Master of Agricultural Education

AGED 539

Jessica Paulisich

Spring 2015

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I

Supporting Project Materials

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 5A and 5C

Goal or Purpose of the Project:

Currently, a significant number of our projects are livestock based and are housed at the District School Farm. For my project I would like to build eight raised beds, 5x8, on the west side of the school farm. This project would enable students with other interests to participate in an SAE in production and/ or horticulture. I will be working closely with the school farm manager requesting this project be undertaken and the final authorization.

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

At the completion of this project I will encourage a minimum of ten students to take on a project outside of animal science utilizing the improved facilities, raised beds. I want to improve the existing horticulture facilities so that production vegetable and fruit crops can be grown. This will provide students with a neat and effective area for these types of projects to be produced. The school farm is shared with numerous high school Agriculture Programs in the district, including Foothill High School; this project will enable students from other schools in the district to do the same types of projects in horticulture, not just at Foothill. I will provide a cooperative environment so students can work together on their garden projects.

Estimated number of hours on this project: 100 hours –This includes design, purchase of materials, and construction.

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

The estimated costs for this project are listed below. Working as a partnership with the school farm manager, most of, if not all of, the costs will be covered at little to no expense to Foothill High School.

- 8x5 beds. Constructed of 2 X 12 Redwood planks with 4 x 4 posts in the corners= \$400
- Lag screws- \$100
- Soil and amendments-\$300
- Plastic piping, fittings and valves- \$100
- Time clocks-50
- Irrigation equipment-\$100
- Netting or chicken wire- \$50
- Herbicide-\$100

Proposed timeline for completion of the project: This project should take no longer than a month to complete with the help of my Ag Mechanics students.

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

In an effort to keep Cal Poly faculty informed of my progress I will take regular digital photographs and send them at intervals during construction of the project and initial use. I will also keep a log of work completed to be submitted at the conclusion of the project.

For Office Use Only:

Project Approved By: Be Kuhn.

Date of Approval: 1/5/15.

Quarter student will enroll in AGED 539: Spring 2015.

Masters Project

Before: Area located on the west side of the school farm

Students discussing how to measure and layout the raised beds.

This is the first phase of constructing the eight 5x8 raised planter beds. The area being utilized is the Kern High School District School Farm. This farm is shared with six other high schools throughout the year. The goal of this project is to increase student SAE participation and build an interest in horticulture.

At the conclusion of this project the students and I each invested 45 hours for labor and design. We worked after school and on the weekends to complete the project.

Mr. Mendes is giving a demonstration on how to use the auger. We cleared sixteen post holes.

Students learned how to measure and properly operate power tools. Measure twice and cut once!

Constructing the raised beds.

Digging irrigation trenches

Cutting and laying out the wire to line each bed.

Students lining each bed with weed prevention cloth.

Got Soil?

Timer and Irrigation

Installing irrigation

The total expenditures for the raised bed project were \$2423.33 (See Receipts.) Foothill FFA worked closely with the KHSD Ag Coordinator who purchased supplies and aided in the planning details.

Currently, there are four Foothill FFA students who are utilizing the raised beds. They are working together to grow and sell summer vegetables for their Supervised Agricultural Experience.

This project will enable students from other schools in the Kern High School District to develop horticulture related SAE projects.

Testing the sprinkler/irrigation system

REQ

DISTRICT USE ONLY	
POR	
PO #	

PO #

SCHOOL KHSD Farm PROGRAM: Ag Dept REQUESTED BY: Mendes DATE: 4/6/2015

Bulk Yard #12699

(Area Code) Phone Number

Address

(Area Code) FAX Number

City, State, Zip

Federal Tax Identification Number

Account Number

R Mendes

Administration Authorized Approval

[illegible]

REQ

DISTRICT USE ONLY

POR**PO #**

OFFICE OF SPECIAL PROJECTS

REQUEST TO PURCHASE

SCHOOL KHSD Farm PROGRAM: Ag Dept REQUESTED BY: Mendes DATE: 2/27/2014

Lowes V# 46937

Company Name

(Area Code) Phone Number

Address

(Area Code) FAX Number

City, State, Zip

Federal Tax Identification Number

03.0000.0.1110.1000.4301.006.3032.32 (School Farm)

