, as they are considered role models for other students. Leadership is a privilege, *and any referral may result in permanent dismissal from class.*

Note: Grades will be updated three times, once at each grading period and can be viewed on Parent Portal. Students will be responsible for keeping their grades updated on their skills sheet and making sure that it is placed in the grading binder before each grading period ends.

Student Print

Student Signature

Date

Parent/Guardian Print

Parent/Guardian Signature

Date

Best Way to Contact Parent:

Cell Phone: _____

Email: _____

Market Steer Binder

C

C

2014 Big Fresno Fair
Market Steer Information

I am very excited that you have shown an interest in exhibiting a Market Steer at this years Big Fresno Fair. I truly look forward to working with you, your family and your steer. In order to have a successful year, you must be aware of some important information. Hopefully the following information will help you make a final decision about showing a market steer.

MONEY

The purchase price of a market steer project is approximately \$1200. This covers the cost of the steer only. Steers will be paid to the Breeders as they are purchased. You will need to pay the Breeder in full. The price of feed will vary as corn prices change. Expect to pay approximately \$1300 in feed. You need to place a \$200 non-refundable deposit toward the purchase of feed before any school feed is used. Feed will be paid for on a monthly basis, in full. If payment is a problem, I need to have a meeting with you and your parent so that we can discuss options. We do not want financial hardship to be the reason you may not show, but we need to know in advance so that we can make arrangements. Please remember the FFA is not making money on these animals, but we do need to pay the people that we buy the animal and feed from.

Additional costs may include:

Fair Entries:	\$40
Halter:	\$6-40
Show supplies:	\$125

**If an animal dies, the student is still responsible for paying their bills and if they would still like to show they will have to buy a replacement. Insurance is available, and it will be your responsibility to let me know if you would like to insure your animal.*

RESPONSIBILITIES

1. This is **your** market steer SAE project, therefore it will be **your** responsibility to feed, water, clean and maintain your animal. Raising a market steer is a *HUGE* responsibility. As an advisor, I am here to offer suggestions, guidance and direction, not to care for all of the animals. If there is a problem or concern, you are to inform the advisor immediately.
2. In order to show your market steer at the fair, you will be required to attend weekly meetings and practices, feed your steer, and maintain the facilities. Failure to do so will result in strikes. Once you obtain three strikes, your showing privileges for steers will be revoked.
3. We will go to ranches and sales together to purchase steers. **YOU MAY NOT GO AND PURCHASE A STEER WITHOUT MY APPROVAL.**
4. Once the steers are at the school farm or your home, meetings will begin to inform you about the project, for you to work with your steer, for showmanship details, etc. You will be required to attend at least one meeting per week. I will arrange meetings around sports.
5. **Strikes:** Strikes can be administered for neglect of your animal (not feeding, watering, working with, cleaning, etc), for school discipline problems (suspension, failing classes, non-privilege list, etc), for poor sportsmanship or not abiding by the FFA Code of Ethics, and for not abiding by the school rules. You will be notified when you receive a strike and after three you will not be allowed to show your steer at the fair and will be asked to remove your animal from the school farm. You will not be reimbursed and you will lose money.

C

6. Farm work days – There will be at least two weekends we have to work on the school farm before the fair. Plan to be there!
 7. You can keep your animal at school or at home. Keeping your animal at home is better if you have the opportunity to do so. There are always risks with keeping your animal at the school farm. If you are keeping your animal at the school farm then you must read and agree to the farm contract.
 8. Feeding and cleaning schedule will be determined once the animals have arrived.
 9. You will be missing 3-4 days of school to participate in the fair. It will be your responsibility to get your work ahead of time and make sure that you are caught up with your work. You will also need to be at the fair all day Saturday and Sunday.
 10. Second year or higher steer showmen will have the opportunities to take their steers to Jackpots. Jackpots are not mandatory. These shows are good practices for both you and your animal in the areas of clipping, feeding and show management. Entries at jackpots range anywhere from \$10 - \$30 per class. Students will be responsible for entries, food and shelter when you attend. If you plan to jackpot, your parents must attend with you! As the shows get closer, a meeting will be held discussing responsibilities and to help you prepare.
 11. Practices- You will be required to attend at least 1 practice each week. This is included in the summer. If you cannot make practice it will be your responsibility to let Mrs. Fahey know before the practice. Missing practice will result in strikes. You will have 3 excuses before resulting in a strike. After your 3 freebies are up, each missed practice will result in a strike. 3 strikes and will not be allowed to show with the FFA.
 12. In order to receive your fair check you must:
 - a. Complete 6 hours of work on the farm after the fair to help clean our equipment and facilities (checked by teacher). Students that attend school on both the Friday of fair and the Monday following fair will have their hours reduced to 3.
 - b. Complete your record books (checked by teacher).
 - c. Complete hand written thank-you letters on nice stationary or thank-you cards. You will have to show Mrs. Fahey the rough and final draft of your thank you letters. If you mail the final draft before you show Mrs. Fahey to get an approval you will have to re-write them.
 - d. Pay your bills to the FFA (checked by teacher).
- * All of these must be completed by Christmas vacation, or we will pay someone else to do them for you, the money will come out of your check.

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If you have questions about the above contract, please see Mrs. Fahey before signing.

Please keep the top page for your records and return only the signed portion to Mrs. Fahey.

I _____ (Student Name), have read and understand the information provided in this letter and will be participating in this SAE.

I _____ (Parent Name), have read and understand the information provided in this letter and my child has permission to participate in the market steer SAE.

(Student Signature)

(Date)

(Parent Signature)

(Date)

CONTACT INFORMATION:

Student Phone Number

Parent Phone Number

Parent Name(s)

Form and deposit(if using school feed) is due ASAP, preferably before the Thanksgiving break. I am currently looking for prospect show steers for us.

C

Approximant Market Steer Budget

Expenses:

Cost of feeder steer	\$1200.00
Feed	1300.00
Bedding	50.00
Entry Fee	40.00
Health Costs	25.00
Insurance	100.00
Showing Equipment	
Rope Halter	10.00
Scotch Comb	25.00
Show Stick	25.00
Rice Root Brush	10.00
Fitting Supplies	50.00

TOTAL

\$2,825.00

Receipts:

Sale of animal (\$2.00/lb @ 1300lbs.)**	2,600.00
Top Off Bids**	300.00

Total Receipts

\$2,900.00

**Based on the max amount the calf could weigh and the student finding a secured buyer. Student could also get a higher dollar amount

Profit/Loss

\$75.00

Market steers are long-term projects and usually shown at one fair and two open shows during the year. Students **must** seek out a buyer to purchase their finished project. I highly suggest that you start looking for a buyer when you get your steer. You will **lose a lot of money** if you do not.

Central High School West Campus FRESNO-CENTRAL FFA

FFA Exhibitors Contract

This exhibitors contract is intended for use when Supervised Agriculture Experience projects are kept at a students home and or off the school campus and the student wishes to exhibit, show, or enter their project under or in association with the Fresno-Central FFA Chapter.

GENERAL RULES:

1. Only FFA Members in good standing and actively enrolled in the Central High School Ag Department will be allowed to have a project associated with Fresno-Central FFA
2. All projects must receive the approval of the Ag Teacher in charge of that particular project area before a project is allowed to be conducted.
3. All projects must be agricultural in nature and students must have a plan for the growth and management of the project. Project plans may need to be presented to the advisor in charge before the start of any project and then periodically through the life of the project.
4. All projects must be supervised by an Ag Instructor at Central High School. The advisor may need to visit a students home to evaluate the progress of the student's project. Advice and guidance of the instructor should be considered in decisions made regarding the project.
5. All Rules of the Ag Department, Central High School, and the FFA Code of Ethics will be followed at all times. Students will also sign and be placed on a "Three Strikes" contract.
6. Students must keep proper records in their FFA Record Books on all projects. The project advisor will check the students Record Book at least once per year.
7. Central High Ag Department is not responsible for loss, damage, or theft of student projects or student owned equipment.
8. When available the Ag Advisor can assist in providing equipment and or transportation for the student project.
9. Students may be required to attend meetings at school based on their project area.
10. All Fair and Jackpot entries where the student is entering an FFA division must be submitted through the Ag Advisor in charge of supervising your project.

ANIMAL PROJECTS:

General Animal Project Responsibilities:

- Proper feeding and watering (Including feeding times, feed quality, and feeding practices)
- Proper cleanliness of animal and immediate area.
- Proper cleaning and management of buildings and equipment.
- Making arrangements for animal feeding and care in case of your absence.
- Maintaining all health and safety standards, medicating sick livestock when necessary.

- C
- Students are expected to follow general accepted practices of raising livestock that meet or exceed current commercial standards.
 - Attending all scheduled practices and meetings as determined by the advisor.
 - Being actively involved in the growth and development of the animal by spending time working with or training the animal.
 - Notify Ag Teachers or species advisor immediately of any problems with your animal.

Fairs and Shows

- When showing as part of the Fresno-Central FFA Group you will participate as a member of your show group. This will include attending meetings, showmanship practices, barn duty, and observing all arrival and departure times set up by the species advisor.
- Animals may not be hauled out early without the permission of the species advisor.
- Good Sportsmanship is to be practiced at all times, and teamwork within the Chapter is expected as well.
- A Fair or Supply fee may be charged to cover items used by the group while at the fair or show.

DISCIPLINE:

Any student may have a Supervised Agriculture Experience project under the Fresno-Central FFA name as long all rules and conditions are followed at all times. Any violation of the rules and or conditions listed above may result in strikes on the three strike policy form and or loss of privileges to exhibit under the Fresno-Central FFA name. A project may also be suspended from association with Fresno-Central FFA due to inactivity; an inactive project is one where the student has not made progress with the projects purpose for a period of 60 days. Failure to pay bills or fines associated with your project in a timely manner may also result in your projects disassociation with the Fresno-Central FFA and fines can be submitted to the school finance office after a bill is over 90 days late past the due date scheduled by the advisor. If a student project is to be removed from association with Fresno-Central FFA written notice will be given to the student, and they will have 30 days to remedy the issue to have their project reinstated back into association with the Chapter. If students chose not to follow the above stated rules they may not associate their project with Fresno-Central FFA and must remain an independent exhibitor. Projects completed with 4H or Independent status can not be used to earn FFA Degrees or Proficiency Awards.

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FFA Exhibitors Contract

CONTRACT AGREEMENT:

(Please Print Neatly)

To provide a basis of understanding this agreement is established on _____ and is
(Date)

Effective until December 31, 2014 This agreement covers the student's SAE in
(Ending Date)

Market Beef and is between: _____ and Mrs. Fahey
(Project Type) (Student's name) (Teacher's name)

(Student Signature)

(Date)

(Parent Signature)

(Date)

(Teacher Signature)

(Date)

CONTACT INFORMATION:

Student Phone Number

Parent Phone Number

Mailing Address

Parent Name(s)

City

Zip

C

DOCUMENTATION OF VIOLATIONS:

Date	Project Name	Advisor
Description of Violation and Corrective Action Taken		

Date	Project Name	Advisor
Description of Violation and Corrective Action Taken		

Date	Project Name	Advisor
Description of Violation and Corrective Action Taken		

Date	Project Name	Advisor
Description of Violation and Corrective Action Taken		

Central High School West Campus

AGRICULTURE FARM LABORATORY USE CONTRACT

The Ag Farm Laboratory is in place for educational purposes. It is part of our school and must maintain a clean appearance. It is made available for student use; however there are certain rules and conditions that must be met in order for students to keep projects at the school farm.

GENERAL RULES/CONDITIONS:

1. All projects brought to the school farm must receive the approval of the Ag Teacher in charge of that particular project area before a project is allowed on the farm.
2. Only FFA Members in good standing and actively enrolled in the Central High School Ag Department will be allowed to have a project on the school farm.
3. All Rules of the Ag Department, Central High School, and the FFA Code of Ethics will be followed at all times. Students will also sign and be placed on a "Three Strikes" contract.
4. Students must keep proper records in their FFA Record Books on all projects kept at the farm. The project advisor will check the students Record Book at least once per year.
5. All projects must be agricultural in nature and students must have a plan for the growth and management of the project. Project plans may need to be presented to the advisor in charge before the start of any project and then periodically through the life of the project.
6. Students with projects will have access to the farm via the student walk through gate. If necessary students will be given combinations to locks on sheds and buildings. Students are responsible for reporting any damage or theft to an Ag teacher immediately. Central High Ag Department is not responsible for loss, damage, or theft of student projects or student owned equipment. If students store their own equipment on the farm it should be in a locked tack box or storage area.
7. All bills for feed, materials, or supplies must be paid in a timely manner as outlined by the project supervisor or Ag Teacher.
8. All students will be assigned 6 hours of farm clean up at the completion of any project. Students that attend school on both the Friday of fair and the Monday following fair will have their hours reduced to 3.
9. Follow all specific rules and requirements associated with each individual project type as outlined by the project/species advisor.
10. The use of any hazardous chemicals, scalpels, needles, and medications will only be used with the supervision of your project advisor.
11. Students may not just "hang out" at the Farm Laboratory.
12. You are responsible for explaining safety and appropriate behavior to parents and community members that you bring to the farm lab to help or watch you work.
13. Because our Farm is an Educational Facility your project may be used/handled by Ag Teachers or other students for educational or teaching purposes.

ANIMAL PROJECTS:

1. Students with animal projects are expected to uphold all of the responsibilities associated with that animal project as outlined by the Ag Department and Species Advisor.
2. Animals without an agricultural production purpose will not be allowed at the farm. Pets are not projects.

General Animal Project Responsibilities:

- Proper feeding and watering (Including feeding times, feed quality, and feeding practices)
- Proper cleanliness of animal and immediate area.
- Proper cleaning and management of buildings and equipment.
- Making arrangements for animal feeding and care in case of your absence.
- Maintaining all health and safety standards, medicating sick livestock when necessary.
- Doing your fair share of work on the farm and contributing to the growth and image of our Educational Facility.
- Signing in for feeding, shifts worked, or meetings.
- Attending all scheduled practices and meetings as determined by the species advisor.
- Being actively involved in the growth and development of the animal by spending time working with or training the animal.
- Notify Ag Teachers or species advisor immediately of any problems with your animal or other animals on the farm.
- You may not euthanize any animal without permission and supervision from your species advisor, and only the most humane methods will be allowed.

MARKET ANIMALS:

- Projects classified as market animals must be fed and raised as in a manner consistent with or above the standards for commercially produced market animals.
- Market animals may not remain on the school farm longer than 30 days following the Big Fresno Fair, unless special arrangements are made with the species advisor.
- Market animals that are sold but return to the school farm will remain under the care of the student until it is removed from the farm premises.
- Animals may not be harvested at the school farm without permission from the species advisor.

BREEDING ANIMALS:

- Student owned male breeding stock of any kind is not allowed on the farm. (Rabbits and Poultry may be an exception with permission from your Advisor)
- Students breeding animals must be actively involved in a planned and businesslike breeding operation. Detailed Plans for the birth, weaning, care, and marketing of all offspring and care and breeding of the female must be presented to the advisor prior to beginning any breeding project.
- Breeding projects must remain active and follow the breeding animal business agreement as planned with the species advisor.

DISCIPLINE:

Any student may have use of the Farm Laboratory as long all rules and conditions are followed at all times. Any violation of the rules and or conditions listed above may result in strikes on the three strike policy form and or dismissal of the student's project from the Farm Laboratory. A project may also be removed due to inactivity; an inactive project is one where the student has not made progress with the projects purpose for a period of 60 days. Market animals left over 30 days from the end of the Fair may also be considered inactive. Failure to pay bills or fines associated with your project may also result in your future loss of school farm lab use, and fines will be submitted to the school finance office after a bill is over 90 days late past the due date scheduled by the species advisor. If a student project is to be removed written notice will be given to the student, and they will have 30 days to remove the project and all its components off of the school farm property. Removal is the responsibility of the student; arrangements can be made with the project advisor to assist with transportation of animals upon the students

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request and only if the advisor agrees upon the scheduled date and time. Failure to remove project and all components after 30 days from the date of farm expulsion will result in animals being sent to auction, and project components being thrown away or hauled off. If the removal of your project at this time incurs any fees they will be charged to the student all profits from sold livestock will be retained by Central High School. Projects and all its components may also become property of Central High School Ag Department.

AGRICULTURE FARM LABORATORY USE CONTRACT

CONTRACT AGREEMENT:

(Please Print Neatly)

To provide a basis of understanding this agreement is established on _____ and is
(Date)

Effective until December 31, 2014 This agreement covers the student's SAE in
(Ending Date)

Market Beef and is between: _____ and Mrs. Fahey
(Project Type) (Student's name) (Teacher's name)

(Student Signature)

(Date)

(Parent Signature)

(Date)

(Teacher Signature)

(Date)

CONTACT INFORMATION:

Student Phone Number

Parent Phone Number

Mailing Address

Parent Name(s)

City

Zip

DOCUMENTATION OF VIOLATIONS:

_____ Date _____ Project Name _____ Advisor _____
Description of Violation and Corrective Action Taken

_____ Date _____ Project Name _____ Advisor _____
Description of Violation and Corrective Action Taken

_____ Date _____ Project Name _____ Advisor _____
Description of Violation and Corrective Action Taken

_____ Date _____ Project Name _____ Advisor _____
Description of Violation and Corrective Action Taken

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		\$ -
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	Payment Date	Amount	Receipt	
1		\$ 3.50		wormer
2	3/3/2014	\$ (37.50)	150 lbs	
3	4/2/2014	\$ (24.25)	97 lbs	
4	4/10/2014	\$ (27.50)	110 lbs	
5	4/21/2014	\$ (52.50)	210 lbs	
6	5/6/2014	\$ (44.50)	178 lbs	
7	5/14/2014	\$ (12.50)	50 lbs	
8	5/26/2014	\$ (39.00)	156 lbs	
9	7/4/2014	\$ (33.75)	135 lbs	
10	7/19/2014	\$ (30.00)	120 lbs	
11	8/7/2014	\$ (35.53)	180 lbs	
12	8/20/2014	\$ (33.75)	135 lbs	
13	9/10/2014	\$ (37.50)	150 lbs	
14	9/26/2014	\$ (36.25)	145 lbs	
15		\$ (49.75)		Fair Supplies
16				
17				
18				
19				
20				

BALANCE	\$ 490.78
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9.87/50
.25/lb

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		\$ -
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	Date	Amount	Receipt
1		\$ 52.95	rollover
2	11/7/2013	\$ (35.53)	180 lbs
3	12/11/2012	\$ (39.48)	200 lbs
4		\$ 3.50	wormer
5	1/17/2014	\$ (39.48)	200 lbs
6	2/1/2014	\$ (35.53)	180 lbs
7	3/18/2014	\$ (42.44)	215 lbs
8		\$ (97.50)	insurance
9	4/2/2014	\$ (62.50)	250 lbs
10	4/14/2014	\$ (24.50)	110 lbs
11	4/24/2014	\$ (40.00)	160 lbs
12	5/28/2014	\$ (37.50)	150 lbs
13	6/7/2014	\$ (56.25)	225 lbs
14	6/15/2014	\$ (30.00)	120 lbs
15	6/27/2014	\$ (65.50)	250 lbs
15	8/1/2014	\$ (52.50)	210 lbs
16	8/18/2014	\$ (25.00)	100 lbs
18	10/1/2014	\$ (15.00)	60 lbs
19		\$ (49.75)	Fair Supplies
20		\$ 692.01	
21		\$ -	
22		\$ -	
23			
24			
25			
26			
27			
28			

BALANCE	\$ -
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9.87/50
.25/lb

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		\$
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	Payment Date	Amount	Receipt #	
1	12/10/2013	\$ 200.00	487262	Deposit
2	11/12/2013	\$ (27.64)		140 lbs
3	12/9/2013	\$ (37.51)		190 lbs
4		\$ 3.50		wormer
5	1/30/2014	\$ (23.69)		120 lbs
6	3/11/2014	\$ (58.23)		295 lbs
7		\$ (32.00)		vet
8	5/23/2014	\$ (28.75)		115 lbs
9	6/15/2014	\$ (25.00)		100 lbs
10	7/19/2014	\$ (37.50)		150 lbs
11	8/14/2014	\$ (55.00)		220 lbs
12	9/19/2014	\$ (40.00)		160 lbs
		\$ (49.75)		Fair Supplies
13		\$ 150.00	487282	
14		\$ 61.57	487286	
15		\$ -		
16		\$ -		
17		\$ -		
18		\$ -		
19		\$ -		
20		\$ -		
21		\$ -		
22				
23				
24				
25				
26				
27				

BALANCE	\$ (0.00)
----------------	------------------

9.87/50
.25/lb

		\$
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	Payment Date	Amount	Receipt	
1		\$ 0.47		rollover
2	11/1/2013	\$ (21.71)		110 lbs
3	1/27/2014	\$ (3.50)		wormer
4	1/27/2014	\$ 24.74	487267	payment
5	4/9/2014	\$ (41.25)		165 lbs
6	4/18/2014	\$ (41.25)		165 lbs
7	5/13/2014	\$ (55.00)		220 lbs
8	6/7/2014	\$ (47.50)		190 lbs
9	6/10/2014	\$ 40.00	487276	
10	6/17/2014	\$ (51.25)		205 lbs
11	7/5/2014	\$ (50.00)		200 lbs
12	8/1/2014	\$ (50.00)		200 lbs
13	8/27/2014	\$ (37.50)		150 lbs
14	9/12/2014	\$ (25.00)		100 lbs
15	9/29/2014	\$ (33.75)		135 lbs
16	9/25/2014	\$ 300.00	487277	
17		\$ (49.75)		Fair Supplies
18	2/27/2015	\$ 200.00	487290	
18				
19				

BALANCE	\$ (57.75)	rollover to sheep
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9.87/50
.25/lb

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		\$ -
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Date		Amount	Receipt #	
1		\$ (3.50)		wormer
2		\$ (32.00)		vet
3		\$ (49.75)		Fair Supplies
4		\$ 120.00		
5		\$ -		
6		\$ -		
7		\$ -		
8		\$ -		
9		\$ -		
10		\$ -		
11		\$ -		
12		\$ -		
12		\$ -		
13		\$ -		
14		\$ -		
15				
16				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				

BALANCE	\$ (34.75)
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February 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Steer Practice 3 pm-dark	2	3	4
5	6	7 Lunch Mig	8 Steer Practice 4 pm-dark Panda Express	9	10	11 Red Wave Winter Formal
12	13 No School	14 Lunch Mig Valentine's Day	15 Steer Practice 3 pm-dark	16	17	18 Western Bonanza
19 Western Bonanza	20 No School	21 Lunch Mig FFA Week	22 Steer Practice 4 pm-dark	23	24	25 Regional Mig.
26	27	28 Lunch Mig	29 No Practice			

D

March 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3 Steer Work Day???
4	5	6 Lunch Mig	7 Steer Practice 3 pm-dark	8	9	10 Chico Field Day
11	12	13 Lunch Mig	14 Steer Practice 4 pm-dark	15	16	17 Merced Field Day
18	19	20 Lunch Mig	21 Steer Practice 3 pm-dark	22	23	24 Monterey Bay Classic MJC Field Day
25	26	27 Lunch Mig	28 Steer Practice 4 pm-dark	29	30	31

April 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 April's Fool's Day	2 Spring Break	3	4	5	6	7 Steer Work Day???
8	9	10	11	12	13	14 Reedley Field Day
Easter						
15	16 Back to School	17 Lunch Mtg	18 Steer Practice 3 pm-dark	19	20	21 State Conf. Fresno State Field Dy
22	23	24	25 Steer Practice 4 pm-dark	26 Lunch Mtg	27	28
State Conf.						
29	30

May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Lunch Mtg	2 Steer Practice 3 pm-dark	3	4	5 Cal Poly State Finals
6	7 Officer Apps Due	8 Lunch Mtg	9 Steer Practice 4 pm-dark	10	11	12 Booster Dinner Dance
13	14	15 Lunch Mtg	16 Steer Practice 3 pm-dark	17	18	19 Steer Work Day???
20	21	22 Lunch Mtg	23 Steer Practice 4 pm-dark	24 West Open House	25	26
27	28 No School	29 Lunch Mtg	30 Steer Practice 3 pm-dark	31 Spring Banquet		
				Ice Cream Social

June 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
3	4	5 Lunch Mtg	6 No Practice	7	8	9
10	11	12	13 Steer Practice 6 pm-dark	14	15	16
17	18	19	20 Steer Practice 6 pm-dark	21	22	23
24	25	26	27 Steer Practice 6 pm-dark	28	29	30

July 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 No Practice	5	6	7
8	9	10	11 Steer Practice 6 pm-dark	12	13	14
15	16	17	18 Steer Practice 6 pm-dark	19	20	21
22	23	24	25 Steer Practice 6 pm-dark	26	27	28
29	30	31

August 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Steer Practice 6 pm-dark	2	3	4
5	6	7	8 No Practice	9	10	11 Surf N Turf
			School Starts			
12	13	14 Lunch Meeting	15 Steer Practice 5 pm-dark	16	17	18
19	20	21 Lunch Meeting	22 Steer Practice 5 pm-dark	23	24	25
26	27	28 Lunch Meeting	29 Steer Practice 5 pm-dark	30	31

September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Lunch Meeting	5 Steer Practice 5 pm-dark	6	7	8
9	10	11 Lunch Meeting	12 Steer Practice 5 pm-dark	13	14	15
16	17	18 Lunch Meeting	19 Steer Practice 5 pm-dark	20	21	22
23	24 Clipping After School	25 Lunch Meeting Clipping After School	26 Steer Practice 5 pm-dark	27 Clipping After School	28 Clipping After School	29 Work/Practice Day
30						

D

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Clipping After School	2 Clipping After School	3 Practice	4 Clipping After School	5 Clipping After School	6 Clipping
7	8 Haul In	9 Clipping	10 Showmanship	11 Market	12 Auction	13
14	15	16	17	18	19	20
Haul Out	22	23	24	25	26	27
28	29	30	31 Rough Drafts of Thank You Letters Due			

E

The following papers are in your Steer Packet.

- Fair Permission Slip
- Items Needed for Fair Information
- Fair Packing Checklist
- Fair Agenda
- 5 Day Homework Contract

You will need to turn the completed and signed *5 day Homework Contract* and *Fair Permission Slip* into Mrs. Fahey by Friday October 3rd, 2014. Please make sure that you have all equipment and clothing needed before the beginning of fair. If you have any questions please contact Mrs. Fahey at 559-281-1869.

_____ 5 Day Homework Contract

_____ Fair Permission Slip

I have read all of the 2014 Fresno-Central FFA Steer Fair Packet.

Student Name Printed

Student Signature

Date

Parent Name

Parent Signature

Date

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Due Date: 10/3/2014
Return To: Mrs. Fahey

Fresno-Central FFA Activity Permission Slip

Student Name: _____

Has my permission to participate in the following FFA Activity:

Student Cell Phone Number _____

Parent Name: _____

Parent Cell Phone Number _____

Name of Activity **2014 Big Fresno Fair SAE Exhibitors**

Activity Location **Fresno Fair Grounds Livestock Barns**

Activity Date(s) **10/6-10/13/2014**

Activity Fees:

Departure Time **see attached**

Return Time

see attached

Departure Location **meet at fairgrounds**

Return Location

pick up from fair

Transportation Method and Comments:

Students must obtain their own rides to and from the Fair Grounds each day

** Upon returning from any FFA event students will call for rides approximately 30 minutes prior to our arrival to the return location. Students must obtain their own rides to and from the Fair Grounds each day subject to a loss of further participation in off campus FFA activities.*

Event Description:

Students will be at the fair grounds to care for, prep and show their animal SAE projects. They will also keep the barns clean and serve as advocates for animal agriculture when speaking with the public that are attending the fair.

Directions for Students Attending:

Follow the provided schedule provided by your project advisor.

I understand that the law states in California Education Code Section 35330, that the Central Unified School District, its officers, agents and employees are held harmless from liability or claims which may arise out of or in connection with my child's participation in this activity. I also understand that as the parent/guardian, I am fully responsible for the action and behavior of my child/ward.

In the event of illness or injury we will refer to the Agriculture Department Blue Medical Release Forms. Student Conduct at FFA activities will be in conjunction with the FFA Code of Ethics signed by all agriculture students and their parent/guardian at the beginning of each school year.

Parent/Guardian Name (Please Print) _____

Parent/Guardian Signature Granting Permission _____

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Items Needed for Fair

Tack Box (Wal-Mart/Home Depot), something that will hold all your stuff and locks!

Nylon Rope Halter
Fluffer style scotch comb and brush
Shampoo and Conditioner
Show stick

-Products (I recommend that you share this with someone)

Sullivan's Tail Adhesive
Sullivan's Touch Up Ultra White
Sullivan's Formula 1 Adhesive
Sullivan's Black Finisher (only if you have a black calf!)
Lite Oil/Sheen- Found in the ethnic section of Wal-Mart (in a pink can)
EZ-all It's Gone Adhesive Remover
Fly Spray

Items Needed for Fair

Tack Box (Wal-Mart/Home Depot), something that will hold all your stuff and locks!

Nylon Rope Halter
Fluffer style scotch comb and brush
Shampoo and Conditioner
Show stick

-Products (I recommend that you share this with someone)

Sullivan's Tail Adhesive
Sullivan's Touch Up Ultra White
Sullivan's Formula 1 Adhesive
Sullivan's Black Finisher (only if you have a black calf!)
Lite Oil/Sheen- Found in the ethnic section of Wal-Mart (in a pink can)
EZ-all It's Gone Adhesive Remover
Fly Spray

Items Needed for Fair

Tack Box (Wal-Mart/Home Depot), something that will hold all your stuff and locks!

Nylon Rope Halter
Fluffer style scotch comb and brush
Shampoo and Conditioner
Show stick

-Products (I recommend that you share this with someone)

Sullivan's Tail Adhesive
Sullivan's Touch Up Ultra White
Sullivan's Formula 1 Adhesive
Sullivan's Black Finisher (only if you have a black calf!)
Lite Oil/Sheen- Found in the ethnic section of Wal-Mart (in a pink can)
EZ-all It's Gone Adhesive Remover
Fly Spray

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BEEF SHOW TEAM FAIR PACKING CHECKLIST

Show Uniform:

Clean FFA Jacket

IRONED collared white button up shirt

Starched or Ironed white Jeans

Belt

Clean Boots

Comfortable Socks

Steer Stuff:

Scotch Comb

Show Stick

Tack Box with Show Supplies

Other Stuff:

Jacket/Sweatshirt

Scatchy Pants to cover your jeans when fitting

Rubber boots

Extra Pair of socks

Clean non-hairy set of clothes to change into after fitting

Hair Brush, Make-Up, Hair spray, gel, Etc...

Medicines, Vitamins or other stuff you need.

Camera/Cell phone

Other Student Needs:

- Students will need to arrange their own ride to and from the fair daily. Students may ride to and from the fair with other students/parents, but Mrs. Fahey **MUST** have prior written consent/permission from a parent if these people are not on your emergency card.
- **BE ON TIME!!!**
- **Be prepared!!!**
- You and only you are responsible for the care of your steer at fair.
- Dress in layers. It is very cold at 5 AM when you are spot washing your steer.
- If you are showing multiple species it is your responsibility to check in multiple times with all species advisors!!!
- You must check out daily with Mrs. Fahey. (must see the person that you're leaving with)
- Remember to have fun!!! This is the end of your project! You get to see all your hard work pay off over the next week! But also remember that while you are having fun, you are still representing Fresno-Central and the FFA.

BEEF SHOW TEAM FAIR AGENDA AND NEEDS

Monday October 6th

- Haul in Crew

You may have to be here before school starts. Be prepared to get dirty and work. You will be hauling in other items besides steer items. Your job is to prep our steer area so when the steers come after school all we need is to put them away.

- Non Haul in Crew

Be here at 2:40 PM, NO LATER!!! Be dressed in your work clothes and ready to go. We will ALL haul our steers in after school. I have 5 spots in the truck, if you drive you may drive yourself to fair. YOU MAY NOT go with another student to the fair without prior written consent/permission from a parent (and that does not mean the day off!) It will take 2 trips to take the steers to the fair. We will be at fair till approximately 8:30 PM, if you are clipping, even later. Arrange for a ride home.

Tuesday October 7th

- Arrive at 6 AM

We will be clipping all day. Wear your clipping clothes. You will not need your FFA uniform. Boosters will provide you lunch in the lunch tent. If you are showing in Beaus and Belles you need to be dressed and have your steer ready by 6:30 PM. We will be at fair till approximately 8:00 PM, if still clipping, later. Arrange for a ride home.

Wednesday October 8th

- Arrive at 5 AM

Market Show Day. Wear clipping clothes, bring FFA show uniform. Market show begins at 10 AM. Boosters will provide you lunch in the lunch tent. We will be at fair till approximately 8:00 PM, if still clipping, later. Arrange for a ride home. Wash your whites tonight!!!

Thursday October 9th

- Arrive at 5 AM

Showmanship Day. Wear clipping clothes, bring clean FFA show uniform. Showmanship begins at 9 AM. Boosters will provide you lunch in the lunch tent. We will be at fair till approximately 8:00 PM. There is a possibility that if your animal is not going through the sale, we will haul them out between 9 PM to 11 PM. Arrange for a ride home.

Friday October 10th

- Skeleton Crew

Arrive at 6 AM. You will be in charge of feeding, watering, spot washing and taking care of our animals until the rest of the team arrives. Do not run off and visit the other areas. You are responsible for all steers until the team gets to fair after school.

- Non Skeleton Crew

Arrive at 3:30 PM. NO LATER!!! If we do not have anyone in Round Robin, Mrs. Fahey will be leaving the school at 2:45 PM. She can take 4 people with her to fair. If you will need a ride, let her know. If we have team members in Round Robin another teacher can transport you after school. We will be at fair till approximately 5:00 PM, but later if you are on barn duty. Arrange for a ride home.

Saturday October 11th

- Arrive at 6 AM

Auction Day. You will need you FFA Uniform today, as well as clothes to change into after. Sale begins at 8:30 AM. Order of sale should be posted the night before. We will feed approximately at 5:30 PM. If you are signed up for barn duty you will need to stay till the end of your shift. If not, after you feed and water you are released.

Sunday October 12th

- Arrive a 6 AM

It is our responsibility to feed and water our steers if they are still there Sunday morning. Mostly everything we brought in, except our steers that were sold, gets hauled out today. All private sale animals will come out. We will take down everything and load up in the truck and trailer. More than one trip may be needed. Once we get back to school, we will unload everything and put where it goes. Then you are released.

Monday October 13th

- Skeleton Crew

Arrive a 6 AM. It is our responsibility to clean, feed and water our steers if they are still there Monday morning. We will finish hauling everything out today. Once we get back to school, we will unload everything and put where it goes. Then you are done.

Mrs. Fahey's Phone #: 559-281-1869

*** Times such as arrival and release may be subject to change!!! This is not set in stone!!!

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Beef Barn Duty Schedule

Monday (Haul In Day/Clipping)

Haul In Crew

Anthony
Jeff
Tim

3 PM - 8 PM

Justyne
Megan

Tuesday (Clipping/Weighing)

7 AM - 11 AM

Amanda
Becca

11 AM - 3 PM

Brianne
Mallory

3 PM - 8 PM

Jeff
Tim

Wednesday (Market Day)

7 AM - 11 AM

Jeff
Tim

11 AM - 3 PM

Anthony
Meagan

3 PM - 8 PM

Becca
Mallory

Thursday (Showmanship)

7 AM - 11 AM

Aly
Tim

11 AM - 3 PM

Amanda
Jeff

Thursday (Showmanship)

3 PM - 8 PM

Megan
Justyne

Friday

Skeleton Crew 7 AM - 3 PM

To be Determined

3 PM - 8 PM

Aly
Brianne

Saturday- Sale Day

7 AM - 11 AM

Aly
Brianne

11 AM - 3 PM

Becca
Mallory

3 PM - 8 PM

Amanda
Anthony

Sunday (Round Robin)

7 AM - 1 PM

Aly	Justyne	Megan
Mallory	Brianne	

1 PM - 6 PM

Amanda	Becca	Tim
Anthony	Jeff	

Monday (Haul Out)

Skeleton Crew 7 AM - 3 PM

Megan
Justyne

After School Haul Out

To be Determined

Fresno-Central FFA

Beef Livestock Exhibitor Homework Contract

Student Name _____

Species Exhibited _____

Teachers, these students will be missing your classes on the following dates. They are missing class in order to participate in the culminating event of their Supervised Agriculture Experience Project: exhibiting and possibly selling their projects at the Big Fresno Fair. SAE participation is a graded component of Agriculture Education and the fair is part of their educational experience in agriculture. As advisors we want our students to stay on top of their classwork and minimize the impact their absence has on their coursework and grades, so we are asking students to get their assignments ahead of time so they can complete them at the fair. We appreciate your support of our Central students and their projects, and ask that you give these students the opportunity to collect their assignments up front.

Monday, October 6th 2014

Class/Block

Assignments

Teacher Initials

E

Tuesday, October 7th 2014

Class/Block	Assignments	Teacher Initials

Wednesday, October 8th 2014

Class/Block	Assignments	Teacher Initials

E

Thursday, October 9th 2014

Class/Block

Assignments

Teacher Initials

Friday, October 10th 2014

Class/Block

Assignments

Teacher Initials

E

Monday, October 13th 2014

Class/Block	Assignments	Teacher Initials

I, _____ understand that just because I am exhibiting an animal at the fair it does not mean that I am excused from completing my school and class obligations. I will discuss my fair absences ahead of time with all of my teachers and have them complete the above contract for all the work I will miss while at the fair. I also will bring this contract and all materials needed to complete the above listed assignments to the fair each day. My advisor will provide time for me to work on my homework during down time at the fair.

Student Signature _____

I, _____ The parent of _____ understand that my student is required to collect their assignments ahead of time for their period of absence at the Fresno Fair. I also will remind my student to bring their backpack and all materials needed to complete their assignments to the fair each day.

Parent Signature _____

As the project advisor I will provide time for my students to complete homework during down time at the Fresno Fair.

Advisor Signature _____

Central High School West Campus FRESNO-CENTRAL FFA

FFA Exhibitors Contract

This exhibitors contract is intended for use when Supervised Agriculture Experience projects are kept at a students home and or off the school campus and the student wishes to exhibit, show, or enter their project under or in association with the Fresno-Central FFA Chapter.

GENERAL RULES:

1. Only FFA Members in good standing and actively enrolled in the Central High School Ag Department will be allowed to have a project associated with Fresno-Central FFA
2. All projects must receive the approval of the Ag Teacher in charge of that particular project area before a project is allowed to be conducted.
3. All projects must be agricultural in nature and students must have a plan for the growth and management of the project. Project plans may need to be presented to the advisor in charge before the start of any project and then periodically through the life of the project.
4. All projects must be supervised by an Ag Instructor at Central High School. The advisor may need to visit a students home to evaluate the progress of the student's project. Advice and guidance of the instructor should be considered in decisions made regarding the project.
5. All Rules of the Ag Department, Central High School, and the FFA Code of Ethics will be followed at all times. Students will also sign and be placed on a "Three Strikes" contract.
6. Students must keep proper records in their FFA Record Books on all projects. The project advisor will check the students Record Book at least once per year.
7. Central High Ag Department is not responsible for loss, damage, or theft of student projects or student owned equipment.
8. When available the Ag Advisor can assist in providing equipment and or transportation for the student project.
9. Students may be required to attend meetings at school based on their project area.
10. All Fair and Jackpot entries where the student is entering an FFA division must be submitted through the Ag Advisor in charge of supervising your project.

ANIMAL PROJECTS:

General Animal Project Responsibilities:

- Proper feeding and watering (Including feeding times, feed quality, and feeding practices)
- Proper cleanliness of animal and immediate area.
- Proper cleaning and management of buildings and equipment.
- Making arrangements for animal feeding and care in case of your absence.
- Maintaining all health and safety standards, medicating sick livestock when necessary.

- F
- Students are expected to follow general accepted practices of raising livestock that meet or exceed current commercial standards.
 - Attending all scheduled practices and meetings as determined by the advisor.
 - Being actively involved in the growth and development of the animal by spending time working with or training the animal.
 - Notify Ag Teachers or species advisor immediately of any problems with your animal.

Fairs and Shows

- When showing as part of the Fresno-Central FFA Group you will participate as a member of your show group. This will include attending meetings, showmanship practices, barn duty, and observing all arrival and departure times set up by the species advisor.
- Animals may not be hauled out early without the permission of the species advisor.
- Good Sportsmanship is to be practiced at all times, and teamwork within the Chapter is expected as well.
- A Fair or Supply fee may be charged to cover items used by the group while at the fair or show.

DISCIPLINE:

Any student may have a Supervised Agriculture Experience project under the Fresno-Central FFA name as long all rules and conditions are followed at all times. Any violation of the rules and or conditions listed above may result in strikes on the three strike policy form and or loss of privileges to exhibit under the Fresno-Central FFA name. A project may also be suspended from association with Fresno-Central FFA due to inactivity; an inactive project is one where the student has not made progress with the projects purpose for a period of 60 days. Failure to pay bills or fines associated with your project in a timely manner may also result in your projects disassociation with the Fresno-Central FFA and fines can be submitted to the school finance office after a bill is over 90 days late past the due date scheduled by the advisor. If a student project is to be removed from association with Fresno-Central FFA written notice will be given to the student, and they will have 30 days to remedy the issue to have their project reinstated back into association with the Chapter. If students chose not to follow the above stated rules they may not associate their project with Fresno-Central FFA and must remain an independent exhibitor. Projects completed with 4H or Independent status can not be used to earn FFA Degrees or Proficiency Awards.

F

FFA Exhibitors Contract

CONTRACT AGREEMENT:

(Please Print Neatly)

To provide a basis of understanding this agreement is established on _____ and is
(Date)

Effective until December 31, 2014, This agreement covers the student's SAE in
(Ending Date)

Market Beef and is between: _____ and Mrs. Fahey,
(Project Type) (Student's name) (Teacher's name)

(Student Signature) (Date)

(Parent Signature) (Date)

(Teacher Signature) (Date)

CONTACT INFORMATION:

Student Phone Number

Parent Phone Number

Mailing Address

Parent Name(s)

City Zip

DOCUMENTATION OF VIOLATIONS:

Date	Project Name	Advisor
------	--------------	---------

Description of Violation and Corrective Action Taken

Date	Project Name	Advisor
------	--------------	---------

Description of Violation and Corrective Action Taken

Date	Project Name	Advisor
------	--------------	---------

Description of Violation and Corrective Action Taken

Date	Project Name	Advisor
------	--------------	---------

Description of Violation and Corrective Action Taken

G

Beef Barn Duty Schedule

Monday (Haul In Day/Clipping)

Haul In Crew

Anthony
Jeff
Tim

3 PM - 8 PM

Justyne
Megan

Tuesday (Clipping/Weighing)

7 AM - 11 AM

Amanda
Becca

11 AM - 3 PM

Brianne
Mallory

3 PM - 8 PM

Jeff
Tim

Wednesday (Market Day)

7 AM - 11 AM

Jeff
Tim

11 AM - 3 PM

Anthony
Meagan

3 PM - 8 PM

Becca
Mallory

Thursday (Showmanship)

7 AM - 11 AM

Aly
Tim

11 AM - 3 PM

Amanda
Jeff

Thursday (Showmanship)

3 PM - 8 PM

Megan
Justyne

Friday

Skeleton Crew 7 AM - 3 PM

To be Determined

3 PM - 8 PM

Aly
Brianne

Saturday- Sale Day

7 AM - 11 AM

Aly
Brianne

11 AM - 3 PM

Becca
Mallory

3 PM - 8 PM

Amanda
Anthony

Sunday (Round Robin)

7 AM - 1 PM

Aly	Justyne	Megan
Mallory	Brianne	

1 PM - 6 PM

Amanda	Becca	Tim
Anthony	Jeff	

Monday (Haul Out)

Skeleton Crew 7 AM - 3 PM

Megan
Justyne

After School Haul Out

To be Determined

Ag Department Vehicle Fleet

H

Project Supervision Through Technology

I

***** AT&T LTE 12:42 PM 95%
< Messages Jeff Details

Mon, Mar 22, 2:34 PM

Hey mrs Fahey my calf weighed 650 2 weeks ago in feeding him 12 pounds a day and 3 flakes of hay do I keep him where he's at

Is he eating all of it?

Yup

You can increase his grain buy a couple more pounds slowly. But if he goes off feed back him off the extra grain

Read 3:23 PM

Ok thanks

Tuesday 4:02 PM

***** AT&T LTE 12:42 PM 95%
< Messages Tim Details

Lol should I still keep him on 12 pounds a feeding ?

Yes because he needs to be fat not tall

Okay lol just making sure

Friday 2:43 PM

What's your calves eartag?

Insurance went up. It's now \$130 because we used to be able to only insure to \$1500, now it's \$2000.

Sorry mrs Fahey I just got off work and my steer doesn't have a ear tag

***** AT&T LTE 12:43 PM 95%
< Messages Anthony Details

Bring a sample of your steers weird skin tomorrow to vet. In like a plastic baggy would be fine. I guess the vet at Fresno state said she'd test it for free. Give it to student teacher.

Ok sounds good

Fri, Feb 6, 11:06 AM

Fair Check Signature Sheet

Farm Clean up _____ (advisor signature)

Record book complete _____ (advisor signature)

Thank You letters _____ (advisor signature)

Project bills paid _____ (advisor signature)

Printed Student Name _____

Student Signature _____

Fair Check Signature Sheet

Farm Clean up _____ (advisor signature)

Record book complete _____ (advisor signature)

Thank You letters _____ (advisor signature)

Project bills paid _____ (advisor signature)

Printed Student Name _____

Student Signature _____

EDUCATION CODE

SECTION 52450-52454

52450. The Legislature of the State of California recognizes that agriculture is the most basic and singularly important industry in the state, that agriculture is of central importance to the welfare and economic stability of the state, and that the maintenance of this vital industry requires a continued source of trained and qualified individuals for employment in agriculture and agribusiness. The Legislature hereby declares that it is within the best interests of the people of the State of California that a comprehensive career technical education program in agriculture be created and maintained by the state's school system in order to ensure an adequate supply of trained and skilled individuals and to ensure appropriate representation of racial and ethnic groups in all phases of the industry. For this purpose, the Legislature affirms that a state program for agricultural career technical education shall be established. It is the intent of the Legislature that a state program for agricultural education shall be a part of the curriculum of the state school system and made readily available to all school districts who may, at their option, include programs in career technical education in agriculture as a part of the curriculum of that district.

52451. The State Department of Education shall adopt such rules and regulations as are necessary to implement the provisions of this article. The rules and regulations shall not create any new state mandates on school districts or county offices of education as a condition of receiving federal, state, and local funds by those entities.

It is the intent of the Legislature that, although this article does not create any new mandates, school districts and county offices of education are strongly advised to follow the guidelines set forth in this article.

52452. (a) There is hereby created within the State Department of Education an agricultural career technical education unit to assist school districts in the establishment and maintenance of educational programs established pursuant to the provisions of this article.

(b) The staffing of the unit shall at all times be comprised of an appropriate number of full-time employees; provided, that any decrease in federal support of this staffing unit shall be applied in direct proportion to all other staffs so funded, including the State Supervisor of Agricultural Career Technical Education who shall, under the direction of the Superintendent of Public Instruction, assume responsibility for the administration of the state program adopted under this article throughout the public school system as well as the articulation of the state program to the requirements and mandates of federally assisted career technical education.

(c) An appropriate number of employees shall serve as program

consultants in agricultural career technical education and shall be available to provide assistance to local school districts. To the extent that it is possible, the program consultants shall be geographically located in those areas most readily accessible to the school districts they assist. At least one consultant shall be responsible for the coordination of the state program. At least one consultant shall be responsible for the coordination of the activities of student agricultural organizations and associations.

(d) The State Department of Education shall accomplish the staffing of the agricultural career technical education unit in compliance with this article by reassigning priorities in staff assignments within the department in a manner that will not result in new costs to the state as a consequence.

52453. (a) The State Director of Career Technical Education shall establish and convene an Agricultural Advisory Committee representative of the various and diverse areas of the agricultural industry in California.

(b) The committee shall be composed of the following:

(1) A representative from a university conducting teacher training in career technical agriculture.

(2) A representative from a community college conducting career technical education in agriculture.

(3) A representative from a high school conducting a program of career technical education in agriculture.

(4) A representative from a school conducting general education in agriculture.

(5) A parent of a pupil enrolled in career technical education in agriculture.

(6) Nine other individuals representing diverse agricultural interests from various geographic locations in the state.

The State Supervisor of Agricultural Education shall serve as the committee consultant.

(c) It shall be the purpose of this committee to advise, in an ongoing manner, the State Supervisor of Agricultural Education, the Superintendent of Public Instruction, and the State Board of Education on policy matters pertaining to the state program of agricultural career technical education. The advice of the committee shall include, but not be limited to, the development of a curriculum and a strategy for the purpose of establishing a source of trained and qualified individuals in agriculture, a strategy for articulating the state program in agricultural career technical education throughout the state school system, and a consumer education outreach strategy regarding the importance of agriculture in California.

(d) The committee shall serve without compensation, including travel and per diem and shall operate in accordance with the established policies of the State Department of Education.

52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

(1) Organized classes in the study of agricultural science and technology.

K

(2) A student-supervised occupational experience program in agriculture.

(3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

Quality Criteria Four

Qualified and Professional Personnel

There are seven agriculture instructors at Central High School-West Campus. Each agriculture teacher has a single subject credential in agriculture with an agriculture specialist credential. Three of our staff have their Masters in Agriculture Education. All agriculture teachers are assigned teaching positions for which they are qualified to teach.

At the beginning of each year, our department completes a chart of responsibilities. This chart states what each teacher will be responsible for during the course of the year. It includes the projects and farm areas that they will advise, FFA activities they will attend, and what Professional Development and CATA events they plan to participate in. All Ag Staff attend a minimum of four professional development seminars or meetings annually. These include but are not limited to Regional road shows, State CATA Conference, Agri Skills classes, Regional CATA Meetings, California DELTA conferences, District trainings and county meetings. Each of the professional development activities help to assist our Agriculture staff with the implementation of new teaching strategies and ideas.

Our Agriculture staff meets regularly on Wednesday's at lunch and then again after school to discuss what is happening within our department. The agriculture department head puts together an agenda for each of these meetings. All staff receives a copy for their records and can add to it if needed. The agriculture department meeting minutes are also kept on file with the co-chair of the department. Meetings usually consist of forty minutes of discussion of activities for the upcoming week and month, departmental needs, vehicle usage, and other department concerns. A problem that we have with our meetings stems from how large our department is. We are occasionally spread too thin and meeting to discuss upcoming events does not always go how it should. A common complaint from our department

is that we seem to do too much, I would like to see a more united front when it comes to the activities that we plan.

Supporting Completion Materials

Item A- Copies of my teaching credentials.

Item B- Sub Plans. I have included two copies of Sub Plans that I have recently used this spring.

Item C- Agriculture Department Meeting Agenda. Mrs. Downs types notes into these during the meetings and keeps them in a file for future reference.

Item D- Ag Staff Chart of responsibilities.

Item E- Ag Staff Pictures

Item F- Professional and Personal Goals. Created in the summer of 2012 for AGED 520 Class.

Item G- Copy of my attendance at CATA

A

[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:** FAHEY**First Name:** JESSICA**Middle Name:** MARY**Document Information:****Document Number:** 101148550**Document Title:** Single Subject Teaching Credential**Term:** Clear**Status:** Valid**Issue Date:** 5/19/2010**Expiration Date:** 6/1/2015**Original Issue Date:** 7/22/2008**Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
R15	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ
R142	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.	NONE		

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Employment Restrictions

A

[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: FAHEY

First Name: JESSICA

Middle Name: MARY

Document Information:

Document Number: 130124388

Document Title: Specialist Instruction Credential (Agriculture)

Term: Clear

Status: Valid

Issue Date: 8/1/2013

Expiration Date: 6/1/2015

Original Issue Date: 7/22/2008

Grade:

Special Grade:

SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Date
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Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description
--------------	---------------------

R1SP

The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Employment Restrictions

Sub Plans
4/20/2015
Even Day

2nd/4th/6th Block- Ag Chemistry (in Ag 2)

BTEOTLIWBAT...

Solve for molarity on the solution molarity worksheet with at least 70% accuracy.

Agenda (under number 1 and 2)

3. Start molarity worksheet

Mindmoover

What is a solvent and a solute?

Homework

None

All of the chemistry classes are for the most part pretty well behaved classes. Classes do not have a seating chart.

1. Pass out the week 31 agenda to the students.
2. Students should write out the objective, mindmoover and answer to today's mindmoover on the back of their weekly agenda. Warmups should take about 5-10 minutes.
3. As students finish, pass out the molarity worksheets and have them work on it.
4. Students should work on this the rest of the block. They may work in groups as long as they are working. They will need a calculator and possibly a periodic table.
5. If students want they can also work on their Week 30 homework from last week.
6. Remind students that they will be turning in week 30 packet on Wednesday when I return.

2nd block will have 6 students get up and leave when the shuttle bell rings. 4th block will have about 4 leave at shuttle. 2nd block is probably going to be your talkative class, don't let them waste time, they're good at that. Do not let the class leave until they have picked up every piece of trash of the floors, tables and cubbies.

Brandon will be the only TA in class on Monday. Let him know that if he wants to go help in the front office that is ok.

8th Block- Prep

Please make sure that the date is updated on the board. All chairs go on the side of the room when the class is over. Students **are not** allowed in the back of the classroom. Do not write on the smartboard. There is a binder with steps and referrals. Please feel free to use if you have to. If they need to get a drink they must ask, the drinking fountain is located in the shop. One at a time please, if they hang out in the shop instead of getting a drink, kick them out of class on a step. It's a safety hazard and they know better. Thank you again for subbing. If there are any problems with anything, any students extraordinarily good, please leave me a report, especially on the bad!!! ☺ Thanks!

Jessica Fahey

Sub Plans
4/21/2015
Odd Day
Regular Day Schedule

1st Block- Equine Science (in Ag 2)

Miss Sears is the student teacher that block so she will be teaching the class. Just see if she needs any help with anything.

3rd & 7th Block- Ag Leadership (room 41)

BTEOTLIWBAT...

Identify the different leadership methods that we can use with our members.

Students are **NOT** allowed to leave the classroom to run random errands. They must have a legitimate reason to leave with a signed note from the teacher. Don't be alarmed if there is A LOT of students missing, most are with me at the FFA State Conference.