Account Number

R Mendes

Approved by Department Head

Administration Authorized Approval

Quantity	Unit	Stock No.	Description	Unit Price	Amount
8		594923	Woodshades Rustic Redwood 4'x4'x8'	\$ 59.97	\$ 479.76
3		439739	Hillman Group 112ct 3/8"x3 1/2" Galvanized Lag Bolt	\$ 112.80	\$ 338.40
3		492402	Blue Hawk 48"x50ft Galvanized Poultry Netting	\$ 42.97	\$ 128.91
8		86343	Redwood 4"x4"x12' post	\$ 21.97	\$ 175.76
16		57707	2"x12"x12' Redwood	\$ 38.89	\$ 622.24
16		23966	1/2" x10" Sch 40 PVC 600 PSI	\$ 1.95	\$ 31.20
2		23873	1/2in PVC Sch 40 Tee	\$ 0.35	\$ 0.70
4		24087	1/2in PVC Sch 40 Cross Tee	\$ 0.84	\$ 3.36
1		26054	10pk 1/2in 90 degree Sch 40 Elbows	\$ 1.80	\$ 1.80
1		25523	10pk 1/2in PVC Sch 40 Couplings	\$ 2.61	\$ 2.61
1		260594	10pk 1/2in PVC Sch 40 Caps	\$ 2.96	\$ 2.96
2		150887	Oatley 8oz PVC Cement & Primer	\$ 8.78	\$ 17.56
					\$ -
					\$ -
					\$ -
				Subtotal	\$ 1,805.26
Name of teacher requesting materials:				Tax	\$ 135.39
Materials to be used: Agriculture				Shipping	
Describe intended use: Supplies				Total	\$ 1,940.65

Hose
lab

Existing shed/rause Structure

(44')

Sanitary
Area

Hatch 4
raised beds

5'

levelled ground

Sheep Pasture

Fencing

North

Layout Plan
School Farm Raised Beds

REGIONAL OCCUPATIONAL CENTER

Herbert L. Martin Center

501 SO. MOUNT VERNON AVENUE
BAKERSFIELD, CALIFORNIA 93307-2859
(661) 831-3327
FAX (661) 398-8239
www.khsd.k12.ca.us/roc

KERN HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES

Chad Vegas
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Bryon J. Schaefer, Ed.D.

Jan 5, 2015

To: Jessica Paulisich
Ag Teacher
Foothill High School
501 Park Drive
Bakersfield, Ca. 93306

From: Ralph Mendes
Ag Ed Coordinator
Kern High School District
501 S. Mount Vernon Ave
Bakersfield, Ca 93307

Jessica;

Thanks for coming by the other day to discuss the potential of installing growing beds in our Horticulture area of the Kern High School District Farm on Mount Vernon. Your idea of installing planting beds is a great one that will promote agricultural education in a much unused segment of our school farm. The design and construction of the beds are in a perfect location to be used by students and teachers in the 5-6 Ag Ed programs that most utilize the farm, including your school, Foothill. The proximity of the proposed beds to the shade house, the greenhouse and tool shed is a very good location.

I look forward to helping you with some of the details, including purchasing some materials, labor, and planning. Some items we still need to discuss are: a written or drawn design for the individual beds, plumbing plans, soil and amendments, and some type of use contract for school and teachers.

Again, I look forward to working with you on this project in the near future.

Sincerely,

Ralph Mendes
Ag Coordinator, Kern High School District

II

Quality Criteria Reflection

Quality Criteria One Curriculum and Instruction

The Foothill High School Agriculture Department has been designed to meet the needs of all of the students we come in contact with. By giving students multiple options we can provide them with the opportunity to find their future and become productive members of our society. We prepare many of them for post-secondary education in the Agri-business Academy. Others learn vocational skills through the agriculture mechanics pathway. Regardless of their future goals all of our students receive a firm foundation in agricultural education with exposure to the core curriculum while in Ag Earth Science. The overlying theme of our program is a strong emphasis of teaching servant leadership to all of our students.

Students typically start in the Ag Earth science class as a freshman. Agricultural Earth Science is a course that explores the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of agriculture to each student's life and environment. From Ag Earth Science the students have a couple of options. The first option is to enter the Ag Academy by taking Ag Biology. The second option is to take Introduction to Ag Mechanics.