5th block- Have **Shannon** set up CWTV

Shannon can work on next months point awards. Tell her to email me the finished copy.
Everyone else can watch the video that I left. (Video should be able to play on the laptop.)

7th block-

Beatrize, **Alicia**, and **Elyssa** can finish passing out awards to students.
Shannon can work with **Jesus** on his sectional application in the back room.
Fionna can go to Ag 2 to grade.
Everyone else can watch the video.

Students in both leadership blocks are really good so I don't foresee a problem with any of them.

Please make sure that the date is updated on the board. All chairs go on the side of the room when the class is over. *In Ag 2* Students **are not** allowed in the back of the classroom. Do not write on the smartboard. There is a binder with steps and referrals. Please feel free to use if you have to. If they need to get a drink they must ask, the drinking fountain is located in the shop. One at a time please, if they hang out in the shop instead of getting a drink, kick them out of class on a step. It's a safety hazard and they know better. *In room 41* if a leadership student needs to use the restroom they must have their badge with them. Thank you again for subbing. If there are any problems with anything, any students extraordinarily good, please leave me a report, especially on the bad!!! ☺ Thanks!

Jessica Fahey

C

In Attendance: Bettencourt Cano Chaney Downs Fahey Hirschler Lopez Williams
Other:

~~HA~~

Tuesday: 3/17

Ag Boosters- Cattle shades, septic tank for rabbitry, shade structure over divide
cover for hay, poles in cattle wash rack pens

Advisory Meeting -

Johns Incredible Pizza - 3/26- 3 spots left

Field Day Transportation –
Reedley 4/11 – submitted for 1 bus
Madera 4/11 – ? unsure if contest

State Degree Banquet 4/7 –

State Finals Cal Poly Hotels —

	B	G
Horse		4
Mah	4	
L.S.	1	2
BIG	2	3
COOP.	1	3

$$\begin{array}{r} B\ 6 \\ \text{Vet} \quad 1\ 3 \\ \text{P. 11.13} \quad 2\ 2 \end{array}$$

$$\begin{array}{r} B = 11 \\ G = 17 \\ \hline 28 + 5 = 33 \\ \hline \end{array}$$

CDE Practice Times – (See chart below and location) Any Changes?

Field Day Registration – Still need to register for Hanford, FSU, Cal Poly

Send to Tazell

Other input —

C

**CENTRAL HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA**

Date: 3/4/15

In Attendance: Bettencourt Cano Chaney Downs Fahy Hirschler Lopez Williams
Other: _____

Activities for the Week:

Wednesday: 3/4 Department Meeting at lunch and PLC afterschool

Thursday: 3/5

Friday: 3/6

Saturday: 3/7

Sunday: 3/8

Monday: 3/9

Tuesday: 3/10

Informational items for departmental concern:

State FFA Conference –

Ag Boosters-

Advisory Meeting -

Chapter meeting 3pm - 3:45
Johns Inc pizza 5-8pm

Bus role 4pm to Johns Inc

Johns Incredible Pizza – 3/26-

\$20

Field Day Transportation –

Reedley 4/11 –

Madera 4/11 –

Reedley
LS-3 5-BIG
Holse-6
Vet-7
PP-8
Mech-5

State Degree Banquet 4/7 -

CDE Practice Times – (See chart below and location) Any Changes?

Field Day Registration – Still need to register for Dinuba, Reedley, Hanford, FSU, Cal Poly

Other input –

CENTRAL HIGH SCHOOL AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

C

Date: 2/18/15

In Attendance: Bettencourt Cano Chaney Downs Fahey Hirschler Lopez Williams
Other:

Activities for the Week:

Wednesday: 2/18 FFA WEEK
Department Meeting at lunch and afterschool
CO-OP Contest @ Laton

Thursday: 2/19 Donkey Basketball

Friday: 2/20 Blood Drive 9-2
Bowl-A-Thon 10pm - 5am

Saturday: 2/21 Bowl-A-Thon

Sunday: 2/22

Monday: 2/23

Tuesday: 2/24 Proficiency Scoring
Science Collaborative Day
Texas Roadhouse Fundraiser Night

Informational items for departmental concern:

Academic Council -

FFA Week - *promote Friday blood drive*

Donkey Basketball 2/19 - *Donkeys to stay*

FFA Blood Drive 2/20 (9am-2pm) -

Bowl-A-Thon 2/20-2/21 -

State Proficiency Scoring 2.24 - *June to go*

Texas Roadhouse Fundraiser 2.24 -

Sectional Speaking Contest 2/25 - 3-JI Cr-5 Im/Ext -4 = 12 students
Drivers - June Jessica

Joanna

jbosque@centralusd.k12.co.us - New Use

February 17, 2015

CHS Academic Council

Notes

Review:

1) Professional Development- Training to practice

- Collaborative update

- 2) PBIS - Tier 1 can access through website or download app, 5 was long 800pts
- 3) Safe School Plan Tier 2 - training as needed (3 grade referrals) does it impact grades, Check in student
- 4) Field Trips Tier 3 - 1 on 1 mtg
- 5) Maintenance and Operations

New Business:

1) Tech update

- Finals and tablet collection

- 2) LCAP student update
- 3) SBAC
- 4) CAHSEE Bonner
- 6) Eminence
- 7) Counseling update
- 8) Health Survey
- 9) Events and Activities

Other:

Counseling update

- Ino study hard copy or digital please send in on time (office is audited)
- still calling in 2.0 and below
- CAHSEE 3/17/18 - math EHA

3/11 CAHSEE test training

- 2/19 & 20 10th grade reg
- 3/2 11th grade reg starts

Bonner Award visits to East West Know

- positive reinforcements
- 3) Fire drill 25th (5mo 16th)
- If email sent for discipline send to Joanna, Darren & Dale

4) Get requests in

- 5) Bells are good so keep students til bell rings

NEW Business

1) Tablets collected before finals possibly last week of May

2) LCAP - Admin to visit with some classes from each dept

3) Smarter Balanced must fall between 3/23-3/27 LSC Tablets

6) Groups starting 2 weeks Be on campus next week

8) Health Survey in ELA 3/2 & 3/3

9) 2/19 - Pony Basketball

- Sports - wrestling 3rd in T.A.L. championship
- Var BB boys tied for 1st in league
- Girls Soccer - by tonight (3rd seed)

4546

3/11 & 12 - Back to the 80's play

CENTRAL HIGH SCHOOL AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

Date: 3/25/15

In Attendance: Bettencourt, Cane, Chaney, Downs, Fahey, Hirschler, Lopez, Williams
Other: _____

Activities for the Week:

- Wednesday: 3/25 Department Meeting 4:15 @ Laneh
PLC afterschool extended to 3:50- Time to discuss Google Classroom
Ag Booster Meeting - Fahey Hirschler & Williams at Home Dept
- Thursday: 3/26 Johns Incredible and FFA Meeting Money w/ Lance & M
Bettencourt & D.O.
- Friday: 3/27
- Saturday: 3/28 Modesto JC Field Day - Jessica may drive for Bettencourt
- Sunday: 3/29 - 4/10 Spring Break
- Saturday 4/11 Reedley Field Day - Bus Scheduled to leave at 6:15am darrel a truck.
Chaney truck
- Sunday 4/12
- Monday: 4/13 Return back to school
- Tuesday: 4/14

Informational items for departmental concern:

Ag Awareness Day 3/25 Wednesday @ Lunch -

Johns Incredible Pizza - 3/26 Thursday - FFA meeting afterschool
June at appoint meeting @ 4pm + out 2 weeks

April Booster Meeting Tonight - Thank you cards
Hirschler would like to pour concrete do boosters
have funding to purchase concrete. 100 yard/class
concrete by rabbitry +/or location for concrete

Field Day Transportation -
Cal Poly 5/1-5/2 have to put in for 4 vehicles
State Finals Cal Poly Hotels - sand resource - youngs?

State Degree Banquet 4/7 - during Spring break
check time email/text out tell kids Williams will give them tickets at
State Conference - show fairgrounds in Jr Exhibit building

CDE Practice Times - (See chart below and location) Any Changes?

Field Day Registration - Still need to register for Hanford, FSU, Cal Poly

Other input -

roz - not who I
know but
would like to

google classroom - June problems (Student doesn't know email + password)
parents can't get on
give them the class code
+ still have to know their password
arico has info
video reports

Vehicle needs for the coming week:

all vehicles are going Sat

want to upload videos from youtube
Downs would use for

Project visitations made (prior week):

Merced - DP 10th
BIG 24th

CDE PRACTICE TIMES -

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch		Vet Rm 45 BIG 41	NONE DEPT MTNG	Vet Rm 45 Speaking BIG 41	Job Int. Ag 1
After School	Job Int. Ag 1 Dairy Prod 17	Vines Ag 3 Horse Ag 2 Sm Eng 35 Ag Mech Ag 1 Livestock		Vines Ag 3 Horse Ag 2 Sm Eng 35 Ag Mech Ag 1 Livestock Dairy Prod 17	

Grabe - not here Thurs + Friday
will talk to Williams on Good Friday + Easter Sun
+ will text dept to let know

*another vehicle was siphoned again

D

D

Central Ag Department Staff Assignments

	Bettencourt	Chaney	Downs	Fahey	Hallum	Lopez	Williams	Others
2. DEPARTMENT PLANNING & MNGT. Cont.;								
Ag Advisory Meetings								
Organization		LEAD	MINUTES			SETUP	FOOD	
Fall & Spring Meeting Attendance	X	X	X	X	X	X	X	
Chapter Newsletter	X			X				OFFICERS
Chapter Website & Social Media	X			LEAD				OFFICERS
3. GUIDANCE & PROGRAM PLANNING								
Point Awards				X				OFFICERS
Program of Work	X			X				OFFICERS
R-2 Listing			X					
SAE Visits / Home Visits	X	X	X	X	X	X	X	
Program Plan			X					
Freshman Recruitment	X	X						STUDENTS
National Chapter Application	X			LEAD				OFFICERS
4. FFA ACTIVITIES & FAIRS								
Officer Retreat	X			LEAD	X	X	X	
SOLC				X			X	
Boot Camp @ Scicon				X			X	
Chapter Officers Leadership Conference				X				OFFICERS
Blackbeards Sectional Activity Night								
Great Sierra River Clean Up	X		ORDER BUS	LEAD	X	X	X	PARENTS
Fresno Fair	X	HAUL-IN/X	X	X	X	X	HAUL-IN/X	
Farm Clean-up 10/19	X		X	X	X	X	X	
Greenhand Conference		X		REGISTRATION	X			
Opening/Closing Ceremonies	X		X	X	X	X	X	
Greenhand Banquet								
Cake & Supplies							X	
Set-Up				X				OFFICERS
Program	X			X				
Sign-in/Money 50/50					X			
Awards				X				
Decorations			X	X				STUDENTS
State Degree Recordbooks & Applications	X	X	X	X	X	X	X	X
Proficiency Applications	X	X	X	X	X	X	X	X
Big & Banking Host	TABS	X	TABS	LEAD	PUNCH	FAIRM CREDIT	FOOD	STUDENTS

Central Ag Department Staff Assignments

4. FFA ACTIVITIES & FAIRS CONT.:										
	Bettencourt	Chaney	Downs	Fahey	Hallum	Lopez	Williams	Others		
Farm Show	X	X	X		X					
Made for Excellence Conference/ALA		X		REG-PAPER	X		X			
Bowl-A-Thon		X		?	X					
National FFA Week (Lunchtime)					LEAD					GH OFFICERS
Chapter Sweetheart/Sweetthunk				X						
Donkey Basketball	TIX	COACH	X	X	X	X	X			BOOSTERS
Regional Spring FFA Meeting	X	X	X	DRIVER	X	X	DRIVER			
State Degree Banquet	X	X	X	PO	X	X	INITE/TIX			
State Leadership Conference				X	X		X			
Chapter Dinner Dance (Quist)	X	PROJECTS	X	LEADERSHIP	X	X	X			STUDENTERS
Chapter Spring Banquet										
Set-up				X						
Serving		X								
Programs/Invitations	X			X						
Sign In						X				
Awards				X						
Decorations/Displays			X							ag leadership
Shopping							X			
Community Service				ADDICOT	RIVER					STUDENTS
Ice Cream Social	MAILFLYER	SERVE/TOURS	X	STUDENT'S	SERVING	SERVING	SHOPPING			LEADERSHIP
5. FIELD DAYS										
Winter										
Fowler						X				
Dinuba						X				
Reedley College Winter Field Day						X				
FSU Winter State Finals						X				

Central Ag Department Staff Assignments

5. FIELD DAYS (Cont.)									
Spring	Bettencourt	Chaney	Downs	Fahey	Hallum	Lopez	Williams	Others	
UC Davis (1 Day)	X			x				MEATS	
Hanford			X?		X?				
Chico				X	?		?	MEATS	
Dinuba			X						
Reedley	X		X	X	?		X		
Merced	X	X			X	X	X		
Modesto	X	X	X		X	X	X		
Fresno State	X	X	X	X	X	X	X		
Madera Floral, Sm. Eng		SM. ENG	FLORAL						
Cal Poly, SLO	X	driver?	X	X	X	?	X	ATKINS	
6. CAREER DEVELOPMENT EVENTS									
Agriscience	X			X					
Agronomy					X				
Banking						X			
BiG	?							STU TCHR	
Computer Applications	X								
Creed	X								
Dairy Cattle					X				
Dairy Products	X								
Floriculture			X						
Horse				X					
Job Interview							X		
Livestock							X		
Meats								Downs/Fahey	
Opening/Closing	X		?	X	X	?			
6. CAREER DEVELOPMENT EVENTS (Cont.)									
	Bettencourt	Chaney	Downs	Fahey	Hallum	Lopez	Williams	Others	

D

Central Ag Staff

Roz Lopez, Taree Downs, Darrell Hirschler, Blaise Chaney, Chris Williams, Jessica Fahey, June Bettencourt

Program Improvement Goals 2012-2013

F

Program area that need improvement:

- Lack of technology and technology use in the classroom.
- Improved pathways offered to upper classmen in our program.
- Student farm laboratory facilities.
- More Ag comprehensive curriculum in Agriculture chemistry.
- Graduate follow up.
- More collaboration time with other Ag teachers in the department outside of the school day.
- Increased agriculture community involvement.

How I will improve my program:

- Actually using and being comfortable using technology in the classroom.
- Writing new courses to keep retention in the program for our upper classmen. Also polling soon to be upper classmen to ask what classes they would be interested in taking.
- Complete upgrades to the beef unit.
- Explore new ideas and not being afraid to explore outside of the Ag community when it comes chemistry curriculum.
- Create a graduate follow up mailer as well as contact cards before seniors graduate.
- Push for a group dinner with Ag staff at least once a month.
- Join local professional organizations based around agriculture.

June 27, 2012

Jessica Fahey

F

Professional Development Plan

Jessica Fahey

Ag Ed 520

Short Term (2-3 years)

Personal

- Start a Family (summer 2014)
- Complete yard at house (summer 2013)
- Husband finish school (winter 2012)
- Receive Masters degree (summer 2013)

Professional

- Join more professional organizations
CWA, AQHA, APHA (Fall 2012)
- Run for CATA office (Fall 2014)
- Finish Ag department Web page (Spring 2013)
- Finish Masters projects (summer 2013)
- State winning Horse Judging Team (2015)
- Add Ag curriculum to all Ag chemistry lessons
- Finish Beef barns at school (2015)

Long Term (5-10 years)

Personal

- Build barn and shop at home (2016)
- 4-H leader for my kiddos (2020)
- Compete again in AQHA
- Learn how to ride reining/cowhorse

Professional

- Proficient in Ag chemistry curriculum (2018)
- Move into our new Ag facility (2016)
- National winning Horse Judging team
- State winning public speaking high individual

G

California Agricultural Teachers' Association

NAME Fahey, Jessica
SCHOOL Central HS - West Campus
REGION San Joaquin Region
SECTION

Conference Registration

Conference Total \$740.00

Alumni Luncheon 1 CSU, Fresno
Adult Child Student Teacher

CC Luncheon

1/2 Chicken 1/4 Chicken

Family BBQ

20 PLUS

Banquet 1

Parking 1

Ag Ed Magazine

Agri Skills Inst. 1

Agri Skills Credit 1

Con. Ed. Credit 1

Region/Road Credit 1

CATA Handbook

CATA

Member Type 0

Member Dues

ACTE

NAAE

Contribution

CATA Total \$0.00

Registration Type

- ☒ Paid Member
☐ Non-member
☐ Associate
☐ Student Teacher

Payments

Credit Card Amount \$75.00

PO #

School

Amount

Check #

Check Amount \$665.00

Receipt Number 436

Grand Total \$740.00

By: _____

CALIFORNIA
AGRICULTURAL
TEACHERS'
ASSOCIATION

Date: 6/23/11

Receipt number: 14-37

Name: Fabry

Last

First

Middle Initial

Region: SJ

Section:

☐ Purchase Order No: _____

☐ Conference Fee: _____

☒ MasterCard/VISA No: -9053

☒ Dues 140.00 Card No: _____

Expiration Date: _____

☐ Other _____

☐ Check Number: _____

Gross Received \$ _____

☐ Cash

Refund \$ _____

Signed: Larry

NET RECEIVED \$ 140.00

Quality Criteria Five

Facilities, Equipment & Materials

Central High School West Campus is was previously undergoing a large scale remodeling and construction phase which started in early 2012 and will should have been completed by 2015. The original plan was that the campus would get a "face lift" with new exterior paint, remodeled classrooms, remodeled administration building, a new cafeteria, and new sports fields. A new agriculture building that would have four lab classrooms and two lecture classrooms was also on the plans for this construction phase. A new electrical service for the campus would also be located on our farm. Unfortunately, the district ran out of money and only parts of the original plan have been finished. At this point there is no definite timeline for when our new agriculture department will be built. Parts of our campus remodel that have been finished however are the new exterior paint, some remodeled classrooms, new sports fields and the new electrical service at our school farm.

Even with the disappointing news that our Ag classrooms will not be built according to our districts schedule, our program is still receiving positive attention! Currently our district and Ag Department has partnered with a local farming operation to develop the 12 acres directly North of our school farm into a working piece of production agriculture. There will be approximately 15 different crop varieties that students will have the opportunity to work hands on with. Currently the ground has been prepped and we are waiting for a new well to be dug. With the increase in larger class sizes over the past few years, the agriculture department has been able to purchase many items to meet the needs of our students. Our Agriculture department funds (Ag Incentive Grant and Perkins), Agriculture Academy program funds and ROP funds have also been very instrumental in acquiring those items. Through the Agriculture Academy, the program was able to furnish a food science lab which is capable of making and smoking sausage and other processed meats, cutting meat, cooking, and catering. ROP funds and

agriculture department funds have been able to purchase new tools and training equipment. Unfortunately however, even though we have had an increase in equipment, it leads to the question of where do we store everything when space is at a minimum. There is adequate storage for most of our needs, however the department has purchased two 20 foot seatrains to help store newly acquired equipment. A new tool cabinet for the welding shop was built to house welding helmets and tools. Tractor and equipment storage located on our farm was recently started to be built. This should cut down on theft and vandalism to the equipment. All department records are organized and located the department chairpersons and FFA advisors classrooms while taking up a decent amount of space. Our new agriculture building will be able to store the majority of those items.

Currently, our agriculture facilities consist of a six Ag classrooms, a floral laboratory, two greenhouses, two shade houses, a one acre garden, five raised bed areas, a landscaping area, a new swine grow-to-finish barn, a four crate farrowing house, eleven steer pens, a 20x20 foot air conditioned rabbitry, multiple sheep and goat pens, a four section pasture, an engine/equipment shop, and a welding/fabrication shop with woodworking capabilities. These all provide a place for students to maintain their SAE Project(s) if they are unable to do so elsewhere. Students who use the ag farm facilities for SAE projects are expected to sign and agree to follow the Farm Use Contract. This contract outlines what is expected of the students that use the facility. Students that use the facilities are expected to keep it in good working order and report and damage or problems to their Ag advisor immediately.

Central Unified is currently in the process of giving every student within the district access to technology by starting what we call a tablet initiative. This will also all students and staff 3G capability to access the internet at home. Five of our six Ag classrooms have smartboard technology. All Ag classrooms have a new light box projector with the capability to connect through Bluetooth to our

tablets. All Central staff all have email capabilities as well as a Google Drive. All facilities and permanent equipment are maintained, repaired, and replaced by the school district. We were recently able to hire a full time farm manager that works Saturday's through Wednesday's. He has been able to help maintain and repair small items on the farm that would otherwise need a work order submitted in order to be fixed. Other items such as welders and shop equipment are maintained by the teachers.

Supporting Completion Materials

Item A- Agriculture Center Photo

Item B- Food Science Lab Pictures

Item C- Beef And Sheep Barn Pictures

Item D- Swine Barn Pictures

Item E- Greenhouse Pictures

Item F- 1 acre Vegetable Plot Picture

Item G- Shop Pictures

Item H- Ag Classroom Pictures

Item I- Seatrain Storage Pictures

Item J- District/Department Budget Process

Item K- My "Wish List"

Item L- Current Year's Ag Department Budget

Ariel View of Central High West Facilities

A

Beef and Sheep Barns

C

Swine Barns

D

Greenhouses

E

Garden Plot- District Installing Water

F

Ag 2 and Room 36 Shops

14

Ag Department Classrooms

H

Farm Storage

I

District Budget Process

The Central Unified District Office is in charge of housing our departmental budget. However, our department chairs are responsible for making sure that all items are up to date and current. As a department, Central High School Ag Department is responsible for all purchase orders, travel requests, and transportation needs. Depending on the amount or length of trip changes when certain items are due to the district for approval. Our co-chairs, Chris Williams and Taree Downs are responsible for monthly reports and keeping a up to date budget.

Equipment and Materials Wish List

Beef Barn

- Removal of old horse feeders and replaced with actual cattle feeders
- Permanent Shade structures for all cattle pens
- Concrete hay storage in front of each pen
- Removal of old gates and replace with working ones
- New blades for cattle
- Replace old feed and tack room with new

Classroom

- Autoclave
- Adequate storage for large equipment
- New lab tables and chairs
- Additional laptops

Budget Report

From 07/01/2014 thru 04/27/2015

Fund: 0100 General Fund

Re--	Working	Actuals			Unencumbered	
		Current	Year To Date	%	Balance	%
859000	All Other State Revenues (Ag Incentive)					
70100	Totals:	24,372.00	0.00	0.00	24,372.00	100
		24,372.00	0.00	0.00	24,372.00	100
898000	Contributions from Unrestricted Revenues (District Match)					
70100	Totals:	24,372.00	0.00	0.00	24,372.00	100
		24,372.00	0.00	0.00	24,372.00	100
	**** 8000 Totals	\$48,744.00	\$0.00	0.00	\$48,744.00	100
	**** Total Income & Beginning Balance	\$48,744.00	\$0.00	0.00	\$48,744.00	100
430000	Materials and Supplies (Object under \$500)					
70100	Totals:	23,803.20	18,332.28	77.02	0.99	0
		23,803.20	18,332.28	77.02	0.99	0
430009	Fuel & Oil (specific)					
70100	Totals:	5,863.26	2,418.07	41.24	3,445.19	58
		5,863.26	2,418.07	41.24	3,445.19	58
	**** 4000 Totals	\$29,666.46	\$20,750.35	69.95	\$3,446.18	11
520001	Conference Expense					
70100	Totals:	3,221.07	3,221.07	100.00	0.00	0
		3,221.07	3,221.07	100.00	0.00	0
530000	Dues and Memberships					
70100	Totals:	6,224.50	6,224.50	100.00	0.00	0
		6,224.50	6,224.50	100.00	0.00	0
560000	Rentals, Leases and Repairs & Non Cap Improvements					
70100	Totals:	300.00	0.00	0.00	300.00	100
		300.00	0.00	0.00	300.00	100
560007	Copier Maintenance (per copy)					
70100	Totals:	3,090.00	2,323.55	75.20	0.00	0
		3,090.00	2,323.55	75.20	766.45	0
560008	Copier Rental					
70100	Totals:	2,010.27	1,969.16	97.96	41.11	2
		2,010.27	1,969.16	97.96	41.11	2
571000	Direct Costs for Interprogram Services (buses/rentals)					
70100	Totals:	2,466.65	466.65	18.92	2,000.00	81
		1,082.31	746.31	68.96	336.00	31

2

Budget Report

From 07/01/2014 thru 04/27/2015

Fund: 0100 General Fund

Re-----	Working	Actuals		Year To Date	%	Encumbered	Unencumbered	
		Current					Balance	%
Totals:	3,548.96	1,212.96		1,212.96	34.18	0.00	2,336.00	65
571030 Direct Costs for Tr of Serv-Equip Rep. (damages)								
70100	682.74	245.75		245.75	35.99	0.00	436.99	64
Totals:	682.74	245.75		245.75	35.99	0.00	436.99	64
**** 5000 Totals	\$19,077.54	\$15,196.99		\$15,196.99	79.66	\$766.45	\$3,114.10	16
**** 1000 - 5000	\$48,744.00	\$35,947.34		\$35,947.34	73.75	\$6,236.38	\$6,560.28	13

Budget Report

From 07/01/2014 thru 04/27/2015

Note this summary includes only the account lines that were included on this report

Summary		Actuals				Unencumbered	
Fund: 0100 General Fund		Working	Current	Year To Date	%	Encumbered	Balance
							%
Revenues							
Total: 8000 Revenues		\$48,744.00	\$0.00	\$0.00	0.00	\$0.00	\$48,744.00 100
Expenditures							
Total: 1000 Certified		0.00	0.00	0.00	0.00	0.00	0.00 0
Total: 2000 Classified		0.00	0.00	0.00	0.00	0.00	0.00 0
Total: 3000 Benefits		0.00	0.00	0.00	0.00	0.00	0.00 0
Total: 1000 - 3000		0.00	0.00	0.00	0.00	0.00	0.00 0
Total: 4000 Books & Supplies		29,666.46	20,750.35	20,750.35	69.95	5,469.93	3,446.18 11
Total: 5000 Services & Other		19,077.54	15,196.99	15,196.99	79.66	766.45	3,114.10 16
Total: 4000 - 5000		48,744.00	35,947.34	35,947.34	73.75	6,236.38	6,560.28 13
Total: 1000 - 5000		48,744.00	35,947.34	35,947.34	73.75	6,236.38	6,560.28 13
Total: 6000 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00 0
Total: 7000 Other Outgo/Financing Uses		0.00	0.00	0.00	0.00	0.00	0.00 0
Total: 1000 - 7000		48,744.00	35,947.34	35,947.34	73.75	6,236.38	6,560.28 13
Total: Net Increase/(Decrease) in Fund Balance		0.00	(35,947.34)	(35,947.34)	0.00		
Total: Beginning Balance		0.00	0.00	0.00	0.00		
Total: Ending Balance (9790)		\$0.00	(\$35,947.34)	(\$35,947.34)	0.00		
Components of Ending Balance							
Total: Reserves (9710 - 9719)		0.00	0.00	0.00	0.00		
Total: Designated (9770 - 9780)		0.00	0.00	0.00	0.00		
Total: Undesignated		0.00	(35,947.34)	(35,947.34)	0.00		

Budget Report

From 07/01/2014 thru 04/27/2015

Fund Summary

Fund: 0100 General Fund

Note this summary includes only the account lines that were included on this report

	Working	Actuals		Unencumbered	
		Current	Year To Date	Balance	%
Revenues					
Total: 8000 Revenues	\$48,744.00	\$0.00	\$0.00	\$48,744.00	100
Expenditures					
Total: 1000 Certificated	0.00	0.00	0.00	0.00	0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0
Total: 4000 Books & Supplies	29,666.46	20,750.35	20,750.35	8,916.11	11
Total: 5000 Services & Other	19,077.54	15,196.99	15,196.99	3,880.55	16
Total: 4000 - 5000	48,744.00	35,947.34	35,947.34	12,796.66	13
Total: 1000 - 5000	48,744.00	35,947.34	35,947.34	12,796.66	13
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0
Total: 1000 - 7000	48,744.00	35,947.34	35,947.34	12,796.66	13
Total: Net Increase/(Decrease) in Fund Balance	0.00	(35,947.34)	(35,947.34)	0.00	0.00
Total: Beginning Balance	0.00	0.00	0.00	0.00	0.00
Total: Ending Balance (9790)	\$0.00	(\$35,947.34)	(\$35,947.34)	0.00	0.00
Components of Ending Balance					
Total: Reserves (9710 - 9719)	0.00	0.00	0.00	0.00	0.00
Total: Designated (9770 - 9780)	0.00	0.00	0.00	0.00	0.00
Total: Undesignated	0.00	(35,947.34)	(35,947.34)	0.00	0.00

Quality Criteria Six**Community, Business, and Industry Involvement**

The Central High School West Agriculture Department has an Agriculture Advisory Committee that is composed of community members, agriculture business owners, and people from industry. The advisory committee meets twice a year, once in the Fall, and once in the Spring. We use the Agriculture Education Advisory Committee Manual and the Constitution and By Laws to help guide us. Agriculture Advisory Committee Meetings are led by a member, not an agriculture advisor. Meeting agendas are followed closely with great input from our advisory members. Meeting minutes are always typed and sent out to the members for any corrections after the meeting. We welcome our Ag Advisory members with a full dinner and host it in one of our six Ag classrooms on campus. These meetings help the agriculture staff become aware of the current job market trends and agriculture industry trends so that we can better instruct our students. They also provide suggestions and help regarding our program and facilities. After our meetings are completed, our advisory members also serve as contacts in our ROP breakout sessions. A challenge to our advisory committee is bringing in new members as well as having the members that are a part of it to attend the actual meetings. We value the opinion of our current members, however most of our committee is from outside our district. We struggle with encouraging those that are a part of the district to take an active role within our department. I would like to see more community involvement in that aspect however I do feel that we are making progress in encouraging others to become a part of the committee.

We do however have community members and people from industry who take a less visible approach to helping with our Agriculture program. We have received donations in the form of money, scrap metal to practice welding processes, irrigation equipment for our vegetable garden and even

donated animals and livestock equipment. We also have local mechanics help our students in repairing farm equipment and engines.

Our Ag Booster Club is a huge support and brings a high level of community involvement to our program. They not only help raise money for the program, they get more parents and community members involved in supporting our program. We have many parents of students who are active members of our boosters club, along with parents of student who graduated long ago. Our Ag Booster Club has been very successful in the past couple years, raising approximately \$20,000 a year for our program. They use these funds to purchase equipment we need for the farm, pay for entries at FFA contests, help fund conferences and travel costs for students, and just provide assistance on about anything we ask for. We are very fortunate that when we have a need and bring it to their attention they can also give us what we need. Our booster group has also been instrumental in helping to refurbish our school farm in the recent years. Without their help we would not have been able to replace and rebuild new sheep and goat pens in the barn, new sheep and goat pastures, new cattle pens and a silo and a completely new rabbitry at our school farm. When money ran out with the district, our booster club was ready and stepped in making our farm not only more livestock friendly, but also more presentable to the public as they drive by.

Supporting Completion Materials

Item A- Ag Advisory Committee Roster

Item B- Functions and Duties of the Advisory Committee

Item C- Ag Advisory Committee Bylaws

Item D- Ag Advisory Meeting Agendas

Item E- Ag Advisory Minutes

**Central West HS/Fresno-Central FFA
Ag Advisory Committee**

Please Check Your Contact Info

Title	Last	First	Position	Place
Mrs.	Armanino		Owner/Operator	Gina Sorrenti Flowers
Mr.	Armanino			Fresno County
Mr.	Atkins		Shop Foreman	Liesle Electric
Mr.	Avila		Dairy Processing Tech.	CSU, Fresno State
Mr.	Birrell		ROP Coordinator	CUSD
Mr.	Dinis		Professor	Reedley College
Mr.	Gillum		Plant Manager	Busetto Foods Meat Processing
Mr.	Hagans		Ag Booster	CWHS Ag Dept
Mrs.	Hagans		Community Member	CWHS Ag Dept
Dr.	Henson		Professor	CSU, Fresno State
Mr.	Heupel		Professor	CSU, Fresno State
Mrs.	Johnson		Director, Special Ed & Student Services	CUSD
Dr.	Kahn		Veterinarian	All Creatures Vet Clinic
Mr.	Lange		Ag research/consulting	Access Research
Mr.	O'Leary		Engineer	Scelzi Enterprises, Inc.
Mr.	Robinson		Principal	CWHS
Mrs.	Rodrigues		Owner/Operator	B bar K Angus
Mr.	Rusconi		Board Member	CUSD
Mr.	Schoelen		Businessman	
Mr.	Sears		Businessman	Earthwise Organics
Mrs.	Sersland		Coordinator?Rep	FARMS/Dave Lewis Farms
Mr.	Tennison		Sales Rep.	Fresno Oxygen
Mr.	Thao		Manager	IG Wholesale Florist
Mrs.	Valdez		Manager Floral Shop	CSU, Fresno State
Mrs.	Wallace		Special Ed. Dept. Chair	CHSW
Dr.	Williamson		Professor	CSU, Fresno State
Mr.	Wolfe		Director K-12	CUSD
Mrs.	Yokayama		Research Entomologist	USDA

A

A

PCL6 ERROR - undefined XL code

POSITION : 0x0 (0)

SYSTEM : XLP6P/xl_pa

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VERSION : PCL6 5.76 05-30-2008

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

Operation of Advisory Committee

(Constitution and By-Laws)

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

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- 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.

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- 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

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- 3.3 Individual preferences in length of service need to be considered.
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- 3.5 Nominees should be submitted to board of trustees for approval.

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- 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.

D

CENTRAL HIGH SCHOOL

AGRICULTURE DEPARTMENT ADVISORY COMMITTEE MEETING:

September 25th, 2014 at 6:00PM

Agenda:

- 1.) Welcome – Richard Atkins
- 2.) Dinner
- 3.) Introductions – Everyone
- 4.) Review of previous meeting minutes
- 5.) FFA Advisor Report – Jessica Fahey
- 6.) General Information - Blaise Chaney
 - Teacher Contacts
 - Member Contacts
 - FFA Calendar
 - Staff Responsibilities
- 7.) Ag Incentive Grant Review – Chris Williams
- 8.) Facility Update – Chris Williams
- 9.) Principals Report / Farm Expansion – Jack Kelejian
- 10.) Adjournment
- 11.) Quick ROP Breakout Sessions:
 - ROP Vet-Science – Taree Bode
 - ROP Diesel Engine Technology – Blaise Chaney
 - ROP Welding and Fabrication – Darrell Hirschler

CENTRAL HIGH SCHOOL

AGRICULTURE DEPARTMENT ADVISORY COMMITTEE MEETING MINUTES :

September 25th, 2014 at 6:00PM Room 41

- 1.) Welcome – Richard Atkins, meeting came to order at 6pm with dinner and meeting discussion at 6:25pm.

- 2.) Dinner

- 3.) Introductions – were done around the table

Atkins, Richard	Shop Foreman	Liesle Electric
Downs, David	Manager	Foster Farms
Engelman, Eric	Owner/Operator	Lomac Winery
Fahey, Robert	PCA/Water Div. Sup.	GAR Tooltolian
Kezirian, Gene	CPA/Farmer	Self Employed
Muzio, Marc	Technologist	Dow AgriSciences
O'Leary, Kevin	Engineer	Scelzi Enterprises, Inc.
Sersland, Claudia	FARMS Coordinator	FARMS/Dave Lewis Farms
Richey, Dale	VP Central West HS	CUSD
Hustedde, Nick	Principal PershingHS	CUSD
Bettencourt, June	Agriculture Teacher	CUSD
Chaney, Blaise	Agriculture Teacher	CUSD
Downs, Taree	Agriculture Teacher	CUSD
Fahey, Jessica	Agriculture Teacher	CUSD
Hirschler, Darrell	Agriculture Teacher	CUSD
Lopez, Roz	Agriculture Teacher	CUSD
Williams, Chris	Agriculture Teacher	CUSD

- 4.) Review of previous meeting minutes,
approved by committee

- 5.) Principals Report – Jack Kelejian (Given by Dale Richey)

WAC – old Pershing facility is being used for students to take art classes, building refurbished and remodeled. Jack was at the Open House event tonight. CHSW expanded CTE opportunities to students by adding Criminology, Nursing & Health, and Intro to Teaching courses to West Campus. The partnership with Maricopa and farm expansion is in the works, the Memorandum of Understanding is approved and will be exciting and great life experiences for our students. Next week is Homecoming Game with a Rally and Dance. Fair is upon us and students and staff are working hard and Admin is looking forward to seeing students at fair and their accomplishments. Champions of Life will be visiting the campus and they are an organization that talks to kids (our freshman) about making decisions in life.

E

6.) FFA Advisor Report – Jessica Fahey

We have been extremely busy since our last meeting, some highlights; 38 students attended the California State FFA Convention, Sean Pimentel had the State Winning Placement Proficiency in Swine Production, 25 State FFA Degrees, Outstanding sectional reporter – Shannon Muzio, Taught Addicott (special education school) students about agriculture and took animals, had over 300 in attendance at the Spring FFA Banquet, Our Fall Banquet is Nov. 13th at 6pm., We had an officer training/retreat in Shaver and 9 officers attended to plan our current years events, Officers attended SCICON boot camp for team building activities with other officer teams, Sean Pimentel went to WLC, Washington Leadership Conference, where he met Senators, members across the U.S. and learned how our government works, We have 3 Sectional officers Sean Pimentel is the President, Brandi Gourley 2nd VP and Alex Elisalde is the Sentinel. Because Sean is the President that makes Fahey the Sectional Advisor. We took 80 students to the sectional activity night held at Blackbeard's. We will have 100 plus animals at the fair each week. Sean Pimentel was chosen as a National Delegate to represent California at the National FFA Convention in October. We have 6 American Farmers going to convention to receive their American FFA Degrees. We have an amazing new addition to our staff Darrell Hirschler and is doing a great job in the shop. The farm is coming along and will be talked about during Facilities but will say it is very busy out there and the Boosters finished the Rabbitry and have done amazing improvements to the facilities and we appreciate all of their efforts and donations.

7.) General Information - Blaise Chaney

- Teacher Contacts Please see attached)
- Member Contacts (Please see attached) – will need to be amended to include Correction to Kezirian email and add Eric Engelman
- FFA Calendar (Please see attached)
- Staff Responsibilities (Please see attached)

8.) Class Size/Teaching Assignment – Chris Williams

9.) Ag Incentive Grant – Chris Williams

Take a few moments to look over and we will go through the checklist and provide information or explanations that anyone may have. Please see attached for notes and approval document. Motion to approve, all voted approval.

10.) Facility Update – Chris Williams

Boosters have done a ton of work on the farm. We are trying to get irrigation and will wait until inner sheep/goat pasture panels are in place as the pump/well is dry. We will have to tie into the line on campus for the pastures and the boosters created more pens in the barn for added space and have set aside money to put up shade for the steer facilities and fix pens. We have an issue in the swine facility the separator is on order by the district to fix the problem in the septic system. Kezirian asked what is the district waiting for on fixing the watering issue (dry

E

pump/well) Williams addressed that Kelejian could shed light and on the new farm project and what's going to water those fields. Berg and Chris Stevens had talked to Williams about a well here at West and to run WAC. Currently that well was used as emergency needs and to flood the sheep/goat pastures. The concern will be expressed.

11.) Farm Expansion – Jack Kelejian (Williams will discuss with Jack)

Questions arised for plan. David Downs asked about will fencing and cameras go up to make all of farm secure past existing fence? Williams said have not seen yet but the idea was to secure. Eric Engelman asked who will handle the pest control? Richard Atkins said that he thought it was included in the plan and that Maricopa Farms discussed handling that after hours etc.

12.) Adjournment motion made by Kevin O'Leary, seconded by Eric Engelman at 7:13pm

13.) Quick ROP Breakout Sessions:

ROP Vet-Science – Taree Downs

ROP Diesel Engine Technology – Blaise Chaney

ROP Welding and Fabrication – Darrell Hirschler

Quality Criteria Seven**Career Guidance**

Central has a unique approach when it comes to the students in high school. For many years, West Campus, the campus that houses our Agriculture Department, was considered the "freshmen campus". What that meant was that no matter what campus you wanted to attend, if you were a freshmen in high school, you had to attend the West campus. This was a positive but also a negative for our program. Our numbers swelled because of the amount of students enrolled as freshmen, however if you looked at our retention rates, they dropped off dramatically as those students became sophomores. With increased discussion from both teachers and counselors we have been able to help minimize the amount of students that leave our program to go to the other campus.

As a department, every year before registration we try to meet with all the counseling staff to help remind them of the classes and requirements within our program. This helps counseling staff give out correct information when students or parents have information. Students are counseled regarding career opportunities and post-secondary education opportunities in agriculture and agribusiness by the agriculture advisors and school counselors both before class scheduling and afterwards. Agriculture advisors discuss career pathways to the students when they are enrolled in the introductory courses of each pathway. Career pathways are then reinforced throughout all courses. School counselors are also helpful in this process when students enroll in classes for the following year. Agriculture advisors and school counselors also counsel students on the agriculture classes and academic classes needed to complete their selected pathway. This is done in the classroom, meetings with students and parents, and with the counselor in their office. Upon entering the agriculture program students and parents receive an outline of courses that they can take within the program which shows the pathways as well as course descriptions, skills taught and career opportunities.

Our agriculture department also utilizes field trips and guest speakers to help with career counseling. Field trips have been taken to the World Ag Expo, Reedley College, and the Central California Construction Career Awareness Day. Participation in CDE field days is also extremely helpful in retaining students in the program. These fieldtrips provide students the opportunity to talk to employers/employees and college students/staff who are in the agriculture industry. Students get advice from these fieldtrips on how to achieve their career goals. Guest speakers from colleges and industry have also visited our students and provided them with information on how to achieve their career goals. Currently we do not have any 2+2 articulation courses.

Supporting Completion Materials

Item A- Student Data Sheets

Item B- Central High School A-G Approved courses.

Agriculture Education- Student Career Data Sheet

Last Name: _____

*According to Central High School Records.

First Name: _____

*According to Central High School Records.

Middle Name: _____

*According to Central High School Records.

Street Address or P.O. Box: _____

Example: 1234 Fruitland Ave or P.O. Box 1234

City: Fresno

Example: Fresno or Kerman

Zip Code: 93723

Gender

☒ Male
☐ Female

Hispanic: ☐ Yes ☒ No

Race

*Check one or more (Even if you are Hispanic pick the next race you relate to)

- ☐ White
- ☐ Asian Indian
- ☐ Cambodian
- ☐ Chinese
- ☐ Hmong
- ☐ Japanese
- ☐ Korean
- ☐ Laotian
- ☐ Vietnamese
- ☐ Black
- ☐ American Indian/Alaska Native
- ☐ Native Hawaiian/Pacific Island
- ☐ Filipino
- ☐ Guamanian
- ☐ Samoan
- ☐ Tahitian

Grade Level

- ☐ 9th /Freshmen
- ☒ 10th /Sophomore
- ☐ 11th /Junior
- ☐ 12th /Senior

Year in Agriculture

*Including this year how many TOTAL years have you been in an Ag class?

(Ag Biology, Ag Chemistry, Landscaping, Floral Design, Ag Leadership, Ag Science 1, Vet Science, Food Science, Plant/Animal Anatomy, all Ag Construction classes, Biotechnology, Power Equipment)

- ☒ 1 Year
☐ 2 Years
☐ 3 Years
☐ 4 Years

Which years have you taken an Ag class?

- ☒ Year 1/Freshmen
☒ Year 2/Sophomore
☐ Year 3/Junior
☐ Year 4/Senior

Program of Interest

*Select one area that interests you most.

- ☐ Ag Business Management
☒ Ag Mechanics
☐ Agriscience
☐ Animal Science
☐ Forestry
☐ O.H. (Plants)
☐ Plant / Soil Science

A

Agriculture Education- Student Career Data Sheet

Last Name: _____

*According to Central High School Records.

First Name: _____

*According to Central High School Records.

Middle Name: _____

*According to Central High School Records.

Street Address or P.O. Box: _____

Example: 1234 Fruitland Ave or P.O. Box 1234

City: Fresno

Example: Fresno or Kerman

Zip Code: 93722

Gender

☐ Male

☒ Female

Hispanic: ☐ Yes ☒ No

Race

*Check one or more (Even if you are Hispanic pick the next race you relate to)

☒ White

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black

☐ American Indian/Alaska Native

☐ Native Hawaiian/Pacific Island

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

Grade Level

☐ 9th /Freshmen

☐ 10th /Sophomore

☐ 11th /Junior

☒ 12th /Senior

Year in Agriculture

*Including this year how many TOTAL years have you been in an Ag class?

(Ag Biology, Ag Chemistry, Landscaping, Floral Design, Ag Leadership, Ag Science 1, Vet Science, Food Science, Plant/Animal Anatomy, all Ag Construction classes, Biotechnology, Power Equipment)

☐ 1 Year

☐ 2 Years

☐ 3 Years

☒ 4 Years

Which years have you taken an Ag class?

☒ Year 1/Freshmen

☒ Year 2/Sophomore

☒ Year 3/Junior

☒ Year 4/Senior

Program of Interest

*Select one area that interests you most.

☐ Ag Business Management

☐ Ag Mechanics

☐ Agriscience

☒ Animal Science

☐ Forestry

☐ O.H. (Plants)

☐ Plant / Soil Science

A

Agriculture Education- Student Career Data Sheet

Last Name: Simpson

*According to Central High School Records.

First Name: Jeffrey

*According to Central High School Records.

Middle Name: Skogard

*According to Central High School Records.

Street Address or P.O. Box: 5102 N. Dickerson 93723

Example: 1234 Fruitland Ave or P.O. Box 1234

City: Fresno

Example: Fresno or Kerman

Zip Code: 93723

Gender

☒ Male
☐ Female

Hispanic: ☐ Yes ☒ No

Race

*Check one or more (Even if you are Hispanic pick the next race you relate to)

☒ White
☐ Asian Indian
☐ Cambodian
☐ Chinese
☐ Hmong
☐ Japanese
☐ Korean
☐ Laotian
☐ Vietnamese
☐ Black
☐ American Indian/Alaska Native
☐ Native Hawaiian/Pacific Island
☐ Filipino
☐ Guamanian
☐ Samoan
☐ Tahitian

Grade Level

☐ 9th /Freshmen
☒ 10th /Sophomore
☐ 11th /Junior
☐ 12th /Senior

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- ☒ Ag Mechanics
- ☐ Agriscience
- ☐ Animal Science
- ☐ Forestry
- ☐ O.H. (Plants)
- ☐ Plant / Soil Science

A

Agriculture Education- Student Career Data Sheet

Last Name: _____

*According to Central High School Records.

First Name: _____

*According to Central High School Records.

Middle Name: _____

*According to Central High School Records.

Street Address or P.O. Box: _____

Example: 1234 Fruitland Ave or P.O. Box 1234

City: Fresno

Example: Fresno or Kerman

Zip Code: 93722

Gender

☒ Male
☐ Female

Hispanic: ☐ Yes ☒ No

Race

*Check one or more (Even if you are Hispanic pick the next race you relate to)

- ☒ White
☐ Asian Indian
☐ Cambodian
☐ Chinese
☐ Hmong
☐ Japanese
☐ Korean
☐ Laotian
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☐ Black
☐ American Indian/Alaska Native
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☐ Guamanian
☐ Samoan
☐ Tahitian

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X Female

Hispanic: _____ Yes X No

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Zip Code: 93706

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☒ Female

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A-G SUBJECT REQUIREMENTS FOR CSU AND UC 2013-2014

Are you interested in going to college? You need to make sure that you are enrolled in the right classes. You must have the following courses, areas and classes to attend a 4-year University. Keep in mind more competitive schools will require more than the minimum requirements listed. Student Athletes should visit www.ncaa.org to check on athletic qualifications for colleges.

SUBJECT AREA	CENTRAL HIGH CLASSES
History 1 Year U.S. History 1 Year World History	US History, Modern World History, World Geography, American Government, Ag Government (also includes AP, Accelerated and SDAIE Courses)
English 4 Years College Prep	English 1, 2, 3, 4 ERWC, Composition & Literature, Fiction, AP Language & Composition, AP Literature & Composition and all Accelerated and SDAIE Courses
Mathematics 3 years minimum (Finishing at least Algebra 2)	Algebra 1, Foundations of Algebra/Geometry, Geometry, Algebra 2, Alg/Geo III, Trigonometry, Trig Elem Functions, AP Calculus AB, AP Calculus BC, AP Statistics and all SDAIE Courses
Science 2 years with Laboratory (Physical and Life)	Biology, Ag Biology, AP Biology, Chemistry, Ag Chemistry, Conceptual Physics, AP Chemistry, Anatomy, Physics, Zoology, Plant & Animal Physiology and all AP and SDAIE
Foreign Language 2 Years same Lang.	Spanish 1, 2, 3, 4 French 1, 2, 3, 4 Spanish Literacy 1, Spanish Literacy 2
Visual or Performing Arts 1 Year Art, Dance, Drama or Music	3-D Design, Theater 1, 2, 3, 4, Draw & Paint, Advanced Art, Beg/Int/Adv Ceramics, Computer Ceramics Design, Folklorico, Computer Arts & Graphics, Beg/Adv Stained Glass, Concert Choir, Digital 3-D, Jazz Band, Marching Band, Computer Ceramic Design, Video Production, AP Studio Art, ROP Comp Animation & Graphics, ROP Comp Graphics & Technology, AP Music Theory, Children's Theater, ROP The Art & History of Floral Design
Elective 1 Year of Academic Elective	Economics, Ag Economics, AP Economics, Ag Science 1, Science 1, Psychology/Sociology, Glaze Calculation, American Justice, Principals of Technology, ROP Veterinary Science, Environmental Science, Food Science, AP Psychology and specific other courses listed above.

* MUST HAVE A C OR BETTER IN EACH REQUIRED COURSE *

Quality Criteria Eight

Program Promotion

Program promotion is an integral part of not only our programs success, but also the success of the future of our program. The department as whole as well as individual teachers within the department all create and distribute many different handouts brochures each year. Individual teacher handouts and brochures can range from information about CDE Teams, SAE Projects and even future classes. Program promotion is not just something that happens when we are signing up students for the next year, but is instead a yearlong event.

Promotion is done on and off of the high school site. On site promotion is done through flyers and packets displayed on FFA Walls within the classrooms. These flyers and packets are created by teachers, Ag Leadership, Committees, or the Chapter Officers. Advisors as well as the Ag Leadership class make a point to keep all bulletin boards refreshed and updated so only pertinent information is displayed. Old information is taken down in a timely manner so not to be confused with new information.

This year we were lucky to have a new Activities Director hired on campus. With this new Activities Director he brought a new way to distribute announcements during class time. We submit announcements such as upcoming meetings and results from contests and events at the beginning of each week. These announcements are broadcasted as part of news stories put on by the regular Leadership class on campus. We have found that this has helped increase information that the students receive. Stories that our administration finds that would be good to promote are written up by our Chapter Officers and put into our district wide newsletter, The Grapevine. As head FFA advisor I work with our Chapter Officers and update our newly made Chapter webpage. On our webpage students can see pictures and results from past FFA events and gain access to permission slips and event information. Our Chapter 1st Vice President and Reporter are also in charge of our Chapter Instagram, Facebook, and Twitter account.

Program promotion and recruitment is focused primarily on our junior high school students. There are 4 schools within our district that allow us to recruit to their 8th grade students. This current school year, we recruited to over 1000 8th grade students. Two of our teachers within our department have developed a packet of informational papers which describe agriculture, FFA, career and college

opportunities, and class and pathway sequence. Every 8th grade student receives a packet to take home and share with their parent/guardian. Our Ag Leadership class and Chapter Officers help with the presentation of the program and dresses in a variety of attire. Some students go in their official FFA dress while others wear FFA or Central Spirit wear. This allows for 8th graders to ask questions about the program. Most of the questions are not necessarily about the Ag Department or program, but about what high school is about. The fact that our students are the ones answering the questions and not the advisors I believe sets up a positive relationship before the students even arrive. This increases the amount of freshmen that sign up in our program. Once we receive the numbers of incoming freshmen we send out a flyer inviting them to our Ice Cream Social that is held at the beginning of the summer. This is open to those incoming freshmen and their parents to learn about the opportunities that are available to them in the upcoming year.

Another form of promotion is called Spring Ag Day. This is involving kindergarteners in our district and having them come to our school farm and take a tour. We used to have a Spring Ag day approximately 8 years ago. Bringing this event back is beneficial for us simply because the students that I have now in my program remember when they came out as kindergartners. During Spring Ag Day, students and their teachers will learn about production agriculture, and get to participate in many different hands on activities. This year we are starting with 130 kindergarteners and with the hope that next year it grows to more.

Our booster group has been instrumental in helping students with certain needs. Whether it is for leadership conferences or farm projects, our boosters have been able to step up and help our students. The boosters have helped fund partial National FFA Convention trips for students and CDE teams. The boosters have also helped pay for numerous other activities that relate to our agriculture program and our agriculture facilities. For students that are seeking assistance, all the boosters require them to do is to fill out a Hardship Application and submit. From there they decide what monetary amount they will provide to that particular student.

As a department, we also encourage students to take loans out for certain livestock projects. Valley Small Business has been a huge help in helping to front money for the larger projects such as beef and dairy cattle. It has been a help for the department as well because we know that students will be able to pay their bills. Our department also allows for students to help manage the facilities breeding programs in return for a percentage off a market animal for the next year's fair. As teachers/advisors,

we try to make it possible for all students to have an SAE Project, but at the same time we do not want to go into "debt" over projects either.

An area that our department could do better in, is making sure that students know about the assistance programs that are available to them. There have been many times that students have told me that the reason they didn't get involved was because they didn't have the money to do so. When I hear that it makes me want to do a better job of promoting those programs to all students and not just the students that I am in direct contact with.

Supporting Completion Materials

Item A- Recruitment Handouts

Item B- Incoming Freshmen Ag Classes offered

Item C & D- Spring Sectional Activity Night and 4 Day FFA State Conference Flyers. Both are examples of flyers that are posted on the FFA Walls in our Ag classrooms.

Item E- Booster Hardship Application

Item F- VSB Application

Item H- Ice cream social flyer and department promotion information.

**** Ag Ed 539 Special Project**

-Part of my special project was to create a new and improved working Fresno-Central FFA Webpage.

Please see these items in the 539 Special Projects Section.

Central High School Agriculture Education Department

INTRODUCTION: The purpose of this outline is to acquaint you with the opportunities offered by the Central High School Agriculture Department. This will enable your student to take full advantage of these opportunities. The agriculture program is unique to each student as it is customized to individual educational needs and interests. To participate fully in the agriculture program, students must be actively engaged in all three aspects: classroom activities, FFA and the SAE program.