In Ag Biology students receive UC credit for biology taught with a strong emphasis on how biology affects agriculture. From Ag Biology the next step is to take Ag Business as a Junior. In Ag Business students are taught the fundamental concepts of business in agriculture including: types of business models, agriculture finances, farm cooperative, and issues affecting agriculture. The capstone course for the Ag Academy is Ag Government taken by seniors.

The Ag Mechanics pathway at Foothill includes the Introduction and Advanced Ag Mechanics; project based class. We received a \$2.1 million Prop D-1 grant to renovate the

shop/lab facilities, as well as the modernization of the classrooms. The grant allowed for the purchase of six additional welding booths, including one which is ADA compliant, a hydraulic iron worker, upgraded ventilation and sprinkler systems, sinks, lockers, and emergency eye wash and shower station. We have made a concerted effort to provide students with the latest equipment and technology to give them skills applicable to industry.

Currently we have three levels for students: Beginning Ag Mechanics, Advanced Ag Mechanics, and Ag Projects. Introduction to Agricultural Mechanics is intended to provide a basic understanding of principles in shop safety, mechanical drawing, woodworking, electricity, carpentry, masonry, welding and cutting, rope work, plumbing, record keeping, leadership, as well as an introduction to the FFA. Advanced Ag Mechanics is a continuation of Beginning Ag Mechanics with more concentration on fabrication. Finally the Ag Projects class, which is integrated into the Advanced Ag Mechanics class, is where third year mechanics students apply what they have learned on individual projects built under the supervision of the instructor.

Regardless of the track or cluster, students in the Foothill High School Agriculture Department receive well rounded instruction not only in the content area they are interested in but also in the life skills necessary to become productive members of society and leaders in their chosen fields.

Quality Criteria Two Leadership and Citizenship Development

One of the great successes of the Foothill High School Agriculture Department had been the ability to provide many opportunities for students to develop leadership skills and to realize that they are part of a larger community. These opportunities include, but are not limited to, the entire list of 22 activities from the FFA activities check sheet. Our program has consistently had students participating in local, sectional, regional, and state career development events.

The leadership activities of our students are supervised, monitored, and graded by the two instructors of the program both of which are qualified credentialed agriculture teachers. In my classes, FFA participation is 20% of the students' total grade, each student and his or her parent/ guardian signs a syllabus that lists the grading criteria including the FFA requirement. Students are required to participate in at least four approved FFA activities per semester.

The FFA activities for all of the students in the department are maintained in one database awarding the students a point for each activity. Those points are then published periodically and included in the grades each semester. Those students that are actively involved and participate in numerous activities are eligible for Top 10 trip. Those that attend the Top 10 trip are the ten students in our program that have the highest number of activities. The trip is scheduled during the summer months to a destination such as, ice skating, water park, amusement parks, etc.

To keep track of Supervised Agricultural Experiences, our students utilize the California FFA Record Book. Students use business agreements to contractually list the responsibilities of the parties involved in the projects. The budget is used to plan the project. And the journal is used to keep track of the daily activities, expenses, income, and hours put into the project. Many of our students do not come from an agriculture background and live in the city which can make it difficult for them to house a project. These students have the option of keeping a project at our district school farm. There are no housing costs to keep projects at the school farm. A farm contract is an additional legal document to secure the project on the facility. We currently have approximately 50 students that are taking advantage of this opportunity.

In recent, we have not required freshmen to have an SAE completed, but to have an SAE proposal by the end of that year. However, this year in my Ag Earth Science I am integrating Agri-science projects as part of the curriculum. The project size and scope is dependent on what the student has available outside of the classroom. Boards that excel will compete at the state field days.

Every student in our Foothill High School Agriculture Program has an equal opportunity to participate in the numerous leadership activities and Supervised Agricultural Experiences regardless of their background and financial needs.

Quality Criteria Three Practical Application of Agricultural Skills

Having a project (SAE) is part of the evaluative process in the Agriculture Program at Foothill High School. During their first year, students are exposed to the many options available for projects. After this exposure, students are required to plan their Supervised Agriculture Enterprise and keep track of their leadership activities in their record book. The planning of their project includes developing a business agreement and a budget prior to the start date. Without these critical first steps the project can not be started. Students SAE projects and proposals account for 20% of their class grade. The freshmen start by submitting a SAE proposal to declare their project topic, hypothesis, and five cites sources related to their project.