FFA: This intra-curricular, national youth organization is for all students studying agriculture education. The purpose of this organization is to develop leadership skills and serve as a learning tool to strengthen the "hands-on" component of the high school agriculture curriculum.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM (SAE): Otherwise known as "projects", students engage themselves in an activity related to their individualized agriculture program. They keep records on the transactions (ie. hours, expenses, receipts, etc.) related to the project in an official record book. It also provides them the opportunity for personal recognition, skill development and career preparation.

ADVISORS AND PROJECT AREAS:

Mr. Chaney: Ag Mechanics & Crops/Horticulture
Mr. Williams: *Co Department Chair*- Swine
Ms. Lopez: Poultry
Mrs. Downs: *Co Department Chair*- Sheep
Mrs. Fahey: *FFA Advisor*- Beef Cattle
Mrs. Bettencourt: Rabbits & Goats
Mr. Hirschler: Ag Mechanics & Dairy Cattle

What is taught in the Agriculture Education Department?

Agriculture Science 1 (Intro to Agriculture)

Meeting Human Needs in a Changing World
Applied Science & Technology
Earth's Resources
Classification of Living Things
Plant Science
Animal Science
Soils
Biotechnology to Improve Life
SAE

Tool ID & Use
Safety Procedures
Rope Work
Parliamentary Procedure
Record Keeping
Computers
Health
FFA Organization

Resources:

Microscopes
Career Education & Research
Laboratory Exercises
Guest Speakers & Audiovisuals
Leadership Conference
In-class student projects

Field Trips
Greenhouses & Lath House
Plant Science Facilities
Agriculture Mechanics & Power Shop
Field Days & Contests
Animal Science Facilities

OTHER COURSES OFFERED:

Agriculture Science I	ROP Welding	Floriculture
Agriculture Leadership	ROP Diesel Engines	Landscape Design
Agriculture Biology	Power Equipment	Equine Science
Agriculture Chemistry	Agriculture Facilities	Agriculture Construction I
ROP Floral Design	Agriculture Construction II	Food Science
Ag Government	Plant & Animal Physiology	ROP Veterinary Science
Agriculture Economics	ROP Biotechnology	

CAREER DEVELOPMENT EVENTS:

Ag Mechanics	Parliamentary Procedure	Small Engines
Agri Science	Public Speaking	Vet Science
Banking	Floriculture	Vine Pruning
Best Informed Greenhand	Light Horse	Vine Judging
Cooperatives Marketing	Job Interview	Opening Closing
Creed Speaking	Livestock	Dairy Cattle

LEADERSHIP DEVELOPMENT PLAN:

Greenhand Conference (9th)
 Made for Excellence (10th)
 Advanced Leadership Academy (11th)
 Sacramento Leadership Experience (12th)
 State Leadership Conference (9th - 12th)
 Washington Leadership Conference (10th - 12th)
 National FFA Conference (10 - Graduate)

FAIRS & SHOWS:

Fresno County Fair
 California Breed Shows
 Jackpots

FIRST YEAR ACTIVITIES:

Greenhand Officer Team	Fall Awards Banquet	Creed Speaking Contest
Greenhand Conference	Chapter Exchanges	Opening/Closing Ceremonies
Spring Awards Banquet	Sectional Activity Night	Best Informed Greenhand
Community Service	National FFA Week	Donkey Basketball

OUR DEPARTMENT CAN ASSIST IN PROVIDING:

Part-time employment or Experience Employment	Scholarships for Seniors
Recommendations - College or Job	Transportation to contests & events
Financing	Enterprise Sources & Supervision
Involvement in school, community, area, state & national activities	

FINAL THOUGHT: The above outline is only a brief sketch of the opportunities available to the student. The student, with the support of family, can take advantage of these opportunities. By doing so, your student will be able to graduate saying, "I'm glad I did..." rather than "I wish I would have..."

The Agriculture Education Department is always available for additional information and can be reached at 276-5276.

The Agriculture Education Model

When students enroll in an agriculture course, they are exposed to learning in a whole new way. Instruction in agriculture teaches knowledge and skills with a hands on approach. FFA, A National Youth Leadership Organization is an intracurricular component of Ag education and is geared toward developing leadership skills, personal growth, and career success. Supervised Agriculture Experience (SAE) is also connected with the curriculum to provide hands on work experience and practice in responsibility and professionalism in an agriculture setting. Students in Agriculture Education receive not only an education but a life experience.

The ideal place for a student to be is in the very center of the model where each circle is weighted equally, that way they will receive the benefits from each area.

Central High School West Campus Agriculture Department

B

Freshmen Class Offerings

Science Credit	Ag Science 1/ Ag Biology
Graduation Requirement	Ag Freshmen Requirements
Electives	Floral Design Ag Construction 1 Ag Power Equipment (Small Engines) Ag Leadership (with approval)

The classes I would like to take next year are

March FFA Meeting John's Incredible Pizza

Date: Thursday, March 26th

Time: 3:00-8:00 PM

CHSW Cafeteria &
John's Incredible Pizza

Cost: \$20.00

Come join FFA for our March meeting and continue the fun by going to the WF/M Sectional Activity Night at John's Incredible Pizza. Or just attend the FFA meeting. Meeting is from 3:00 -4:00 with buses leaving at 4:15. Only the first 60 permission slips with money will be allowed to attend the Sectional Activity!

87th California State FFA Conference

State Convention Four Day Trip

If you are interested in attending State FFA Convention the time to sign up is now!

The Events scheduled include:

- Leadership Workshops @ Fresno State
- General Sessions @ Selland Arena
 - Career Show
- Concert by Country Recording Artist Dustin Lynch

To attend the trip you will need to sign up with Mrs. Fahey by Friday, February 20th, 2015 in Room 41 or Ag 2. There is a limit of only 30 being able to attend so get your deposit in quick!

The cost is \$245 payable to Central High School. This includes four day conference registration, hotel stay and a T-Shirt.

You will need to secure your own ride to and from the conference. Drop off and pick up location is the Selland Arena. Times are yet to be confirmed. You must be in Official FFA Dress for the whole convention.

E

Fresno-Central AG Boosters POLICY GUIDELINES: CCONFERENCE SCHOLARSHIP

DEFINITION: "Scholarship" refers to financial support provide to individual Fresno-Central FFA Chapter Members from the Fresno-Central Ag Booster Organization.

PURPOSE: As a member of Fresno-Central FFA Chapter, students incur expenses throughout the year that are offset by the Booster Organization through financial contributions from FFA members and/or their parents/guardians. The purpose of a scholarship is to reduce those expenses for individual(s) in a situation of financial hardship.

ELIGIBILITY: the following are required:

- ❖ Award of a scholarship is determined by the recommendation of a panel of at least 3 booster members in good standing, who will review the application and make a recommendation to the Executive Board. The Executive Board will use that recommendation to make the final determination.
- ❖ Proof of financial hardship shall be provided in written form.
- ❖ Eligibility is contingent upon good faith participation by the individual and/or parent(s) in Fresno-Central FFA Chapter and Booster Organization activities.
- ❖ Advisors recommendation will be a consideration when determining scholarship recipients.

THE COMMITTEE: The Committee will consist of at least three booster members who are in good standing with the organization and/or staff of Central High School West Campus Ag Academy. Committee members may not have a vested interest in the outcome of the recommendation.

- ❖ The Committee is responsible for a good faith determination of financial need while respecting the privacy of the individual(s). The Executive Board will review the recommendation from the Committee and use that recommendation to help in their decision.
- ❖ The Committee is responsible for providing the Executive Board with an unbiased recommendation.
- ❖ Scholarship decisions may not be made by a Committee member who is related to a scholarship candidate. In the event of such a conflict, the related Committee member(s) shall excuse themselves from the decision making process.

APPLICATION PROCEDURE: Applicants shall submit a Scholarship application (Page 3 of this document). FFA students or prospective FFA students, and/or their parents are encouraged to contact their Ag Advisor, FFA Booster President, or Treasure to discuss situations of financial hardship. Privacy of the individual shall be fully respected.

DISBURSEMENT PROCEDURES: The following procedures shall be followed:

- ❖ No funds shall be disbursed directly to any individual.
- ❖ Scholarship funds shall be used only to reduce or eliminate the individual's normal financial contribution as it relates to the cost of conferences or conventions.
- ❖ Disbursement of funds shall be an internal accounting transaction in which funds are transferred from the Hardship Fund to the Chapter's Account on behalf of the individual(s).

SCOPE: Sponsorship funds are limited as follows:

- ❖ The total amount of funds available for individual conferences or convention sponsorship in any fiscal year shall be limited to no more than \$1,000.00 of the year's total planned budget.
- ❖ The maximum amount of sponsorship for any individual in any fiscal year shall be no more than \$100.00.
- ❖ There is no limit on the individuals who may be sponsored in a given year, as long as the total funds available for conference/convention scholarships are not exceeded.

SPECIAL CIRCUMSTANCES:

- ❖ If a student is in need of financial assistance beyond the allotted amount he/she may acquire additional funds by working at Ag Booster events, Chapter events, and/or by completing specific tasks on the farm grounds. This will only be allowed in extreme circumstances, and can only be submitted to the Executive Board by recommendation from the student's Advisor. Supervision of these activities will be conducted by the Advisor and a member of the Booster Executive Board. Failure to meet those terms will result in the student and or their family having to repay the funds to the Booster Organization.

E

E

Fresno-Central AG Boosters CONFERENCE SCHOLARSHIP APPLICATION

Applicant's Name: _____ Year in School: _____

Mailing Address: _____ Phone Number: _____

Email Address: _____

1. Why are you seeking this scholarship?

2. Please list all costs associated with this conference/convention?

3. If you receive this scholarship how will the money be used?

F

VALLEY SMALL BUSINESS DEVELOPMENT CORPORATION
LOAN APPLICATION

DATE: _____ REFERRED BY: _____

BUSINESS NAME: _____

MAILING ADDRESS: _____ CITY _____ STATE _____ ZIP _____

PHYSICAL ADDRESS: _____ CITY _____ STATE _____ ZIP _____

TELEPHONE: Business / Home _____ Cell: _____ FAX: _____

E-MAIL: _____ COUNTY _____ ENTERPRISE ZONE: Y or N

FEDERAL I.D.# _____ DATE ESTABLISHED: _____

BUSINESS TYPE: _____ LOAN AMOUNT: _____

PURPOSE: _____

LEGAL STRUCTURE: Sole Proprietorship () Partnership () Corporation () Other: Specify _____

EMPLOYEES: Existing: Full Time _____ Part Time _____ Projected: Full Time _____ Part Time _____

GENDER: Male () Female () ETHNICITY: Asian () Black () Hispanic () White () Other ()

HANDICAPPED: Yes () No ()

OWNERS / PRINCIPALS

Name	Home Address	Phone	% Owned
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

Please List The Social Security # of Each Owner / Principal & Spouse

Name	Social Security #	Name	Social Security #
1. _____	_____	2. _____	_____
3. _____	_____	4. _____	_____

If any or all of the principals own REAL ESTATE, it may be required as Collateral for the loan. Please initial the appropriate response: I/We will pledge _____ I/We will not pledge _____

Where Do You Presently Bank:

Bank Name: _____ Contact: _____

Bank Address: _____ Phone: _____

RIGHT TO FINANCIAL PRIVACY ACT OF 1978: This notice to you as required by the Right to Financial Privacy Act of 1978, of Valley Small Business Development Corporation's (hereafter VSBDC) access rights to financial records held by financial institutions that are or have been doing business with you or your business, including any financial institution participating in a loan or loan guaranty. The law provides that VSBDC shall have a right of access to your financial records in connection with its consideration or administration of assistance to you in the form of a loan or loan guaranty agreement. VSBDC is required to provide a certificate of its compliance with the Act to a financial institution in connection with its first request for access to your financial records, after which no further certification is required for subsequent accesses. The law also provides that VSBDC's access rights continue for the term of any loan guaranty agreement. No further notice to you of VSBDC's access rights is required during the term of any such agreement.

The law also authorizes VSBDC to transfer to any Government authority, any financial records included in an application for a loan guaranty, or concerning an approved loan guaranty, as necessary to process, service or foreclose a loan guaranty or to collect on a defaulted loan guaranty. No other transfer of your financial records to another Government authority will be permitted by VSBDC except as required or permitted by law.

APPLICANT'S ACKNOWLEDGEMENT: My (our) signature(s) acknowledge(s) receipt of this form, that I (we) have read it and that I (we) have a copy for my (our) files. My (our) signature(s) represent(s) my (our) agreement to comply with the requirements that VSBDC makes in connection with the approval of my (our) loan request.

My (our) signature(s) also represent(s) written permission, as required by the Privacy Act, for VSBDC to release any information in my (our) loan guaranty application to the Governor of my (our) State or the Governor's designated representative in conjunction with the State's processing of my (our) application for assistance under the Guaranteed Loan Program. The undersigned applies for the loan guaranty indicated in this application to be secured by real and/or personal property as hereafter agreed and the undersigned further represents that all statements made in this application are true and are made for the purpose of obtaining this loan guaranty. Verification may be obtained from any source named in the application. The original or a copy of this application will be retained by the guarantor, even if the guaranty is not granted.

I (we) fully understand that it is a federal crime punishable by fine or imprisonment or both to knowingly make any false statement concerning any of the above facts as applicable under the provisions of Title 18, United States Code Section 141.

CERTIFICATION: Applicant certifies that the information provided on and with this form, is complete and correct. Applicant authorizes Valley Small Business Development Corporation ("VSBDC") to obtain credit reports (including personal credit reports), copies of tax returns, and other information from the IRS and other taxing authorities, and to take such other steps as VSBDC deems appropriate to verify (and from time to time to re-verify) the information provided with this form. Applicant further agrees to execute and deliver to VSBDC such other forms, and take such other action, as VSBDC requests in furtherance of the foregoing. VSBDC will retain information received in relation to this credit request as long as VSBDC deems necessary to do so. Applicant authorizes VSBDC to release credit information concerning same to other creditors, guarantors (including agencies of the federal and/or state government), credit bureaus, credit reporters, sureties, and to VSBDC's agents and subsidiaries. Applicant agrees to promptly notify VSBDC in writing of any change in name, address, or location of assets. Applicant agrees that funds drawn on the credit facilities provided by Valley will only be used for business purposes. If you are applying for loan product guaranteed or funded by the U.S. Small Business Administration ("SBA"), then the undersigned applicant also acknowledges receipt of a copy of the following document: STATEMENTS REQUIRED BY LAW AND EXECUTIVE ORDER, certifies to have read the same, and hereby agrees to comply, whenever applicable, with the hazard insurance, lead-based paint, civil rights, or other limitations contained therein."

Business Name: _____

Date: _____

By: _____

Name and Title

Date: _____

Signature: _____

Date: _____

Signature: _____

Date: _____

Signature: _____

Date: _____

Signature: _____

Ice Cream Social

CENTRAL HIGH SCHOOL WEST AGRICULTURE DEPARTMENT

Dear Parents and Students,

You are receiving this invitation because your son or daughter has enrolled in an Agriculture Course at Central High School for 2014-2015 school year.

We would like to invite your family as well as your student to our annual Ice Cream Social on Wednesday, June 4th, 2014 at 6:00pm at the Central West Cafeteria.

We host this event each year to welcome our incoming Freshmen, and introduce you to the Ag Department and our Ag Staff. We will also introduce you and your student to the FFA Program at Central West with presentations from our Chapter Officer Team. Also, if you are interested in showing at the Big Fresno Fair we will have interest sheets and paperwork available for almost all species.

The Agenda for the evening includes

- Introduction to the Ag Department
- Ag Class Information
- FFA Leadership Program
- Supervised Ag Experience Projects
- Parent Involvement
- Question and Answer Session
- Farm and Laboratory Tours

We hope that you will be able to join us for some ice cream and some exciting information.

Jessica Fahey

FFA Advisor

Central High School West Campus

Central High School West
Agriculture Department

Central High School West Agriculture Department

2045 N. Dickenson Ave
Fresno, CA
93723

Jessica Fahey
Phone: 276-5276 ex 202
E-mail: jfahey@centralusd.k12.ca.us

Chris Williams
Phone: 276-5276 ex 201
E-mail: chrisw@centralusd.k12.ca.us

Contact us with any questions.

Central High School Agriculture Ice Cream Social Wednesday, June 4th, 2014

Agenda

6:00 pm- Event Begins

6:00- 6:20- Serve Ice Cream

Welcome: Mr. Chris Williams, Principal Mr. Jack Kelejian, Director Mrs. Caran Resciniti

Thanks for Coming
Introduction of Teachers & Administration
Ag Education Model

Ag Classes: Mrs. June Bettencourt

Pathways & Courses
What to Expect
Other Ag Classes Offered

FFA: Mrs. Jessica Fahey & FFA Officers

What is FFA?
Introduction of Officers
A word from the Officers
FFA Opportunities/ Official Dress- Order Forms

Supervised Agriculture Experience: Mr. Chris Williams

What are SAE'S?
What SAE's can Freshmen sign up to participate in this year?
What opportunities are available through SAE's

Parent Involvement: Mrs. Cindy LeBeau & Mrs. Caran Resciniti

Farm Tours: Mr. Blaise Chaney & Ag Leadership Students

Question and Answer Time

Quality Criteria Nine

Program Accountability and Planning

The Central High School Agriculture Department maintains a Comprehensive Program Plan binder. The Comprehensive Program Plan is located in our agriculture department files and can be viewed by our Regional Supervisor or any guest upon visitation. It is complete and updated yearly with new information. All required department paperwork is submitted to the Regional Supervisor before the due dates. Items that are updated yearly are the Five Year Equipment Acquisition Schedule, Chart of Staff Responsibilities, FFA Program of Work, Advisory Committee Roster, and Advisory Committee Minutes.

Our department Co-Chairs create an annual department budget. This budget outlines where we will spend Ag Incentive Grant Funds, Perkins, ROP and district monies. Conferences, Department supplies, copies, substitute teachers and travel/rental vehicles/gas tend to top the list of expenditures. For classes with expenses, money is also set aside to help pay for expenses associated with those certain classes.

The graduate follow up survey is administered to graduated FFA members one year out of high school. We send a survey out by mail to our graduates, and also make phone calls to reach our graduates. I truly believe that we could make this process easier by sending out a graduate follow up survey through something such as Survey Monkey or Google Forms. Links could be added to our new chapter webpage as well. Data that is collected from our returned surveys is entered with the on-line R2/FFA Roster.

The Agriculture Department analyzes and tries to develop strategies to help increase retention numbers within the program. We utilize input from our advisory committee members and work with

counselors to help maintain a higher retention rate. Our retention numbers can sometimes be misleading because of the nature of our dual campus High School. Most freshmen grade students are required to attend the Central High School West Campus to take their basic freshmen classes. Fortunately, this allows our Agriculture Department to meet the needs of many of those students by providing required high school graduation courses such as science and electives. Being a predominantly freshmen campus, our beginning numbers range in 400 to 500 students. The downside to this is that a majority of students chose to attend East Campus for their sophomore through senior years because not all upper class courses are offered at West Campus. From there we drop off to approximately 100 students per class grade. Our Ag Science courses like Ag Biology and Ag Chemistry are vital to keeping our sophomore and junior numbers up. With the addition of UC approved Floral Design as a fine art, this will also help our Ag students meet requirements within our program.

Item A- Pictures of the Agriculture Permanent Student Files

Item B- Graduate follow up survey.

Item C- Fresno-Central Agriculture Program Completer

Item D- Graduate Follow-up Report 2014

Item E- R-2 Report 2014-2015

Item F- Comprehensive Program Plan ** Parts of this are also included in other sections of this 539 binder.

Permanent Student Files

A

**Central High School Agriculture Department
Graduate Follow Up Survey**

1. Do you have a job in Agriculture? Yes/No _____
2. Where is your placement? _____
3. Are you in a full time or part time position? _____
4. School Status – Please list all schools you have attended since high school graduation.
 - a. School Name _____
 - b. Major _____
 - c. Units taken per quarter or semester _____

5. Opinions regarding value and relevance of vocational agriculture program

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

- 1 = Essential
 2 = Very Useful
 3 = Somewhat Useful
 4 = Of Little Value
 5 = Not of Value

Circle the number that best reflects your opinion:

- a. Overall, the vocational agriculture program during my time I was attending Central High school was a ____.
- b. Overall, the vocational agriculture program prepared me for what I am doing now. ____
- c. Instruction in the classroom and/or shop was ____ in preparing me for what I am doing right now.
- d. My experience in the FFA was ____ in preparing me for what I am doing right now.
- e. My SAE projects while enrolled in Ag were ____ in preparing me for what I am doing right now.
- f. My Agriculture Instructors was/were ____ in assisting me to succeed in the Agriculture program.

6. Of the items below, indicate the MOST and LEAST valuable aspects with an "M" and "L" respectively.

- a. The Agriculture Program

_____ Group Instruction in the Classroom and Shop

_____ FFA

_____ SAE

_____ Advice and Counseling by the Instructors

_____ Other (Describe) _____

b. FFA

- _____ Officer and Committee Experience
- _____ Judging Contests
- _____ Public Speaking
- _____ Recreation
- _____ Advanced Degree, Proficiency Awards
- _____ Other (Describe) _____

c. SAE

- _____ Learning skills related to Agriculture jobs
- _____ Development of responsibility
- _____ Learning how to keep records
- _____ Developing a record of Agriculture experiences for future employment references
- _____ An opportunity to produce an income
- _____ Other (Describe) _____

7. The community attitude toward the Agriculture program is: (circle)

- a. Unaware
- b. Mildly Supportive
- c. Disinterested
- d. Mildly Critical
- e. Very Critical
- f. Other (Describe) _____

8. The Agriculture student attitude towards the Agriculture Program is: (circle)

- a. Unaware
- b. Mildly Supportive
- c. Disinterested
- d. Mildly Critical
- e. Very Critical
- f. Other (Describe) _____

9. The facilities, equipment and supplies provided for the Agriculture student are: (circle all that apply)

- a. Overcrowded Facilities
- b. Adequate in size and space
- c. Modern and up to date
- d. Old fashioned and behind the times
- e. Adequate amount of equipment for all students

- f. Not enough equipment for all students
- g. Adequate amount of supplies for class size
- h. Not enough supplies for class size
- i. Well maintained
- j. Not well maintained
- k. Appropriate equipment and facilities for courses
- l. Not appropriate equipment and facilities for courses
- m. Other (describe) _____

10. Suggestions for improving the Agriculture Program.

Do you have a specific suggestion for improvement? Please share below.

- a. Classroom Instruction
- b. Shop Instruction
- c. FFA
- d. SAE Projects
- e. Instructional Methods
- f. Facilities
- g. Different Programs
- h. Other

Central High School Agriculture Program Completer

Guidelines for Program Completers

- Successfully completed three years in the agriculture program
- Participated actively as an FFA Member
 - Attend at least 3 FFA Activities each semester
- Participated in the SAE Program
 - Had a project maintained in the FFA Record book for three years.

Recognition:

- Program completing seniors will be recognized at the Spring FFA Awards Banquet and will be presented with a special gift.
(Blue Graduation Sash)
- Students may also "letter" in FFA and receive a patch for their letterman's jacket by completing the Point Awards Chart and being a level III member.

D

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Graduate Follow-up Report

Filing Year=2014

CA0087 Fresno - Central West
 Central West HS
 2045 N. Dickenson
 Fresno, CA 93722-7020

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Total Seniors (Year=2013):	84
Total Seniors having completed 3 or more years of Ag Instruction:	59
Program Completer Status	
Two Year College Ag Major	4
Two Year College Non-Ag Major	17
Four Year College Ag Major	4
Four Year College Non-Ag Major	9
Employed - Parttime Non-Ag Job	1
Employed - Fulltime Ag Job	2
Employed - Fulltime Non-Ag Job	4
Military	1
Location or Position Unknown	17

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Graduate Follow-up

CA0087 Fresno - Central West
Central West HS
2045 N. Dickenson
Fresno, CA 93722-7020

Graduates for Spring: 2014

Last Name	First Name	Graduate Status
Alaniz	Angel	Two Year College-Non-Ag Major
Biedermann	Tyler	Two Year College-Non-Ag Major
Blair	Rachel	Four Year College-Non-Ag Major
Boyal	Ranjit	Two Year College-Ag Major
Burton	Chris	Two Year College-Non-Ag Major
Cano	Hannah	Location or Position Unknown-
Castro	Heather	Four Year College-Non-Ag Major
Colmenares	David	Two Year College-Ag Major
Colucci	Dylan	Employed - Fulltime-Ag Job
De La Torre	Karina	Employed - Fulltime-Non-Ag Job
Ehlers	Kylie	Four Year College-Ag Major
Elia	Joey	Military-
Engelman	Logan	Four Year College-Ag Major
Estrada	Yolanda	Two Year College-Non-Ag Major
Euresti	David	Two Year College-Non-Ag Major
Fleming	Steven	Two Year College-Ag Major
Flores	Christian	Location or Position Unknown-
Gonzalez	Mariah	Two Year College-Non-Ag Major
Gutierrez	Ernesto	Location or Position Unknown-
Haynes	Stephen	Employed - Fulltime-Non-Ag Job
Hernandez	Iccel	Location or Position Unknown-
Hill	Madeline	Two Year College-Non-Ag Major
Johnson	Jonathan	Location or Position Unknown-
Kendrick	Stevie	Two Year College-Non-Ag Major
LeBeau	Brianne	Four Year College-Ag Major
Mariscal	John	Employed - Fulltime-Non-Ag Job
Martinez	Pedro	Location or Position Unknown-
McKinley	Robinease	Two Year College-Non-Ag Major
Meek	MacKenzie	Four Year College-Non-Ag Major
Mendez	Leandra	Two Year College-Non-Ag Major
Merrell	Kyle	Location or Position Unknown-
Miller	Brandon	Two Year College-Ag Major
Moreno	Nathan	Two Year College-Non-Ag Major
Nakagawa	Cassidy	Two Year College-Non-Ag Major
Phillips	Sydney	Location or Position Unknown-
Quintana	Darren	Two Year College-Non-Ag Major
Ray	Cody	Location or Position Unknown-

D

Real Rightmeier	Darin Savanna	Location or Position Unknown- Two Year College-Non-Ag Major
Robles	Evan	Two Year College-Non-Ag Major
Rubio Sanchez	Christian Jordan	Four Year College-Ag Major Four Year College-Non-Ag Major
Silvas	Robert	Location or Position Unknown-
Singleton	Kaitlin	Location or Position Unknown-
Sipes Rominger	Alyson	Two Year College-Non-Ag Major
Soares	Bailee	Four Year College-Non-Ag Major
Tavares	Aleyah	Four Year College-Non-Ag Major
Teraoka	Brittany	Four Year College-Non-Ag Major
Van Dyke	Cody	Employed - Fulltime-Ag Job
Xiong	David	Four Year College-Non-Ag Major
Yaralian	Vahn	Employed - Fulltime-Non-Ag Job
Jones	Sky	Employed - Parttime-Non-Ag Job
Hillstead	Justin	Location or Position Unknown-
Pichardo	Lourdes	Location or Position Unknown-
Her	Yer	Two Year College-Non-Ag Major
Tickel	Taylor	Location or Position Unknown-
Gutierrez	Freddie	Location or Position Unknown-
Mendez	Maranda	Location or Position Unknown-
Engleman	Ryne	Four Year College-Non-Ag Major

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**Central West HS
R2 Student Report
Year:2014**

Gender

Schnum	ProgName	Male	Female
160	Ag Bus Mgt	11	12
160	Ag Mech.	237	21
160	Agriscience	134	223
160	An. Science	3	11
160	O.H.	10	43

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	8	15
Ag Mech.	161	97
Agriscience	205	152
An. Science	6	8
O.H.	35	18

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	9	1	0	5	5	0	7
Ag Mech.	107	14	0	76	76	4	39
Agriscience	154	17	0	90	90	9	71
An. Science	9	0	0	5	5	0	0
O.H.	13	8	0	23	23	1	6

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	282	58	13	17	0	0	0	0	370
2	0	148	31	6	0	0	0	0	185
3	0	0	70	12	0	0	0	0	82
4	0	0	0	44	0	0	0	0	44
5	0	0	0	0	14	0	0	0	14
6	0	0	0	0	0	8	0	0	8
7	0	0	0	0	0	0	2	0	2
Total	282	206	114	79	14	8	2	0	705
Total 9-12									681

Freshman Persistence:

Cohort Year: 2011-2012

Years in Ag Completed	Count	Percent
1	335	71%

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2	64	13%
3	31	7%
4	45	9%
Freshman Cohort Students	475	
Average Years Completed	1.5	

*Prior to 2010 Hispanic is listed as a race.
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Last Name	First Name	Address 1	City	State	Zip	Gender	ars in	Grade Level	Ethnicity	Program
Abas			Fresno	CA	93722	M	1	9	2 or More	Agriscience
Aceves			Fresno	CA	93722	M	1	9	White	Ag Mech.
Acosta			Fresno	CA	93722	M	2	10	2 or More	Ag Mech.
Acosta			Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Acosta			Fresno	CA	93722	F	3	11	Am. Ind.	Agriscience
Adams			Fresno	CA	93722	F	4	12	White	Agriscience
Aguilar			Fresno	CA	93722	M	4	12	Am. Ind.	Ag Mech.
Aguilar			Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Aguilar			Fresno	CA	93722	F	1	9	White	Agriscience
Aguirre			Fresno	CA	93722	M	1	9	Am. Ind.	Agriscience
Aguirre			Fresno	CA	93722	F	1	9	2 or More	Agriscience
Alaniz			Fresno	CA	93722	M	5	13	Am. Ind.	Ag Bus Mgt
Alaniz			Fresno	CA	93722	M	2	11	2 or More	Ag Mech.
Alarcon			Fresno	CA	93722	F	1	9	Asian	Agriscience
Alatorre			Fresno	CA	93722	M	4	12	Am. Ind.	Ag Mech.
Albarra			Fresno	CA	93722	M	1	9	White	Ag Mech.
Alejo			Fresno	CA	93722	F	2	10	White	Agriscience
Almaraz			Fresno	CA	93722	M	2	10	White	Agriscience
Almendarez			Fresno	CA	93723	M	1	10	White	Agriscience
Altamirano			Fresno	CA	93723	F	2	10	Am. Ind.	Agriscience
Alvarado			Fresno	CA	93723	M	2	10	Am. Ind.	Agriscience
Alvarado			Fresno	CA	93722	M	2	10	Am. Ind.	Agriscience
Alvarez			Fresno	CA	93722	F	2	10	White	Agriscience
Amey			Fresno	CA	93722	F	1	10	Black	O.H.
Amjad			Fresno	CA	93722	M	2	10	Asian	Ag Mech.
Anderson Jr.			Fresno	CA	93722	M	1	12	2 or More	Ag Mech.
Andrade			Fresno	CA	93722	M	1	10	White	Ag Mech.
Andresen			Fresno	CA	93706	M	6	14	White	Ag Mech.
Andrews			Fresno	CA	93706	M	1	9	White	Agriscience
Aparicio			Fresno	Ca	93723	F	3	11	Am. Ind.	Agriscience
Aranda			Fresno	CA	93722	M	1	9	White	Ag Mech.
Arrequin			Fresno	Ca	CA	93722	M	2	12	
Arteaga			Fresno	CA	93706	M	2	10	Am. Ind.	Ag Mech.

Atkins	Fresno	CA	93722	F	3	11	2 or More	Agriscience
Atkins	Fresno	CA	93706	M	6	14	White	Ag Bus Mgt
Atkinson	Fresno	CA	93722	F	1	10	Am. Ind.	O.H.
Aurelio	Fresno	CA	93722	M	1	9	Hawaiian/f	Ag Mech.
Avellar	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Avilez	Fresno	CA	93722	F	3	11	2 or More	Agriscience
Ayala	Biola	CA	93606	F	2	10	Am. Ind.	Agriscience
Banuelos	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Barajas	Biola	CA	93606	F	3	11	White	Agriscience
Barnes	Fresno	CA	93722	F	4	12	White	Ag Bus Mgt
Barrera	Fresno	CA	93722	F	1	9	Asian	Agriscience
Barrera	Fresno	CA	93723	M	3	12	Am. Ind.	Ag Mech.
Barrera	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
Barrera-rosa	Fresno	CA	93728	F	1	10	Am. Ind.	O.H.
Bass	Fresno	CA	93722	M	1	9	White	Agriscience
Bates	Fresno	CA	93722	M	1	9	White	Ag Mech.
Bates	Fresno	CA	93722	M	3	11	White	Agriscience
Bauer	Fresno	CA	93723	F	1	9	White	Agriscience
Beard	Fresno	CA	93722	F	2	10	White	Agriscience
Beard	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Becerra	Fresno	CA	93722	M	1	9	Am. Ind.	Agriscience
Becerra	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Bell	Fresno	CA	93722	F	1	9	White	Ag Mech.
Bellinger	Fresno	Ca	93722	M	3	11	2 or More	Ag Mech.
Beltran	Fresno	CA	93706	M	1	9	White	Agriscience
Benitez	Fresno	CA	93728	F	1	9	Am. Ind.	O.H.
Berg	Fresno	CA	93722	M	2	10	White	Agriscience
Bess	Fresno	CA	93722	M	1	9	Black	Agriscience
Bishop	Fresno	CA	93722	M	2	11	2 or More	Agriscience
Blispo	Fresno	Ca	93722	M	3	11	White	Ag Mech.
Bivings	Fresno	CA	93722	M	4	12	Black	Ag Bus Mgt
Bolstad	Fresno	CA	93722	F	3	11	White	Agriscience
Bolstad	Fresno	CA	93722	F	2	10	2 or More	Agriscience
Bonboster	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience

Bonman	Fresno	CA	93722	F	1	10	2 or More	Agriscience
Boone	Fresno	CA	93722	F	2	10	White	Agriscience
Bosquez	Fresno	CA	93722	M	2	10	White	Agriscience
Boyal	Fresno	CA	93722	M	5	13	Asian	Ag Bus Mgt
Boyd	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Bradshaw	Fresno	CA	93722	M	3	11	White	Ag Mech.
Bravo	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Brochu	Fresno	CA	93706	F	1	9	2 or More	Agriscience
Brochu	Fresno	CA	93706	F	1	9	White	Agriscience
Brous	Fresno	CA	93723	M	1	9	White	Agriscience
Brown	Fresno	CA	93722	F	1	10	White	Agriscience
Brown	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Brum	Fresno	Ca	93723	F	3	11	2 or More	Agriscience
Burgin	Fresno	CA	93722	F	1	10	White	Agriscience
Burnett	Fresno	CA	93722	F	3	11	2 or More	Agriscience
Burton	Fresno	CA	93706	M	5	13	2 or More	Ag Bus Mgt
Bustamonte	Fresno	CA	93722	M	1	9	White	Ag Mech.
Cabral	Fresno	CA	93723	M	3	11	White	Agriscience
Cagle	Fresno	CA	93422	M	3	11	White	Ag Mech.
Cain	Fresno	CA	93722	F	1	9	Black	O.H.
Callaway	Fresno	CA	93722	F	4	12	White	Ag Bus Mgt
Calloway	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Campanile	Fresno	CA	93723	M	3	11	White	Ag Mech.
Campos	Fresno	CA	93722	F	2	10	2 or More	Agriscience
Carbajal	Biola	CA	93606	F	3	11	White	Agriscience
Cardenas	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Carmona	Biola	CA	93606	M	2	10	Am. Ind.	Ag Mech.
Carranza	Fresno	CA	93723	M	2	10	Am. Ind.	Ag Mech.
Carreon	Fresno	CA	93722	F	1	9	Am. Ind.	O.H.
Carrillo	Fresno	CA	93722	F	2	10	White	Agriscience
Carter	Fresno	CA	93723	F	1	9	2 or More	Agriscience
Carter	Fresno	CA	93723	F	1	9	White	Agriscience
Casillas Caza	Fresno	CA	93722	M	1	9	White	Ag Mech.
Castillo	Fresno	CA	93422	M	3	11	2 or More	Agriscience

Castro	Fresno	CA	93723	F	3	11	Am. Ind.	Agriscience
Castro	Fresno	CA	93722	F	5	13	Am. Ind.	Ag Bus Mgt
Castro	Fresno	CA	93722	M	1	9	White	Ag Mech.
Castro	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Catano	Fresno	CA	93722	M	4	12	Am. Ind.	Ag Mech.
Centell	Fresno	CA	93722	F	1	9	White	Agriscience
Cerda	Fresno	CA	93722	F	2	11	Am. Ind.	Agriscience
Cervantes	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Cervelli	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Chahal	Fresno	CA	93722	M	2	11	Asian	Agriscience
Chan	Fresno	CA	93722	F	1	9	Asian	Ag Mech.
Chavez	Fresno	CA	93722	M	2	10	2 or More	Agriscience
Chavez	Fresno	CA	93722	F	2	10	2 or More	Agriscience
Chernok	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Childers	Fresno	Ca	93722	M	2	11	White	Agriscience
Childers	Fresno	CA	93722	M	1	9	White	Ag Mech.
Chinchilla	Fresno	CA	93722	M	2	11	White	Agriscience
Ciano	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Cisneros	Fresno	CA	93723	F	4	12	White	Ag Bus Mgt
Cisneros	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Clay	Fresno	CA	93606	F	1	10	Am. Ind.	Agriscience
Cobbs	Fresno	CA	93722	M	2	10	White	Agriscience
Cole	Fresno	CA	93722	M	1	9	White	Ag Mech.
Collins	Fresno	CA	93722	F	1	9	White	Agriscience
Colmenares	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Conde	Biola	CA	93606	M	5	13	Am. Ind.	Ag Bus Mgt
Contreras	Fresno	CA	93722	M	1	9	White	Ag Mech.
Contreras	Fresno	CA	93723	F	2	10	Am. Ind.	Ag Mech.
Cooper	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Cordoba	Fresno	CA	93722	F	1	9	White	Agriscience
Cornell	Fresno	CA	93722	F	1	10	Am. Ind.	Agriscience
Correa	Fresno	CA	93722	F	1	9	White	Agriscience
Cortez	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Cortez	Biola	Ca	94606	F	3	11	White	Ag Mech.

Costales	Fresno	CA	93722	M	1	9	White	Agriscience
Cota	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Covarrubias	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Covington	Fresno	CA	93794	F	1	11	Black	Agriscience
Covington	Fresno	CA	93723	M	1	11	White	Ag Mech.
Cross	Fresno	CA	93722	F	6	14	White	An. Science
Crosson	Fresno	CA	93722	M	4	12	White	Agriscience
Crouch	Fresno	CA	93722	F	2	11	White	Agriscience
Crow	Fresno	CA	93723	M	4	12	White	Ag Mech.
Crown	Fresno	CA	93723	F	1	9	White	Ag Mech.
Cruz	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Culbertson	Fresno	CA	93723	F	6	14	White	An. Science
Culbertson	Fresno	CA	93723	M	3	12	White	Agriscience
Dalerio	Fresno	CA	93722	F	1	9	White	Agriscience
Davis	Fresno	CA	93722	M	2	10	White	Ag Mech.
De Alba	Fresno	CA	93722	F	1	9	2 or More	Agriscience
De La Cerdá	Fresno	CA	93722	F	1	12	White	An. Science
De La Torre	Fresno	CA	93723	F	1	9	Am. Ind.	Agriscience
De La Torre	Fresno	CA	93723	M	1	9	Am. Ind.	Ag Mech.
De La Torre	Fresno	CA	93722	M	1	10	Am. Ind.	Ag Mech.
De Leon	Fresno	CA	93722	M	3	11	White	Agriscience
Debenedetti	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Debenedetti	Fresno	CA	93722	M	3	11	2 or More	Agriscience
Delacerda	Fresno	CA	93722	F	1	9	White	Agriscience
Delatorre Iii	Fresno	CA	93723	M	2	11	Am. Ind.	Agriscience
Delgado	Fresno	CA	93722	M	1	9	White	Ag Mech.
Dhaliwal	Fresno	CA	93722	M	1	9	White	Ag Mech.
Diaz	Fresno	CA	93722	F	3	12	2 or More	Ag Bus Mgt
Diaz	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Diaz	Fresno	CA	93722	M	1	10	White	Agriscience
Diaz Santos	Biola	CA	93606	F	1	9	White	Agriscience
Dilly	Fresno	CA	93722	M	1	9	White	Agriscience
Dixon	Fresno	CA	93722	M	1	9	Black	Agriscience
Drake	Fresno	CA	93722	F	1	9	White	Agriscience

Dubchak	Fresno	CA	93722	M	1	10	White	Ag Mech.
Dunn	Fresno	CA	93722	F	2	10	2 or More	Agriscience
Duval	Fresno	CA	93722	M	2	10	White	Agriscience
Echaniz	Fresno	CA	93722	M	2	10	2 or More	Ag Mech.
Elisalde	Fresno	CA	93722	M	4	12	2 or More	O.H.
Ellerbrock	Fresno	CA	93722	M	1	9	White	Ag Mech.
Engelman	Fresno	CA	93722	M	5	13	White	Ag Bus Mgt
Engelman	Fresno	CA	93723	F	3	11	White	Agriscience
Enriquez	Fresno	CA	93722	M	2	10	2 or More	Ag Mech.
Epifania	Fresno	CA	93706	F	1	10	Am. Ind.	Agriscience
Escalera	Fresno	CA	93722	M	2	10	White	Agriscience
Espinoza	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Estrada	Fresno	CA	93722	F	2	10	Hawaiian/f	Agriscience
Estrada	Fresno	ca	93722	F	2	10	Am. Ind.	Agriscience
Favela	Fresno	CA	93722	M	2	11	Am. Ind.	Ag Mech.
Favela	Fresno	CA	93722	F	1	9	Am. Ind.	O.H.
Felix	Fresno	CA	93722	M	1	10	White	Ag Mech.
Fierro	Fresno	CA	93722	F	2	10	White	Agriscience
Fierro	Fresno	CA	93706	M	2	10	Am. Ind.	Ag Mech.
Fierro	Fresno	CA	93722	M	3	12	2 or More	Ag Mech.
Finley	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Finney	Fresno	CA	93723	M	1	11	White	Ag Mech.
Fisher	Fresno	CA	93722	M	1	9	White	Ag Mech.
Fleenor	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Fleming	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Fleming	Fresno	CA	93722	F	1	11	Asian	Agriscience
Flores	Fresno	CA	93722	M	1	9	Am. Ind.	Agriscience
Flores	Fresno	CA	93722	M	1	10	Am. Ind.	O.H.
Flores	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Font	Fresno	CA	93722	F	1	9	White	Agriscience
Foster	Fresno	CA	93722	M	2	10	2 or More	Agriscience
Fowler	Fresno	Ca	93706	F	3	11	White	Agriscience
Freeman	Fresno	CA	93706	F	3	11	White	Agriscience
Frisbie	Fresno	CA	93723	M	2	12	White	Ag Mech.

Furse	Fresno	CA	93722	F	2	10	White	Agriscience
Gaasch	Fresno	CA	93722	F	2	10	White	Agriscience
Gadison	Fresno	CA	93722	F	3	11	Black	Agriscience
Gallegos	Biola	CA	93606	F	1	10	White	Agriscience
Galvez	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Garber-hayn	Fresno	CA	93723	M	2	10	White	Ag Mech.
Garcia	Biola	CA	93606	M	2	10	Hawaiian/F	Agriscience
Garcia	Fresno	CA	93727	F	1	10	White	O.H.
Garcia	Fresno	CA	93722	M	1	11	Am. Ind.	Agriscience
Garcia	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Garcia	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Garcia	Fresnop	CA	93722	M	2	10	2 or More	Ag Mech.
Garcia	Fresno	CA	93722	M	2	10	Am. Ind.	Agriscience
Garcia	Fresno	CA	93723	F	1	9	Am. Ind.	O.H.
Garcia	Fresno	CA	93722	M	1	9	Asian	Agriscience
Garcia	Fresno	CA	93722	F	1	10	Am. Ind.	Agriscience
Garcia	Fresno	CA	93722	M	1	9	Hawaiian/F	Ag Mech.
Garcia	Fresno	Ca	93722	M	3	11	White	Ag Mech.
Garcia	Fresno	Ca	93722	M	2	10	Am. Ind.	Ag Mech.
Garcia	Fresno	CA	93706	M	1	9	Am. Ind.	Ag Mech.
Garcia	Fresno	CA	93722	M	1	11	Am. Ind.	Agriscience
Garcia-castro	Fresno	CA	93722	F	1	9	White	Agriscience
Garcia-maris	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
Garrison	Fresno	CA	93723	M	1	9	White	Ag Mech.
Garza	Fresno	CA	93722	M	4	12	White	Agriscience
Gibbard	Fresno	CA	93706	M	2	10	Am. Ind.	Agriscience
Gil	Fresno	CA	93722	M	3	11	White	Ag Mech.
Gilstrap	Fresno	Ca	93722	M	3	11	Am. Ind.	Ag Mech.
Gomez	Fresno	Ca	93722	M	3	11	Am. Ind.	Ag Mech.
Gonzalez	Biola	CA	93606	M	1	9	Am. Ind.	Ag Mech.
Gonzales	Fresno	CA	93722	M	1	9	White	Agriscience
Gonzalez	Fresno	CA	93722	F	2	10	Am. Ind.	O.H.
Gonzalez	Fresno	CA	93722	M	1	10	White	Ag Mech.
Gonzalez	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Gonzalez	Biola	CA	93606	M	1	10	Am. Ind.	Agriscience

Gonzalez	Fresno	CA	93722	M	1	9	Am. Ind.	O. H.
Gonzalez	Fresno	CA	93722	M	4	12	Am. Ind.	Agriscience
Gonzalez	Biola	CA	93606	M	1	9	Am. Ind.	Ag Mech.
Gonzalez	Fresno	CA	93723	M	2	10	Am. Ind.	Ag Mech.
Gourley	Fresno	CA	93722	F	4	12	White	Agriscience
Goyal	Fresno	CA	93722	M	1	9	Asian	Agriscience
Granada	Fresno	Ca	93722	F	3	11	Am. Ind.	Agriscience
Granda	Fresno	CA	93722	M	1	9	Am. Ind.	Agriscience
Greenwood	Fresno	CA	93722	M	1	10	White	Ag Mech.
Grewal	Fresno	CA	93722	F	2	10	Asian	Agriscience
Griggs	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Grossnickle	Fresno	CA	93722	F	1	9	White	Ag Mech.
Guizar Cabal	Fresno	CA	93722	M	1	10	Am. Ind.	Ag Mech.
Gurule	Fresno	Ca	93722	M	3	11	Am. Ind.	Agriscience
Gutierrez	Fresno	CA	93706	F	1	10	Am. Ind.	Ag Mech.
Guzman	Fresno	CA	93722	F	1	9	White	O. H.
Guzman	Fresno	CA	93722	F	1	9	White	Agriscience
Hackett	Fresno	CA	93722	F	1	9	Black	Ag Mech.
Hagopian	Fresno	CA	93723	F	3	12	White	Agriscience
Hall	Fresno	CA	93723	M	1	9	Black	Agriscience
Hall	Fresno	CA	93722	F	1	10	Black	O. H.
Hamin	Fresno	CA	93722	M	1	9	Black	Ag Mech.
Harris	Fresno	CA	93722	F	1	9	White	Agriscience
Haupt	Fresno	CA	93722	M	1	9	White	Agriscience
Hayes	Fresno	CA	93723	F	3	11	White	O. H.
Heidary Amir	Fresno	CA	93722	M	2	10	Asian	Agriscience
Henson	Fresno	CA	93722	M	1	10	White	Agriscience
Her	Fresno	CA	93722	M	1	9	Asian	O. H.
Her	Fresno	CA	93722	M	1	11	Asian	Ag Mech.
Her	Fresno	CA	93723	M	1	9	Asian	Ag Mech.
Her	Fresno	CA	93722	F	1	9	Asian	O. H.
Heredia	Fresno	CA	93722	F	3	11	Am. Ind.	O. H.
Hernandez	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Hernandez	Fresno	CA	93722	F	1	9	White	Agriscience

Hernandez	Fresno	CA	93722	F	1	12	White	O.H.
Hernandez	Fresno	CA	93722	M	2	10	White	Agriscience
Hernandez	Fresno	CA	93722	M	1	10	Black	Agriscience
Hernandez	Fresno	CA	93722	F	2	10	White	Agriscience
Hernandez	Fresno	CA	93722	M	2	10	Am. Ind.	Agriscience
Hernandez	Fresno	CA	93722	M	2	10	White	Ag Mech.
Hernandez	Fresno	CA	93722	F	2	12	Am. Ind.	O.H.
Hernandez-r	Fresno	CA	93722	F	1	10	Am. Ind.	An. Science
Herrera	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Herrera	Fresno	CA	93722	M	2	10	Am. Ind.	Agriscience
Herring	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Herring	Fresno	CA	93722	M	4	12	White	Agriscience
Hibner	Fresno	CA	93722	F	1	9	White	Agriscience
Hicks	Fresno	CA	93722	M	1	9	Black	Ag Mech.
Hill	Fresno	CA	93722	F	1	9	White	Agriscience
Hinton	Fresno	CA	93722	M	1	9	White	Agriscience
Hintz	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Hodge	Fresno	CA	93722	F	1	10	Black	Agriscience
Holland	Fresno	CA	93723	M	3	11	Am. Ind.	Ag Mech.
Hood	Fresno	CA	93722	M	1	10	2 or More	Ag Mech.
Hopson	Fresno	CA	93722	F	1	9	Black	Agriscience
Howery	Fresno	CA	93722	F	1	11	White	Agriscience
Huerta	Fresno	CA	93722	M	1	9	White	Ag Mech.
Huerta	Fresno	CA	93722	M	1	9	Black	Ag Mech.
Huerta	Fresno	CA	93722	F	1	12	White	O.H.
Hulsey	Fresno	CA	93722	M	1	10	Am. Ind.	Ag Mech.
Ingram	Fresno	CA	93722	F	2	10	White	An. Science
Irwin-tapia	Fresno	CA	93722	F	2	10	White	Agriscience
Jacinto	Fresno	CA	93722	M	1	12	White	Ag Mech.
Jaramille	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Jaramillo	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Jepsen	Fresno	CA	93722	M	4	12	Am. Ind.	Ag Mech.
Jimenez	Fresno	CA	93722	F	1	9	2 or More	Agriscience
	Fresno	CA	93722	F	3	11	2 or More	Agriscience

Jimenez	Fresno	CA	93722	F	3	11	White	Ag Mech.
Jimenez	Fresno	CA	93722	M	3	11	Am. Ind.	Ag Mech.
Johansen	Fresno	CA	93722	F	4	12	White	O.H.
Johansen	Fresno	CA	93720	M	2	10	White	An. Science
Johnson	Fresno	CA	93722	M	1	9	White	Agriscience
Johnson	Fresno	CA	93722	M	2	11	2 or More	Ag Mech.
Jones	Fresno	CA	93722	M	2	10	Black	Agriscience
Jones	Fresno	CA	93722	M	1	12	Black	Ag Mech.
Juarez	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Kang	Fresno	CA	93722	M	1	9	Asian	Ag Mech.
Kauffman	Fresno	CA	93722	F	2	10	Black	Agriscience
Keo	Fresno	CA	93706	M	2	11	Asian	Agriscience
Kezirian	Fresno	CA	93722	M	6	14	White	Ag Mech.
Kilcrease	Fresno	CA	93722	M	1	9	Am. Ind.	Agriscience
Kline	Fresno	CA	93722	M	4	12	White	Ag Mech.
Koop	Fresno	CA	93723	F	4	12	White	Ag Mech.
Labbee	Fresno	CA	93722	M	1	10	White	Ag Mech.
Laird	Fresno	CA	93723	M	4	12	White	Ag Mech.
Lake	Fresno	CA	93722	M	1	9	White	Ag Mech.
Landreth	Fresno	Ca	93722	F	3	11	Am. Ind.	Agriscience
Landreth	Fresno	CA	93722	M	4	12	Am. Ind.	Ag Mech.
Landreth	Fresno	CA	93722	F	7	15	Am. Ind.	Agriscience
Lao	Biola	CA	93606	F	1	10	Asian	Agriscience
Lebar	Fresno	CA	93722	F	3	11	2 or More	Agriscience
Lebeau	Fresno	CA	93722	F	5	13	White	Ag Bus Mgt
Lemon	Fresno	CA	93723	M	4	12	2 or More	Ag Mech.
Liles	Fresno	CA	93722	M	3	12	2 or More	Ag Bus Mgt
Liles	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
Limon	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Lingard	Fresno	CA	93722	M	2	10	White	Ag Mech.
Lira	Fresno	CA	93722	F	1	10	Am. Ind.	Agriscience
Loewen	Fresno	CA	93722	M	2	10	White	Ag Mech.
Lomeli	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Long	Fresno	CA	93722	M	1	9	White	Agriscience

Lopez	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Lopez	Fresno	CA	93722	M	1	9	White	Agriscience
Lopez	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Lopez	Fresno	CA	93722	F	1	9	Am. Ind.	O.H.
Lopez	Fresno	CA	93722	M	2	10	2 or More	Agriscience
Lopez	Fresno	CA	93722	M	1	9	White	Agriscience
Lopez	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Lopez	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Lopez	Fresno	CA	93723	F	1	9	Am. Ind.	Agriscience
Lopez	Fresno	CA	93722	F	2	11	2 or More	Ag Mech.
Lopez	Fresno	CA	93722	M	1	9	White	Ag Mech.
Lor	Fresno	CA	93722	F	2	10	White	Agriscience
Lourenco	Fresno	CA	93722	M	1	11	Asian	Ag Mech.
Lozano	Fresno	CA	93722	F	2	11	Asian	Agriscience
Lucero	Fresno	CA	93722	M	1	9	White	Ag Mech.
Lucero	Fresno	CA	93722	M	3	12	Am. Ind.	Ag Bus Mgt
Lucero	Fresno	CA	93722	F	2	11	Am. Ind.	Agriscience
Lujan	Fresno	CA	93723	F	1	9	Am. Ind.	O.H.
Lujan	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
Luna	Fresno	CA	93726	F	2	10	Am. Ind.	Agriscience
Luna	Fresno	CA	93722	M	1	9	Asian	Ag Mech.
Lundstrom	Fresno	CA	93723	F	3	11	White	Agriscience
Lusk	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Lyman	Fresno	CA	93722	F	1	9	White	Agriscience
Macagno	Fresno	CA	93722	M	6	14	White	Ag Bus Mgt
Macias	Fresno	CA	93722	F	1	9	Am. Ind.	Ag Mech.
Madero	Fresno	CA	93722	M	3	11	White	Agriscience
Madero	Fresno	CA	93722	F	1	9	White	Agriscience
Magallanes	Fresno	CA	93722	F	1	9	White	Agriscience
Magallanes	Fresno	CA	93723	F	2	10	Am. Ind.	Agriscience
Major	Fresno	CA	93722	M	1	9	Black	Ag Mech.
Maldonado	Fresno	CA	93722	M	1	11	Am. Ind.	Agriscience
Maldonado	Fresno	CA	93722	M	2	10	2 or More	Agriscience
Maltos	Fresno	CA	93723	M	1	9	2 or More	Agriscience

Manriquez	Fresno	CA	93722	F	3	11	2 or More	Agriscience
Manuszak	Fresno	CA	93722	M	2	11	White	Ag Mech.
Maravilla	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Mares	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Marquez	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Martin	Fresno	CA	93722	F	1	9	Hawaiian/f	Agriscience
Martin	Fresno	CA	93722	F	2	10	2 or More	Agriscience
Martin	Fresno	CA	93722	F	4	12	White	Ag Bus Mgt
Martin	Fresno	CA	93722	M	2	10	White	Ag Mech.
Martinez	Fresno	CA	93722	F	1	9	White	Agriscience
Martinez	Fresno	CA	93703	F	1	12	Am. Ind.	Ag Mech.
Martinez	Biola	CA	93606	M	3	11	White	Agriscience
Martinez	Biola	CA	93606	M	2	12	White	Ag Mech.
Martinez	Fresno	CA	93722	M	3	11	White	Ag Mech.
Martinez	Fresno	Ca	93722	F	2	11	Am. Ind.	O.H.
Martinez	Fresno	CA	93722	F	3	12	Am. Ind.	O.H.
Martinez	Fresno	CA	93722	M	1	9	White	Ag Mech.
Marzett	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
Masangcay	Fresno	CA	93722	M	1	10	Am. Ind.	Agriscience
Masterman	Fresno	CA	93722	M	1	9	White	Ag Mech.
Mayoh	Fresno	CA	93722	M	1	10	White	Agriscience
Mayugba	Fresno	CA	93722	M	1	9	Hawaiian/f	Agriscience
Mazloom	Fresno	ca	93722	M	3	11	Asian	Ag Mech.
Mcfall	Fresno	CA	93722	M	2	10	Black	Agriscience
Mcgee	Fresno	CA	93722	M	1	10	White	Ag Mech.
Mckay	Fresno	CA	93722	M	3	11	2 or More	Agriscience
Mckinley	Fresno	CA	93723	F	4	12	2 or More	Ag Bus Mgt
Mckinley	Fresno	ca	93723	M	3	11	2 or More	Agriscience
Mckinley	Fresno	CA	93722	F	5	13	2 or More	Ag Bus Mgt
Meek	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Meek	Fresno	CA	93722	F	1	10	White	Agriscience
Meek	Fresno	CA	93722	F	5	13	White	Agriscience
Mejia	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Melchor Por	Fresno	CA	93722	M	1	10	Asian	Ag Mech.