We use the projects to teach students about responsibility, leadership, life and agriculture skills, and the “nuts and bolts” of the agricultural industry in which their project is involved. The freshmen, first year students, learn, interact, and complete a hard copy record book. This is in part because the Novice Records contest is still being done in the paper book. It is a goal of the department to have every first year student to not only plan their respective SAEs but also complete all of the other requirements to obtain the Greenhand Degree and future Chapter Degree.

Second year students in the program are expected to not only have a planned SAE but have their plans implemented. In our program, second year student’s transfer their records from the hard copy record book to the computerized version, irecord books. The goal of the program is to have as many second year students as possible earn the Chapter FFA Degree. We build upon the work done in the second year during the third and fourth

years increasing size and scope of projects where we can. The eventual goal is to have at least 5% of the total membership receive the State FFA Degree each year; a goal we have reached each of the last 3 years. The final step of accomplishment that our students can reach is the American FFA Degree.

The success of our students' SAEs is in part because of the supervision of both teachers advising them on their projects. The responsibilities are split up by species and career path taught. Each student is visited at least once per semester and during the summer. Most of our students have SAE projects at the district school farm; however, there are a few projects that are kept at the student's home including the Agri-Science projects. Those projects that are kept at the school farm receive daily visits to monitor health and wellbeing of the projects. To aid in project supervision we have two Ag trucks at our disposal. Both teachers are under an extended contract during the summer months and the district reimburses the teachers for expenses incurred during the visitation of projects.

Quality Criteria Four

Qualified and Competent Personnel

All of the teachers in the agriculture program at Foothill High School are fully credentialed to teach. Both have a Single Subject Credential in Agriculture and a Specialist Credential in Agriculture. In addition to completing all of the prerequisites for earning a clear credential, both of the instructors have industry experience in excess of the required 3000 hours of agricultural experience.

We have made a concerted effort to improve the quality of instruction through the use of a variety of teaching techniques, methods, and strategies. The use of technology in the classroom has been one of the biggest enhancements to the learning environment. We have digital projectors, sound systems, and computers and lap tops in both of the classrooms in the department. The technology allows instructors to utilize a variety of teaching tools and strategies to bring the learning to a place of common ground and comfort to the students. In one of the classrooms there is a computer lab that the students can use for projects and to access the computerized record book to document SAE's. The other classroom has a class set of laptops that are stored in two charging carts. The laptops are used in classroom to aid in instruction, student research, and record books.

Through the Prop D-1 grant the technology in our classrooms has been modernized. Both classrooms entertain a Smart Board, projectors with a main control panel, and skylights with switch controls, for natural lighting. The additional technology in our department aids in student learning and while meeting the needs of our students.

Through the CATA each member of the department receives substantial career development specific to agricultural education. We both attend the fall and Spring Regional meetings, the CATA Summer Conference, the Road Show. The Road Show is held the day prior

to the fall regional meeting. The Road Show is dedicated to educational workshops that encompass the three circles of agricultural education and collaboration with others in the agricultural industry. The district will reimburse the professional development costs including, registration, hotel, and meals. The department vehicles are an available means of transportation. We both feel strongly about the CATA's roll in teacher support that we both pay our dues and are eager to take on leadership positions.

To complement the professional development of the CATA, the school site has a comprehensive professional development plan to support and enhance the learning environment and quality of instruction for the entire school site. We have an early out schedule every week to give time for department meetings and professional learning communities (groups of teachers that teach the same subject), and collaboration time. These professional learning communities, PLC's, meet to discuss and share teaching materials and strategies. There is also a committee of teachers, each department having a representative, that have created a Pyramid of Intervention for Behavior and Academics for our campus. Our agriculture department is very active in the professional development facet both on and off campus.

Quality Criteria Five Facilities

Prior to being hired at Foothill High School, the department received a Prop 1D Grant to upgrade our shop facilities. This grant came into play last school year, seven years after being approved, to include the renovation of the two agriculture classrooms/facilities and the ag mechanics shop. During the construction the program relocated to portables and the instructors taught an alternate elective since the mechanics shop was being worked on.