Mell	Fresno	CA	93723	F	1	9	White	Agriscience
Menchaca	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Mendez	Fresno	CA	93722	F	1	12	Am. Ind.	An. Science
Mendez	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Mendia	Fresno	CA	93722	M	1	10	White	Agriscience
Mendoza	Fresno	CA	93722	F	2	10	Am. Ind.	O.H.
Mendoza	Fresno	CA	93722	F	2	11	Am. Ind.	O.H.
Mercado	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Metz	Fresno	CA	93722	M	4	12	2 or More	Ag Mech.
Micheli	Fresno	CA	93723	F	1	9	White	O.H.
Miguel	Fresno	CA	93722	M	1	11	White	Agriscience
Miller	Fresno	CA	93722	M	4	12	Am. Ind.	Ag Mech.
Miller	Fresno	CA	93722	M	3	11	White	Agriscience
Miller	Fresno	CA	93722	M	5	13	2 or More	Ag Bus Mgt
Milton	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Minor	Fresno	CA	93722	M	2	10	White	Agriscience
Miranda	Fresno	CA	93722	M	2	11	White	Ag Mech.
Montejano	Fresno	CA	93722	F	6	14	Am. Ind.	An. Science
Montes	Fresno	CA	93722	F	1	12	2 or More	O.H.
Moore	Fresno	CA	93722	M	2	11	Am. Ind.	Ag Mech.
Morales	Fresno	ca	93722	M	2	10	Black	Ag Mech.
Morales	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Moreau	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Morelos	Fresno	CA	93722	F	1	9	Black	O.H.
Morgan	Fresno	CA	93722	M	2	10	White	Agriscience
Morris Sherr	Fresno	CA	93722	M	1	9	Am. Ind.	Agriscience
Mosqueda	Fresno	CA	93722	F	2	10	White	Agriscience
Mosqueda	Fresno	Ca	93722	F	3	11	2 or More	Agriscience
Moultrie	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Mulligan	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
Mulligan Def	Fresno	CA	93722	M	1	9	White	Agriscience
Muzio	fresno	CA	93722	F	1	9	White	Agriscience
Naffziger	Kerman	CA	93706	F	4	12	White	Agriscience
			93723	M	1	9	White	Agriscience

Nakagawa	Fresno	CA	93722	F	5	13	2 or More	Agriscience
Nava	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
Navarro	Fresno	ca	93722	F	2	10	Am. Ind.	O.H.
Navarro	Fresno	CA	93722	M	2	10	White	Ag Mech.
Navejar	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Nelson	Kerman	CA	96360	M	1	9	White	Ag Mech.
Nelson	Fresno	Ca	93722	M	3	12	White	Ag Mech.
Neri	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Norton	Fresno	CA	93722	F	4	12	White	Agriscience
Novela	Fresno	CA	93722	M	2	10	White	Ag Mech.
Numminen	Fresno	CA	93723	F	1	12	White	Agriscience
Ochoa	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
O'day	Fresno	CA	93722	M	1	9	White	Agriscience
Ohler	Fresno	CA	93722	F	2	10	White	Agriscience
Olds	Fresno	CA	93723	F	1	9	White	Agriscience
Olivares	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Olivera	Fresno	CA	93722	M	1	11	White	Ag Mech.
Olivera	Fresno	CA	93722	M	2	10	2 or More	Ag Mech.
Oneill	Fresno	CA	93722	F	1	9	White	Agriscience
Ontiveros	Fresno	CA	93722	M	2	11	White	Agriscience
Ontiveros	Fresno	CA	93722	F	1	12	White	Agriscience
Oregel Orros	Fresno	CA	93722	F	1	12	White	O.H.
Orozco	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Orozco	Fresno	CA	93722	M	1	9	Black	O.H.
Ortiz	Fresno	CA	93722	F	1	9	Hawaiian/f	Agriscience
Ortiz	Fresno	CA	93722	F	1	10	Am. Ind.	Agriscience
Ortiz	Fresno	CA	93722	M	1	9	White	Agriscience
Ortiz	Fresno	CA	93722	M	1	9	White	Ag Mech.
Ortiz	Fresno	CA	93722	M	2	11	2 or More	Ag Mech.
Osborn	Fresno	CA	93722	F	2	10	2 or More	Agriscience
Otero	Fresno	CA	93722	F	2	10	White	Agriscience
Padilla	Fresno	CA	93722	F	1	9	Hawaiian/f	Agriscience
Padilla	Fresno	CA	93722	M	1	9	Black	Ag Mech.
	Fresno	ca	93722	M	2	10	Black	Ag Mech.

Palmer	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Pankratz	Fresno	CA	93722	M	1	9	White	Ag Mech.
Pareno	Fresno	CA	93722	F	1	9	Hawaiian/O.H.	
Parinella	Fresno	CA	93722	M	1	9	White	Ag Mech.
Parker	Fresno	CA	93722	M	4	12	White	Ag Mech.
Parra	Fresno	CA	93722	M	1	9	White	Ag Mech.
Perez	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
Perez	Fresno	CA	93722	M	1	9	Black	Ag Mech.
Perez	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Perez-sauced	Fresno	CA	93722	F	1	10	Am. Ind.	An. Science
Perkins	Fresno	CA	93722	M	1	9	White	Ag Mech.
Perry	Fresno	CA	93722	F	1	9	White	Agriscience
Peterson Mu	Biola	CA	93630	M	2	11	White	An. Science
Phillips	Fresno	CA	93722	M	3	11	2 or More	Agriscience
Phillips	Fresno	CA	93723	F	4	12	White	O.H.
Pimentel	Fresno	CA	93722	F	1	9	White	Agriscience
Pimentel	Fresno	CA	93723	M	4	12	White	O.H.
Pinon	Fresno	CA	93722	F	1	9	Am. Ind.	O.H.
Pinto	Fresno	CA	93722	M	3	11	Am. Ind.	Ag Mech.
Polin	Fresno	CA	93722	M	3	11	2 or More	Ag Mech.
Ponte	Fresno	CA	93722	F	2	10	White	Agriscience
Portillo	Fresno	CA	93722	F	3	11	Black	Agriscience
Post	Fresno	CA	93722	M	2	12	White	Ag Mech.
Potter	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Power	Fresno	Ca	93722	M	1	10	White	Agriscience
Preciado	Fresno	CA	93722	F	1	9	White	Agriscience
Rahn	Fresno	CA	93722	M	2	10	White	Agriscience
Ramirez	Fresno	CA	93722	F	2	10	White	Agriscience
Ramirez	Fresno	CA	93722	F	2	10	White	Agriscience
Ramirez	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Ramirez	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Ramirez	Fresno	CA	93722	F	4	12	Am. Ind.	Agriscience
Ramirez	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Ramirez	Fresno	CA	93722	M	1	9	Am. Ind.	Agriscience
Ramirez	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience

Ramirez	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Ramirez	Fresno	CA	93722	M	1	9	White	Ag Mech.
Rashid	Fresno	CA	93722	M	3	12	White	Agriscience
Rasouli	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Razo	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Reifschneider	Fresno	CA	93723	M	2	10	White	Ag Mech.
Reinhardt	Fresno	CA	93723	M	4	12	White	Ag Mech.
Reyes	Fresno	CA	93722	M	2	10	White	Ag Mech.
Reyna	Fresno	CA	93722	M	2	10	White	Ag Mech.
Richardson	Fresno	CA	93722	F	2	10	White	Ag Mech.
Rickert	Fresno	CA	93722	F	3	11	White	Agriscience
Riddle	Fresno	CA	93723	M	2	10	White	Agriscience
Rightmeier	Fresno	Fresno	Ca 93722		F	3	11	
Risueno	Fresno	CA	93722	F	2	10	Hawaiian/F	Agriscience
Rivera	Fresno	CA	93722	M	1	10	Am. Ind.	O.H.
Rivera	Fresno	CA	93722	M	2	10	Hawaiian/F	Ag Mech.
Riverea	Fresno	CA	93722	F	1	10	Am. Ind.	Agriscience
Robinson	Fresno	CA	93722	M	1	9	Black	Agriscience
Robles	Fresno	CA	93722	M	2	10	White	Ag Mech.
Rocca	Fresno	CA	93722	F	1	9	White	Agriscience
Rodrigue	Fresno	CA	93722	F	4	12	White	Agriscience
Rodriguez	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Rodriguez	Fresno	CA	93722	M	1	9	White	Ag Mech.
Rodriguez	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Rodriguez	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Rodriguez	Fresno	CA	93722	M	3	11	Am. Ind.	Ag Mech.
Rodriguez	Biola	ca	93606	M	2	11	Am. Ind.	An. Science
Rodriguez	Fresno	CA	93722	M	2	11	Am. Ind.	Ag Mech.
Rodriguez	Fresno	CA	93722	F	3	11	White	Agriscience
Rodriguez	Fresno	CA	93722	M	1	9	Am. Ind.	Agriscience
Rohrmann	Fresno	CA	93722	M	2	10	White	Agriscience
Rohrmann	Fresno	CA	93722	M	7	15	White	Agriscience
Romans	Fresno	CA	93722	F	4	12	White	Agriscience
Romero	Fresno	CA	93722	F	4	12	2 or More	Ag Mech.

Romero	Fresno	CA	93722	M	2	10	White	Agriscience
Romero Sandoval	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Rowden	Fresno	CA	93722	M	2	10	2 or More	Ag Mech.
Ruacho	Fresno	CA	93722	F	1	9	White	Agriscience
Rubio	Fresno	CA	93722	M	5	13	2 or More	Ag Mech.
Rubio	Fresno	CA	93728	M	1	9	White	Ag Mech.
Rudino	Fresno	CA	93706	M	2	10	2 or More	Ag Mech.
Ruiz	Fresno	CA	93723	M	2	10	2 or More	Ag Mech.
Ruiz	Fresno	CA	93722	F	1	10	2 or More	O.H.
Ruvalcaba	Fresno	CA	93706	F	1	10	White	O.H.
Ruvalcaba Contreras	Fresno	CA	93723	M	1	9	White	Ag Mech.
Saavedra	Biola	CA	93606	M	1	10	2 or More	Ag Mech.
Saiz	Fresno	CA	93722	M	1	9	White	Agriscience
Salas	Fresno	CA	93722	F	3	11	White	O.H.
Salazar	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Salazar	Fresno	CA	93722	M	2	10	2 or More	Ag Mech.
Salazar	Fresno	CA	93722	M	1	10	White	Ag Mech.
Salgado	Fresno	CA	93722	M	1	9	Am. Ind.	Agriscience
Salinas	Fresno	CA	93723	F	1	10	Am. Ind.	Agriscience
Salinas-martinez	Fresno	ca	93722	F	2	10	White	Ag Mech.
Sambreno	Fresno	ca	93722	M	2	10	White	Ag Mech.
Sampson	Fresno	CA	93722	M	1	9	White	Agriscience
San Nicolas	Fresno	CA	93722	M	1	9	Black	Ag Mech.
Sanches	Fresno	ca	93722	M	2	10	Hawaiian/F Ag Mech.	
Sanchez	Fresno	Ca	93722	F	3	11	White	Agriscience
Sanchez	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Sanchez	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Sanchez	Fresno	CA	93722	F	1	9	White	Agriscience
Sanchez	Fresno	CA	93722	M	1	9	White	Agriscience
Sanchez	Fresno	CA	93722	F	1	12	Am. Ind.	Ag Mech.
Sanchez Saldaña	Fresno	CA	93722	M	2	11	Am. Ind.	Agriscience
Sandhu	Fresno	CA	93722	M	1	9	Asian	Ag Mech.
Santoyo	Fresno	CA	93722	F	1	9	White	Agriscience
Sargsyan	Fresno	CA	93722	M	1	9	White	Ag Mech.
Satterlee	Fresno	CA	93722	M	1	9	White	Ag Mech.

Somsana	Fresno	CA	93722	M	1	9	Asian	Ag Mech.
Soriano	Fresno	CA	93723	F	1	12	White	Agriscience
Sorondo	Fresno	CA	93722	F	2	10	Am. Ind.	Ag Mech.
Sorondo	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Sorondo	Fresno	CA	93722	M	2	10	2 or More	Ag Mech.
Sounclara	Fresno	CA	93722	M	2	10	Asian	Ag Mech.
Soza	Fresno	CA	93722	F	1	9	Am. Ind.	O.H.
Spencer	Fresno	CA	93722	F	1	9	Black	O.H.
Sran-pulido	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Srikumpol	Fresno	Ca	93723	F	1	9	2 or More	Agriscience
Standing	Fresno	CA	93722	F	1	9	White	Agriscience
Stevens	Fresno	CA	93722	M	1	9	White	Ag Mech.
Stevens	Fresno	CA	93722	F	2	11	2 or More	Agriscience
Stewart	Fresno	CA	93722	F	2	11	White	An. Science
Stinson	Fresno	CA	93722	M	2	10	White	Agriscience
Sua	Fresno	CA	93722	M	3	11	Am. Ind.	Ag Mech.
Sua	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Sustaita	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Swengel	Fresno	CA	93722	F	1	9	White	Agriscience
Tanjoco	Fresno	CA	93722	M	1	9	Hawaiian/F	Agriscience
Tanner	Fresno	CA	93722	F	3	11	White	Agriscience
Tanner	Fresno	CA	93722	F	6	14	White	An. Science
Tarango	Fresno	CA	93722	F	1	9	Am. Ind.	Agriscience
Tarango	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Tate	Fresno	CA	93722	M	1	11	Black	Ag Mech.
Tavares	Fresno	CA	93706	F	5	13	2 or More	Ag Bus Mgt
Tavares	Fresno	CA	93706	F	4	12	2 or More	O.H.
Taylor	Fresno	CA	93722	F	1	9	Black	Agriscience
Thatch	Fresno	CA	93722	M	2	10	Asian	Agriscience
Thomas	Fresno	CA	93722	M	1	10	2 or More	Agriscience
Thomas	Fresno	CA	93722	F	2	10	2 or More	O.H.
Thomas-bart	Fresno	CA	93722	F	1	9	White	Agriscience
Thompson	Fresno	CA	93706	F	1	9	White	Ag Mech.
Toledo	Fresno	CA	93722	M	1	9	2 or More	Agriscience

Torres	Fresno	CA	93722	M	1	9	White	Ag Mech.
Torres	Fresno	CA	93722	F	1	9	Asian	Ag Mech.
Torres	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Torres	Fresno	CA	93722	M	1	12	White	Ag Mech.
Torres	Fresno	CA	93722	F	3	11	2 or More	Agriscience
Torrez	Biola	CA	93606	F	2	10	Am. Ind.	Agriscience
Trujillo	Fresno	CA	93722	F	1	10	Am. Ind.	Ag Mech.
Trujillo	Fresno	CA	93722	F	2	11	2 or More	Ag Mech.
Tucker	Fresno	CA	93722	F	1	9	2 or More	Agriscience
Tuller	Fresno	CA	93722	M	1	9	White	Agriscience
Turney	Fresno	CA	93723	F	2	10	White	An. Science
Unger	Fresno	CA	93722	M	1	9	White	Ag Mech.
Valdez	Fresno	CA	93722	M	1	9	White	Ag Mech.
Valdovinos	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Valdovinos	Fresno	CA	93722	M	3	12	Am. Ind.	O.H.
Valencia	Fresno	CA	93723	M	2	10	Am. Ind.	Ag Mech.
Valencia	Fresno	CA	93722	M	1	9	White	Agriscience
Valenzuela	Fresno	CA	93723	M	2	10	White	Ag Mech.
Valorosi	Fresno	CA	93722	M	1	10	Am. Ind.	Agriscience
Van Blarcom	Fresno	CA	93722	M	1	9	White	Agriscience
Vang	Fresno	CA	93722	M	1	9	2 or More	Agriscience
Vargas	Fresno	CA	93722	F	1	12	Asian	Agriscience
Vega	Fresno	CA	93722	F	2	10	Am. Ind.	Agriscience
Vega	Fresno	CA	93722	M	1	9	White	Ag Mech.
Venegas	Fresno	CA	93722	M	1	10	White	Ag Mech.
Vera Valenc	Fresno	CA	93722	M	2	10	Am. Ind.	Ag Mech.
Villarreal	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.
Vital	Fresno	CA	93711	F	3	11	2 or More	Agriscience
Wade	Fresno	CA	93722	M	1	9	White	Agriscience
Walker	Fresno	CA	93722	M	1	9	White	Ag Mech.
Walker	Fresno	CA	93722	M	1	9	Black	Agriscience
Ward	Fresno	CA	93723	M	4	12	Black	Ag Mech.
Washington	Fresno	CA	93722	M	1	9	White	Ag Mech.
Washington	Fresno	CA	93722	M	1	9	2 or More	Ag Mech.
							Black	Ag Mech.

Webb	Fresno	CA	93722	F	1	9	White	Agriscience
Wegner	Fresno	CA	93722	F	3	11	White	Agriscience
Weikel	Fresno	CA	93722	M	1	12	White	O.H.
West	Fresno	CA	93722	F	2	10	White	Agriscience
West	Fresno	CA	93722	M	1	10	White	Ag Mech.
White	Fresno	CA	93722	F	1	10	Black	O.H.
Whittle	Fresno	CA	93722	M	2	10	Black	O.H.
Wibbles	Fresno	CA	93722	M	2	10	2 or More	Agriscience
Williams	Fresno	CA	93722	F	1	9	Black	Agriscience
Williams	Fresno	CA	93722	F	2	11	2 or More	Agriscience
Williams	Fresno	CA	93722	F	1	9	Black	Agriscience
Wilson	Fresno	CA	93722	F	2	12	White	O.H.
Wilson	Fresno	CA	93722	M	3	12	White	Ag Mech.
Winfrey	Fresno	CA	93722	M	1	9	White	Agriscience
Winters	Fresno	CA	93722	M	4	12	White	Ag Mech.
Witt	Fresno	CA	93722	F	1	9	White	Agriscience
Wynn	Fresno	CA	93706	F	1	9	2 or More	Agriscience
Xu	Fresno	CA	93722	F	1	9	Asian	Agriscience
Yaralian	Fresno	Ca	93723	M	3	11	White	Ag Mech.
Yliz	Fresno	CA	93722	M	1	10	White	Ag Mech.
Yocum	Fresno	CA	93722	M	1	9	White	Ag Mech.
Young	Fresno	Ca	93723	F	3	11	White	Agriscience
Youngblood	Fresno	CA	93722	M	1	9	White	Agriscience
Yount	Kerman	CA	93630	F	1	9	White	Agriscience
Zabala	Fresno	CA	93722	M	2	10	2 or More	Agriscience
Zurita	Fresno	CA	93722	M	1	9	Am. Ind.	Ag Mech.

F

CENTRAL HIGH SCHOOL WEST CAMPUS

AGRICULTURE DEPARTMENT

FRESNO-CENTRAL FFA CHAPTER

COMPREHENSIVE PROGRAM PLAN

2012-2013

AGRICULTURE DEPARTMENT TEACHING STAFF

Mr. Chris Williams (Department Chair)

Mrs. Taree Downs (Department Chair)

Ms. Roz Lopez

Mr. Blaise Chaney

Mrs. Jessica Fahey

Ms. Arianna Hallum

Mrs. June Bettencourt

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Quality Criteria Ten

Student to Teacher Ratio

Even though quality criteria states that to have a high quality program your district must have the 20:1 student teacher ratio, I can honestly say that at Central High School we offer a high quality academic and vocational education even though we do not meet that standard. This is something that we bring up every year with counseling staff and administration but the unfortunate fact is that in our district unless a huge amount of money for new classrooms and teachers become available, this will not happen. I am happy to say however that over the past four years our class numbers have improved and have somewhat leveled out. Currently in our department, classes' average 30 to 35 students per class with mine averaging approximately 25 to 30. The unfortunate thing is that where numbers are closer to 35 are in our shop elective classes. We could look at our classes being full in two different ways. Negatively we could focus on being over enrolled. However positively, we could think about the fact that we have students that want to be enrolled in our classes! Over the past few years, more and more of the Freshmen in the agriculture program are choosing to stay at West Campus for their Sophomore year to take another agriculture class. This is good for our program numbers and it shows more students taking agriculture classes through all 4 years of high school which may warrant the hire of an additional agriculture teacher. Counselors and administrators are doing their best to help lower the ratio throughout all the classes taught but budgets are a huge motivating factor in how many students are placed in a class.

Supporting Completion Materials

Item A- Copies of my class rosters for Equine Science, Ag Chemistry and Ag Leadership.

220 Central West HS Attendance Class Roster

Printed 4/27/2015

Attendance Class Roster									
Teacher	Pd	Course Title	Crs ID	Term	Sec#	Days	Room	Year	
Fahey	1	Equine Science	A108	Y	1344	A-DAYS	ag 2	2014-2015	
Stu#	Name	Grd	M	T	W	T	F	S	S
1	21088 Aguirre, Jordan Jade	9							
2	20335 Carter, Amy Marie	9							
3	20847 Chahal, Jasmeet Kau	9							
4	20109 Chinchilla, Yajayra Belen	9							
5	20768 Cole, Kayla Nickole	9							
6	20601 Cota, Jeastine Acelynn Ruth	9							
7	20588 De Alba, Marisa Nikohle	9							
8	20004 Fleming, Alena Cheyenne	9							
9	17763 Garcia, Jennifer Ann	10							
10	18045 Hodge, Leonaisha Shawda	10							
11	17292 Hulsey, Kersten Lynae	10							
12	17993 Johansen, Timothy Allen	10							
13	20405 Lusk, Marcus Jeremy	9							
14	20356 Lyman, Lyndsie Verne	9							
15	20100 Mosqueda, Moses Benjamin	9							
16	21300 Mummolo, Pihla	12							
17	21307 Oativeros, Guinevere Lizette	12							
18	21256 Peterson Murrin, Brighton Ian	11							
19	20350 Pimentel, Olivia Jane	9							
20	19998 Pinon, Desirae Jesus	9							
21	20202 Preciado, Renee D	9							
22	20982 Robinson, Devon Isaiah	9							
23	16764 Siar, Madison Lindsey	10							
24	20885 Smith, Jasmine Rashell	9							
25	20839 Smith, Micaela Marie	9							
26	19905 Vargas, Citlaly	10							
27	21223 Wynn, Meagan Destiny	9							

To the best of my knowledge, the information contained on this attendance sheet is accurate and complete.

Teacher Signature _____

Date _____

220 Central West HS Attendance Class Roster

Printed 4/27/2015

[illegible]

Teacher Signature _____

Date _____

To the best of my knowledge, the information contained on this attendance sheet is accurate and complete.

A

220 Central West HS Attendance Class Roster

Printed 4/27/2015

Attendance Class Roster																				
Teacher	Pd	Course Title	Crs ID	Term	Sec#	Days	Room	Year												
Fahey	4	Ag Chemistry	S184	Y	4328	B-DAYS	ag 2	2014-2015												
	Stu#	Name			Grd	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	17956	Altamirano, Olga Blanca			10															
2	16404	Brum, Taylor Janice			11															
3	16789	Burgin, Alisen Jewel			10															
4	16576	Chavez, Briana Josephine			11															
5	17616	Cordoba, Marialuysa Guadalupe			10															
6	15153	De La Torre, Alfonso			11															
7	15784	Deleon, Manuel			11															
8	17625	Escalera, Jose Andres			10															
9	17328	Estrada, Inez E			10															
10	17859	Fierro, Devin			10															
11	16624	Fowler, Savannah Leann			11															
12	16164	Garcia Castro, Martin			11															
13	15439	Madero, Dominic Nicholas			11															
14	17202	Martin, Ariana Elena			10															
15	17097	Rohrmann, Jake Mikal			10															
16	17365	Short, James Christian			10															
17	17573	Torrez, Kristy Ann			10															
18	17311	Turney, Taylor Nicole			10															
19	16397	Young, Rebecca			11															

Teacher Signature

Date

To the best of my knowledge, the information contained on this attendance sheet is accurate and complete.

A

220 Central West HS Attendance Class Roster

Printed 4/27/2015

Attendance Class Roster										Printed by: [redacted]									
Teacher	Pd	Course Title	Crs ID	Term	Sec#	Days	Room	Year											
Fahey	5	AG Leadership	A100	Y	5319	A-DAYS	41	2014-2015											
	Stu#	Name	Grd	MTWTFSSMTWTFSSMTWTFSSMTWTFSSMTWTFSS															
1	16103	Aparicio, Alexa Marie	11																
2	21118	Beard, Kayla Christine	9																
3	16789	Burgin, Alisen Jewel	10																
4	15120	Burnett, Savannah Lauren	11																
5	15396	Castro, Catherine	11																
6	20729	Cornell, Savannah Kathleen	9																
7	14728	De La Cerda, Alyssa Danielle	12																
8	13781	Elisalde, Alexander Kristopher	12																
9	16407	Engelman, Mackenzie Lynn	11																
10	14060	Gibbard, Justyne Marie	12																
11	13975	Gonzalez, Martin Anthony	12																
12	13880	Gourley, Brandi Ruth	12																
13	20128	Harris, Jaimie Cortney	9																
14	17292	Hulsey, Kersten Lynae	10																
15	16017	Jimenez, Madisyn Janede	11																
16	16421	LeBar, Courtney Brooke	11																
17	15439	Madero, Dominic Nicholas	11																
18	14784	Muzio, Shannon Roses	12																
19	14349	Parker, Collin Mitchel	12																
20	17167	Ponte, Madison Kate	10																
21	20917	Santoyo, Andria Michele	9																
22	20997	Solis, Adam Ricardo	9																
23	20472	Swengel, Madisyn Ronna	9																
24	14785	Ward, James Madison	12																
25	20990	Williams, Ashleigh Faye	9																

Teacher Signature

Date

To the best of my knowledge, the information contained on this attendance sheet is accurate and complete.

A

220 Central West HS Attendance Class Roster

Printed 4/27/2015

Attendance Class Roster

Printed 4/27/2015

Teacher	Pd	Course Title	Crs ID	Term	Sec#	Days	Room	Year						
Fahey	6	Ag Chemistry	S184	Y	6312	B-DAYS	ag 2	2014-2015						
Stu#	Name	Grd	M	T	W	T	F	S	M	T	W	T	F	S
1	15360 Bates, Ty Bryant	11												
2	17139 Beard, Jordyn Alyse	10												
3	15126 Burnett, Savannah Lauren	11												
4	16090 Cagle, Michael William	11												
5	16037 Castillo, Jordan Isaac	11												
6	17196 Clay, Matthew Douglas	10												
7	19954 Crouch, Gabrielle Elaine	11												
8	16134 DeBenedetti, Elijah Ezekiel Raheim	11												
9	16810 Dunn, Faith Nicole	10												
10	16407 Engelman, Mackenzie Lynn	11												
11	16540 Freeman, Callie Leigh	11												
12	16804 Gaasch, Alisyn Fay Marie	10												
13	17404 Hernandez, Devin Hunter	10												
14	17683 Hernandez, Gustavo De Jesus	10												
15	17292 Hulsey, Kersten Lynae	10												
16	17826 Lopez, Johnathan Alfredo	10												
17	17367 Magallanes, Sabrina	10												
18	15264 McKay, Christian M	11												
19	19840 O'Neill Rogge, Nikolaus Jackson	11												
20	16778 Ortiz, Selena Guadalupe	10												
21	17321 Ramirez, Celest	10												
22	21371 Rickert, Miranda Ellen	11												
23	19796 Stevens, Tori Ann Marie	11												
24	21280 Torres, Savanna Desiree	11												

Teacher	Pd	Course Title	Crs ID	Term	Sec#	Days	Room	Year						
Fahey	6	Teacher Asst.	Z121	Y	6409	MTWTF	Ag. 2	2014-2015						
Stu#	Name	Grd	M	T	W	T	F	S	M	T	W	T	F	S
1	13975 Gonzalez, Martin Anthony	12												
2	13980 Laird, Brandon Taylor	12												

Teacher Signature

Date

To the best of my knowledge, the information contained on this attendance sheet is accurate and complete.

Printed 4/27/2015

Attendance Class Roster									
Teacher	Pd	Course Title	Crs ID	Term	Sec#	Days	Room	Year	
Fahey	7	AG Leadership	A100	Y	7325	A-DAYS	41	2014-2015	
	Stu#	Name			Grd	MTWTF	MTWTF	MTWTF	MTWTF
1	20525	Bauer, Bethany Renee			9				
2	21061	Cardenas, Salena Alycia			9				
3	20874	Castro, Jesus			9				
4	20857	Centell, Mariah Faith			9				
5	20967	Cervantes, Elyssa Michelle			9				
6	15287	Childers, Mitchell Aaron			11				
7	20394	Cooper, Madison Sierra			9				
8	20324	De La Torre, Beatriz			9				
9	16540	Freeman, Callie Leigh			11				
10	16804	Gaasch, Alisyn Fay Marie			10				
11	13880	Gourley, Brandi Ruth			12				
12	17404	Hernandez, Devin Hunter			10				
13	20379	Miller, Victoria Teresa			9				
14	16760	Morris Sherrell, Magnolia Loraine			10				
15	14784	Muzio, Shannon Rose			12				
16	19817	Navejar, Giselle			10				
17	20343	Perry, Tayler Renee-Carol			9				
18	13942	Pimentel, Sean Paul			12				
19	13743	Ramirez, Diane			12				
20	21027	Rocca, Rylee Megan			9				
21	20596	Rodriguez, Alicia Frances			9				
22	14668	Romans, Fionna Leigh			12				
23	20313	Rubio, Samson Sandallo			9				
24	17224	Simpson, Jeffrey Skoegard			10				
25	17361	Stinson, Cooper Riley			10				

To the best of my knowledge, the information contained on this attendance sheet is accurate and complete.

Teacher Signature _____

Date _____

Quality Criteria Eleven

Full Year Employment

Here at Central High School West Campus, the Agriculture Program has 7 full time teachers. Each teacher has an extended contract. Any Agriculture teacher that was hired after 2006 was automatically put on a 20 day extended contract. Currently there are three agriculture advisors who receive a 40 day extended contract and four who receive a 20 day extended contract. The extended contract is to compensate agriculture advisors for work performed on any non-school day (weekends, holidays, summer, etc.) and is based off a 7.5 hour work day. Therefore, a 40 day contract equates to 300 hours worked on a non-school day and a 20 day extended contract equates to 150 hours worked on a non-school day. In the past the difference between the 40 and 20 day extended contracts has created quite a division within our department. Some teachers on the 20 day extended contract feel that certain teachers on the 40 extended contracts do not fulfill their contracted obligation. With salary freezes in the district, increasing all agriculture teachers to an equal 40 days has been off the table for quite some time. Agriculture teachers at the 20 day contract were informed this February (2015), that their contracts were going to be increased from 20 to 40 days. So at the beginning of next school year, (August 2015) all Agriculture teachers will be on a 40 day extended contract. This could not have been done without the behind the scenes work of our department head, Chris Williams. Extended contracts are paid over a 10 month period as a percentage of our monthly paycheck.

Agriculture teachers received a stipend prior to the 2010-2011 school year. The stipend was to compensate agriculture advisors for their work spent doing agriculture related activities and FFA activities on a school day after the contractual work day hours. Unfortunately with budget cuts, all stipends were eliminated that following school year to all teachers district wide. As funds have become available, some stipends have returned. Our department chairs currently receive a department chair

stipend that they split and I as FFA Advisor receive a stipend as well. However currently, the rest of our Ag Department staff does not receive a stipend. Teachers that receive stipends are paid at the end of each semester in a separate lump sum check.

All teachers at Central High School have one prep period per day. We are on a block schedule so four classes a day are offered to students. Teachers are only required to teach three out of the four blocks a day. Agriculture advisors do not receive a "project period" to supervise or manage projects on the farm. Our Agriculture Co-Department Head receives an extra prep period for all the agriculture department paperwork on one out of the two days taught.

Supporting Completion Materials

Item A- Staff Chart of Responsibilities

Item B- Email explaining new pay schedule of 40 Day contract.

Item C & D- Email with explanation of cut stipends and email of having an FFA Adviser stipend.

Item E- 2009-2010 Hour Log Sheet

Central Ag Department Staff Assignments

A

2. DEPARTMENT PLANNING & MNGT. Cont.:										
Ag Advisory Meetings	Bettencourt	Chaney	Downs	Fahey	Hallum	Lopez	Williams	Others		
Organization										
Fall & Spring Meeting Attendance	X	LEAD	MINUTES	X	X	SETUP	FOOD			
Chapter Newsletter	X	X	X	X				OFFICERS		
Chapter Website & Social Media	X			LEAD				OFFICERS		
3. GUIDANCE & PROGRAM PLANNING										
Point Awards	X			X				OFFICERS		
Program of Work				X				OFFICERS		
R-2 Listing	X	X	X	X	X	X	X			
SAE Visits / Home Visits			X							
Program Plan	X	X	X					STUDENTS		
Freshman Recruitment	X			LEAD				OFFICERS		
National Chapter Application	X									
4. FFA ACTIVITIES & FAIRS										
Officer Retreat	X			LEAD	X	X	X			
SOLC				X			X			
Boot Camp @ Solcon				X				OFFICERS		
Chapter Officers Leadership Conference				X						
Blackbeards Sectional Activity Night	X		ORDER BUS	LEAD	X	X	X			
Great Sierra River Clean Up	X	HAUL-IN/X	X	X	LEAD	X	HAUL-IN/X	PARENTS		
Fresno Fair	X		X	X	X	X	X			
Farm Clean-up 10/19		X		RELPAPEP	X					
Greenhand Conference	X		X	X	X	X	X			
Opening/Closing Ceremonies										
Greenhand Banquet										
Cake & Supplies				X			X	OFFICERS		
Set-Up				X						
Program	X			X	X					
Sign-in/Money 50/50				X						
Awards				X						
Decorations				X				STUDENTS		
State Degree Recordbooks & Applications	X	X	X	X	X	X	X	X	X	
Proficiency Applications	X	X	X	X	X	X	X	X	X	
Big & Banking Host	TABS	X	TABS	LEAD	PUNCH	FARM CREDIT	FOOD	STUDENTS		

A

A

Central Ag Department Staff Assignments

A

5. FIELD DAYS (Cont.)

Spring

	Bettencourt	Chaney	Downs	Fahey	Hallum	Lopez	Williams	Others
UC Davis (1 Day)				X	X?			MEATS
Hanford	X		X?					
Chico				X	?		?	MEATS
Dinuba			X	X			X	
Reedley	X		X		X	X	X	
Merced	X	X	X		X	X	X	
Modesto	X	X	X	X	X	X	X	
Fresno State			FLORAL					
Madera Floral, Sm. Eng		SM. ENG driver?	X	X	X	?	X	ATKINS
Cal Poly, SLO	X							

6. CAREER DEVELOPMENT EVENTS

Agriscience	X			X				
Agronomy					X			
Banking						X		STU TCHR
BIG	?							
Computer Applications	X							
Creed	X							
Dairy Cattle					X			
Dairy Products								
Floriculture	X							
Horse			X					
Job Interview				X			X	
Livestock							X	
Meats								Downs, Fahey
Opening/Closing	X		?	X	X	?		

6. CAREER DEVELOPMENT EVENTS (Cont.)

	Bettencourt	Chaney	Downs	Fahey	Hallum	Lopez	Williams	Others
--	-------------	--------	-------	-------	--------	-------	----------	--------

B

Extra Days

Leisha Berry <lberry@centralusd.k12.ca.us>

Mon 2/7/2015 12:28 PM

Jessica Fahey <jfahey@centralusd.k12.ca.us>

Good afternoon Jessica,

I will be sending to you, via district mail, an "employment status change notification". When you receive it you will notice that there is a compensation line that has been added to give you 10 extra days for the remainder of the school year. In doing so your monthly gross (Feb-June) will increase by the highlighted amount. However, we will still need to pay you a retro amount of \$1,589.12. This amount will be included in your June 2015 paycheck.

Please sign the form and return the original to me.

Should you have any questions please feel free to contact me.

Leisha Berry
lberry@centralusd.k12.ca.us
HR Coordinator
Central Unified School District
4605 N. Polk Avenue
Fresno, CA 93722
P - 559.274.4700 x 63131
F - 559.276.2983

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RE: stipends - Jessica Fahey

C

RE: stipends

Roz Calvert

Tue 5/4/2010 1:50 PM

1 Chris Williams (Central West) <chrisw@centralusd.k12.ca.us>; Blaise Chaney <bchaney@centralusd.k12.ca.us>; Steven Gambrell </O=CENTRALUSD/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=Sgambrell>; Jessica Fahey <jfahey@centralusd.k12.ca.us>; Jennifer Knight <jknight@centralusd.k12.ca.us>; Taree Downs <tdowns@centralusd.k12.ca.us>

They want to cut the FFA stipends, only 5 assistant sport coaches, 7 at the Junior High level and some at the elementary level. Clubs etc. would stay the same, except any new clubs would not get a stipend.

Roz Lopez

Central High School West Campus
Agriculture Department
rcalvert@centralusd.k12.ca.us

From: Chris Williams (Central West)**Sent:** Tuesday, May 04, 2010 1:23 PM**To:** Blaise Chaney; Steven Gambrell; Roz Calvert; Jessica Fahey; Jennifer Knight; Taree Bode**Subject:** stipends

It was brought to my attention by Roz that the district has put forth a plan to cut stipends including ours. We can discuss at our lunch meeting tomorrow. Just wanted everyone to have the opportunity to think about it before we met. I have spoken with a couple of people who have confirmed the proposal and implicated that our situation does not look good.

Chris

D

Stipends

Pam Mendes <pmendes@centralusd.k12.ca.us>

Wed 10/22/2014 1:31 PM

Aaron Fitzgerald <afitzgerald@centralusd.k12.ca.us>; Alex Aguilera <aaguila@centralusd.k12.ca.us>; Anastacia Romanenko <aromanenko@centralusd.k12.ca.us>; Andres Reyes <areyes@centralusd.k12.ca.us>; Andrew Moeschberger <amoeschberger@centralusd.k12.ca.us>; Andrew Watrous <awatrous@centralusd.k12.ca.us>; Anthony Camoroda <acamoroda@centralusd.k12.ca.us>;

Jack Kelejian <jkelejian@centralusd.k12.ca.us>;

Good Afternoon,

I am currently working on stipends. If you believe that you should be receiving a stipend this year, please come by and see me by this Friday, October 25th.
Thanks so much!

Pam Mendes
Principal's Secretary
Central High School West Campus

TIME LOG-Stipend

E

DATE	DESCRIPTION	BEGIN TIME	END TIME	TOTAL HOURS
8/10/09	Fresno Fair Mandatory Meeting	6:30pm	8:30pm	2
8/12/09	Booster Meeting	7:00pm	8:30pm	1.5
8/13/09	Steer Practice	6:30pm	8:30pm	2
8/14/09	Pick up/unload Steer Feed	3:00pm	5:30pm	2.5
8/20/09	Steer Practice	6:30pm	8:30pm	2
8/27/09	Steer Practice	6:30pm	8:30pm	2
9/1/09	Steer Practice	6:30pm	8:30pm	2
9/1/09	Work on Plans for National Convention Trip	3:00pm	4:00pm	1
9/3/09	Steer Practice	6:30pm	8:30pm	2
9/8/09	Work on Fair Entries	5:30pm	6:30pm	1
9/8/09	Steer Practice	6:30pm	8:30pm	2
9/10/09	Steer Practice	6:30pm	8:30pm	2
9/11/09	Drop off Fair Entries	3:30pm	5:00pm	1.5
9/15/09	Steer Practice	6:30pm	8:30pm	2
9/16/09	Pick up/unload Steer Feed	3:00pm	5:30pm	2.5
9/17/09	Make Food and Attend Ag Advisory Meeting	4:30pm	9:00pm	4.5
9/22/09	Steer Practice	6:30pm	8:30pm	2
9/24/09	Steer Practice	6:30pm	8:30pm	2
9/25/09	Clip Steers	3:30pm	6:30pm	3
9/29/09	Steer Practice	6:30pm	8:30pm	2
10/1/09	Steer Practice	6:30pm	8:30pm	2
10/2/09	Pick up Plants for Landscape Booth	3:00pm	6:00pm	3
10/7/09	Clip Steers	3:30pm	6:30pm	3
10/8/09	Clip Steers	3:30pm	6:30pm	3
10/8/09	National FFA Convention Participant Mtg.	4:30pm	5:30pm	1
10/9/09	Clip Steers, Fair Tack Box Cleaning, Packing	3:00pm	7:00pm	4
10/12/09	Fair Haul in Day	3:00pm	8:00pm	5
10/13/09	Fresno Fair Weigh In Day	3:00pm	8:00pm	5
10/14/09	Fresno Fair Market Show Day	3:00pm	8:00pm	5
10/15/09	Fresno Fair Showmanship Day	3:00pm	8:00pm	5
10/16/09	Fresno Fair Round Robin	3:00pm	8:00pm	5
10/20/09	National FFA Convention	3:00pm	12:00AM	9
10/21/09	National FFA Convention	3:00pm	11:00pm	8
10/22/09	National FFA Convention	3:00pm	11:00pm	8
10/23/09	National FFA Convention	3:00pm	11:00pm	8

E

TOTAL HOURS	172
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Quality Criteria Eight- Program Promotion

New Fresno-Central FFA Chapter Website

Background

When I first started teaching at Central High School I thought that we had a decent level of documentation of events, as well as promotion to others in the community about our current program. As years went on I realized that promotion was not necessarily our strong point in the program. I was working with a wonderful staff and our FFA Advisor was doing a fantastic job, but the object of promotion had fallen onto our student FFA Officers and unfortunately they were not doing a good enough job. At that point I volunteered to help out with a more hands on approach to promoting our past and present events. The idea that our FFA Advisor and I had was to create a Chapter Webpage. One were students, parents, staff, and community members could go to find pertinent information relating to our program.

Starting off things were rough. The students did not know how to make a webpage and neither did I, so the learning curve was steep. Eventually we had a student elected to the office of Editor that was excited and wanted to create the page. Unfortunately that student also did not like to take direction from anyone other than himself. A webpage was created, but it was never finished and lacked the information that both myself and the FFA Advisor thought should be on it. Time went on, the Editor graduated and with a large and busy FFA program, the webpage fell on the backburner of things that needed to be completed.

Eventually my teaching partner and I decided to enter the Master's Program at Cal Poly. In Dr. DeLay's class we were required to create the beginnings of a webpage. My focus in that class was webpage that I could use for my classroom focusing on the classes that I taught such as Ag Chemistry, Equine Science, Ag Science 1 and eventually Ag Leadership. I soon found out that making a webpage

that is not only usable, but updated in a timely manner is difficult hard work. Once I was able to practice and learned what different types of webpage building programs were available, creating it became much easier. My teaching partner and I sat down and we sketched out a rough draft on paper of what we would want included on the webpage.

Objectives:

Objective 1: Uploading forms and applications

Most of the applications that we pass out to our Ag students are very large packets. I personally love paper, however we have found as a department that high school students and even their parents lose paper more often than not. Adding applications and forms for conferences, trips and even elections, should cut down on the amount of copies that are printed on a daily basis to replace lost papers or even new packets.

Met- I have seen a drastic reduction on the amount of copies that we have had to post on our FFA walls. Also, students are utilizing the chapter website to print off applications and type on them. No more need for me to email papers to students or parents.

Objective 2: Uploading pictures from events

We are a large chapter of almost 700 students and the majority of those students love to have their picture taken. It is truly the selfie generation. The wish was to create a page where all event photos that our historian and reporter could post pictures from past events that we attended.

Met- Both our FFA Chapter Reporter and Historian can go onto the website and post pictures of the events that we have attended. Students love to go on the website and see if they are in any of the photos.

Objective 3: Create contacts for staff

Post photos and contact information of all Ag staff. Include Principal information as well.

Met- Photos of all Ag staff as well as our welcome from our schools Principal are now listed. Each staff member also has a short bio and lists how to contact them.

Objective 4: Record present and past officer history

We wanted to have a record of who has been on our past officer teams. This includes chapter, section, region, state and national.

Met- This was a much harder objective to meet. Our past history has not been well updated so there are many spots where information is missing.

Objective 5: Upload updated calendar

The department wanted somewhere where parents could go and see what activities are up and coming. I believe that we so a great job of promoting activities in class but sometimes that does not transfer to home.

Met- Our current calendar is posted and available for all who visit the webpage to see.

Objective 6: Create and upload streamlined class scheduling

We as a department wanted an area that future parents and students could visit and see the courses that our department offers. Our District Office and school site do not do a very good job of this so it was something that we thought was important for promotion.

Met- Classes that are offered are listed on the website. However, a new class list just became available and has yet to be uploaded yet.

Documentation

Fresno-Central FFA

Home About Us Ag Classes Calendar Getting Involved News

Advisor's Message

The Advisors of the Fresno-Central FFA would like to welcome all incoming and returning members to another exciting and challenging school year. We are all quite excited at the possibilities that await each of you, opportunities that will help you create a unique and positive identity for yourself. From a wide variety of agriculture classes, to speaking contests and career development events, and local community service opportunities, you will certainly find a place within our program. The FFA is an amazing organization, in fact, it is the largest youth agricultural organization in the world. There are students all over the United States and beyond doing many of the same things you are, growing and becoming as young leaders. This is your chance to become a young leader through your participation and with the help and guidance provided by the advisors and officers. Without group cooperation and responsibility, neither labor nor knowledge would accomplish much. By participating more fully and taking advantage of all of the opportunities offered in our FFA program, you will build on your individual leadership skills and create an identity that stands at the best you have to offer! We can't wait for you to begin!

Mrs. Bettescourt, Mr. Cooney, Mrs. Downs, Mrs. Fabry, Mr. Hirschler, Mr. Lopez & Mr. Williams

Mrs. Bettescourt

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Mr. Williams

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http://fresno-central-ffa.org/ffanews.htm

File Edit View Favorites Tools Help

Suggested Sites: Aerial Outlook Firefox World Google Weekly Caltiga Pinterest Caltiga Login BT CUSD Homepage CMS FFA

Fresno-Central FFA

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2014-2015 Fresno-Central FFA Chapter Officers

The 2014-2015 Chapter Officer Team

Back Row Left to Right: Anthony Gonzalez, Colin Parker, Sean Penner, Alex Elwood, Courtney Lofler
Front Row Left to Right: Celia Freeman, David Weaver, Shyanne Moore, Alexa Aguilar

President	Sean Penner
1st Vice President	Shannon Muzzo
2nd Vice President	Alex Elwood
3rd Vice President	Anthony Gonzalez
Secretary	Brian Gurney
Treasurer	Celia Freeman
Reporter	Courtney Lofler
Sentinel	Colin Parker
Historian	Alexa Aguilar

2014-2015 Greenhand FFA Officers

The 2014-2015 Greenhand Officer Team

President	Adam Sols
Vice President	Riley Porco
Secretary	Jesus Castro
Treasurer	Victoria Miller
Reporter	Madison Cooper
Sentinel	Olivia Peterson

West Fresno/Madera Sectional FFA Officers

3:00 PM 3/16/2015

Morgan Daniels, Reporter; Jennifer Sweeney, Secretary; David Corcoran, Central Vice President; Vanessa Hernandez, Madras Field Vice President; Kelley DeHoff, Reporter; Ben Chubb, Central Secretary; and Austin L. J. Adams, Treasurer. Not pictured: Ben Pineda, Central President.

Current and Past Sectional Officers

San Joaquin Regional FFA Officers

Front Row Left to Right: Aaron Macanilla, President; Vice President; James Lopez, Treasurer; Central Vice President; Madras Vice President; and David Dye, Reporting Vice President.
Back Row Left to Right: Andrew Todd, Future Teachers; Kristin Clark, Madras Vice President; Bianca Portillo, Area Secretary; Rebecca Clark, Future Teachers; Central Secretary; April, Vice President; Jesse Hansen, Madras Reporter; and Grant Hall, Madras President.

Current and Past Regional Officers

California State FFA Officers

Luis Sanchez, Coaches; Seaside; Dean Van Noy, Davis Valley; Nevada Union Reporter; David Kline, Tulare President; Haley Bisher, Madras; Ben Harte, Vice President; Ronald Whitehead, Elk Grove; Phaedra Davis, Treasurer; Sarah Bryant, Longview; Secretary.

Current and Past State Officers

National FFA Officers

Fresno-Central FFA

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Principal's Message

[Back to About Us](#)

The nationwide youth organization, Leadership in Farm Education (LIFE), is one of the largest and one of the most successful youth organizations in the world. Its influence is felt in every state and territory, and its impact is felt in every school and district. The mission of the FFA is to teach leadership, personal growth, and career development to young people in the agricultural industry. The FFA is a national organization that is dedicated to the advancement of the agricultural industry and the development of the young people who will lead it in the future.

Our FFA chapter here at Central High School has been successful in providing the students with a variety of opportunities to learn and grow. We have a variety of programs and activities that are designed to help the students develop the skills and knowledge that they need to succeed in the agricultural industry. We have a variety of programs and activities that are designed to help the students develop the skills and knowledge that they need to succeed in the agricultural industry.

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West Campus Staff

Fresno-Central FFA

Fresno-Central FFA

Welcome About Us Ag Classes **Calendar** Getting Involved News

2014-2015 FFA Calendar of Activities

Click HERE to download the 2014-2015 FFA Calendar as a PDF document.

FFA Activities Calendar

July 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

The screenshot shows the Fresno-Central FFA website. The browser address bar displays the URL <http://www.fresno-ffa.com/wordpress/index.php>. The website has a dark blue header with the title "Fresno-Central FFA" and a search bar. Below the header is a navigation menu with links: "Welcome", "About Us", "Ag Classes", "Calendar", "Current Leadership", and "News". The "Current Leadership" link is highlighted in green. A dropdown menu is open under "Current Leadership", showing links to "Applications", "Scholarship", "Fundraising", and "Past Activities/Photos".

The main content area is divided into several sections:

- Applications**: A section with the text "Below you will find every different application for all of the different leaders in our members!" and a link to "Applications".
- Chapter Office**: A section with the text "Running for Chapter FFA Office is an exciting opportunity that will allow you to develop your leadership skills, gain confidence, and challenge yourself to grow. Chapter officers serve a vital function in our FFA Chapter by planning, coordinating, and carrying out all our Chapter level activities. Serving as a Chapter Officer is a position of great responsibility and servant leadership. Officer candidates should have genuine desire to serve our members selflessly and the ability to work with teammates and Ag Advisors in a positive manner. Below you will find the Chapter Officer Handbook and Application. Please make sure to read all directions and abide by the due dates listed when applying." and links to "Chapter Officer Application", "Chapter Officer Handbook", and "Chapter Officer Recommendation Form".
- Greenhand Office**: A section with the text "Greenhand Officers assist Chapter officers by serving a vital function in FFA. By taking a leadership role, you can grow from the experience and benefit the chapter. It should be your goal as an officer to lead by example and encourage other members (especially freshmen) to participate in chapter activities. FFA is an organization for students, run by students. Greenhand Officers main job is to assist in the planning and execution of Spring Banquet and run FFA week." and links to "Greenhand Officer Application", "Greenhand Officer Handbook", "Greenhand Officer Recommendation Form", and "How to be a successful Greenhand".
- Executive Committee**: A section with the text "Want a way to contribute more to the success of the chapter? Join Executive Committee! Meetings are every other Friday during lunch in room 401." and a link to "Executive Committee Application".
- Ag Leadership**: A section with a link to "Ag Leadership Application".
- State FFA Conference- open to everyone!**: A section with links to "One Day Information", "One Day Permission Slip", "Four Day Information", "Four Day Permission Slip", "Weekend Photo Release Form", and "Weekend Application Due March 27th".

The website footer shows the date and time: "6:07 PM 3/30/2015".