During the last week of summer leading up to the new school year we moved into our new classrooms and shop. In the shop/ lab facilities we have four new welding booths with ventilation systems. Two of the new booths are set up for SMAW process along with the existing twelve booths. The other two were left open so students could practice MIG welding with the portable setup. One of the booths is also two inches lower in height which is ADA compliant. With this grant we were also able to include two new portable MIG welders and four stationary Lincoln welding units. Being able to expand our welding facilities allows an increased number of students to practice their metal work and fabrication skills at one time. Due to our high class sizes in ag mechanics, students are on a rotation system to enter a booth. These will assistance in classroom learning, instruction efficiency and classroom management.

The Advanced Ag Mechanics class focuses on SMAW welding and projects all year long, however, the Introduction to Ag Mechanics class starts learning the fundamentals of welding during the end of the second semester. This is a warmer part of year with the shop area temperatures rising as well. We purchased a new swamp cooler that displaces air throughout the work area. Other additions to our shop include, a new 40,000 ton iron worker, electrical drop boxes above work stations for the various power tools used throughout the year. New ventilation

above the welding booths and a sprinkler system were installed for safety purposes. The interior walls and the two roll up doors received a fresh coat of paint.

Before the renovation, my classroom had a set of lockers, a sink, and eye wash station located in the back corner of the room. As an instructor, this was not a convenient or ideal set up when working in the shop. They relocated the lockers into the shop, installed two new sinks, and upgraded our eye wash station and shower. Having these necessities in the shop area allows students to access and store PPE, unfinished projects and materials, and any project diagrams needed for the class. The classroom is now equipped with two new sinks and an eye wash station that is employed by students during lab activities. The two classrooms in our department were completely renovated. The main office, which is located in my classroom, was walled in with windows and a door for privacy. The office includes built in desk areas, shelves, filing cabinets and locking storage cabinets throughout.

Outside of our campus facilities, we also have a district school farm to accommodate high school agriculture students SAE projects. Most of our students are not able to keep their projects at home; the school farm is a major resource to accommodate those needs. The facilities currently available on the school farm include shade house, green house, two hog barns, a sheep, goat, and cattle barn. This year the district built a new poultry barn with sectioned pens to house multiple types of fowl. We also have farrowing room for students with breeding sow projects. Presently, Foothill is the only program that utilizes the farrowing room and farrows out five sows in March. Our students also have breeding ewes that produce fair lambs. There are three pastures available for rotational grazing. Without the shared school farm our students would not have the opportunity to excel in their SAE projects.

Quality Criteria Six Community, Business and Industry Involvement

The advisory committee at Foothill has been established for many years. The committee is made up of individuals representing a variety of agricultural enterprises in Kern County. The advisory committee plans to meet at a minimum twice a year, once in the fall and spring to review the progress of the program. They have been a great source of information for the staff and have kept us apprised of changes in the various industries that could be addressed in the curriculum we teach here at Foothill. In addition, the committee has served as a great advocate for the program meeting with administrators when needed.

The advisory committee was instrumental in garnishing support for the development of the agricultural mechanics program here at Foothill. When the Prop 1D grant was written seven years ago, prior to my arrival, the advisory committee members provided full support and advise as needed for this major project. Now that the project has been completed our program wants to continue making improvements in the future. The advisory committee members have direct ties into the agricultural industry and are able to provide us with proper resources.

One of the qualities that make out advisory committee so effective is that there is a member of the committee for each of the advanced clusters that we teach. When we need someone to offer advice in a specific area of the program we have a committee member to call upon. Lately, we have drawn on the expertise of the committee when starting the Ornamental Horticulture/ Crop Science facilities. Resources for funding and supplies will be our largest hurdle to tackle the next phase of expanding our program.

Quality Criteria Seven Career Guidance

Career guidance and preparation is one of the major goals of the program. The end result of four years in the agriculture program should be students that are ready to either go to college or go to work. We begin trying to identify career paths for the students as early as possible. When students begin their freshmen year in either Ag Earth Science or Introduction to Ag Mechanics, we start a student data sheet that follows them throughout their high school career. The student data sheet is kept filed and is changed as the goals of the students change.

One of the programs most valuable assets in the effort to give the best guidance possible to our students is our counselor Denise James. We have our own counselor for the Agriculture Academy and Department. This allows her to concentrate on helping our students with a focus on careers related to agriculture. She has attended numerous FFA events including the State FFA Leadership Conference and has a great appreciation for what we are able to do with students. She also volunteers to take forty freshmen on a field trip to the Kern County Fair each year to watch the livestock shows. She also works hard with our seniors to ensure that every opportunity available is made aware to them.

One of the successes of our program, in terms of students going to college, is due to the amount of exposure our student have to colleges. We take as many students to as many colleges as we can. We travel with students on CDE teams throughout the fall and spring semesters to field days that are held at college campuses. These students become familiar with college campuses and loose the anxiety that many high school students feel towards the idea of college. Students also have the opportunity to decide which college campus is the best fit for them and their chosen major. We also take over 10% of our students to the State FFA Leadership

Conference in Fresno where they spend a significant amount of time at CSU Fresno. As a result, we have several students currently attending college at CSU Fresno.

Although the student data sheet is a valuable tool, nothing will substitute engaging students on a one on one basis. The relationship between a teacher and a student can allow students to honestly convey their dreams and goals by giving the teacher the opportunity to give assistance and guidance to help make those dreams come true. We take it upon ourselves to go above and beyond to make sure our students are taken care of.

Quality Criteria Eight Program Promotion

Program promotion has always been a big priority for the program and the reason we have been able to garnish the support from administration that we have. The key to program promotion and success is communication. Sometimes it is planned communication, other times it is impromptu. It is important to keep those around you informed and to make frequent visits with your administration whether positive or unpleasant.

The promotion of our program begins early in the year with the foundation of any chapter, the freshmen and parents. The first step to recruiting the incoming freshmen is to make 8th grade classroom visits to our feeder schools. This involves two or three chapter officers and a few of our current selected freshmen to make the visit. We hand out interest cards to the classes which indicate whether they are interested in the program and their contact information. Another successful way we recruit incoming freshmen is at our Trojan Showcase and Registration Day where all of the clubs and teams on campus set up booths to get students interested in getting involved. Our booth is set up to attract all students with a slide show and music while displaying areas in ag mechanics, horticulture, animal sciences, and student projects. During these activities, the chapter officers and active members are mingling with the incoming freshmen. We also supply students and parents with a chapter brochure, FFA opportunities hand out and the *FFA New Horizons* magazine. Most of the incoming freshmen at Foothill have very little exposure to agriculture and a very little understanding of what the FFA is all about. It is critical to get the freshmen and their parents to “buy-in” to the program in order to have a high retention rate.

We begin this process by inviting all of the incoming freshmen and their parents to a BBQ the first week of school, free of charge. This is a chance to meet and greet the student and

parents as well as letting the officers present the program that showcases the opportunities available to them in the FFA. Chapter officers facilitate games and activities with the freshmen with a goal of breaking the ice and making them feel more comfortable. Our students are great at making sure everyone feels included.

Another key focus group that we engage to promote the program is the staff and administration on campus. Every year during National FFA Week the department hosts a breakfast for the staff and administration called the "Ranch Breakfast". This is one of the most valuable activities that we participate in during the year. The students cook omelets for the staff and while the students are cooking he or she engages in conversation with the staff member that they are cooking for. The students get practice communication skills and the staff member gets to see results of leadership training.

The image that the community, administration, staff, parents, and students have of the program has been and continues to be one of the most valuable assets we have. We gain this image through designed devices of promotion and by accident when people see our students in action displaying their leadership and citizenship skills. Those are the image building opportunities that we are most proud of.

Quality Criteria Nine

Program Accountability and Planning

The ability to review past performance and analyze strengths and weaknesses is the key to improving program success. Assessing the performance of the students is one way of tracking the progress of a program, but to evaluate the program as a whole one must look at the program from many points of view. The instructors of our program evaluate the curriculum, schedule, and program plan every year always looking for ways that we can best meet the needs of our customers, the students.

The curriculum is evaluated by taking a look at how the students are performing on standardized assessments. However, in this year our district has uplifted the requirement of giving students standard tests and quarterly benchmarks due to the shift to common core. As our program and staff transition our standards and teaching materials we have scheduled meetings with core teachers every Monday. These teams are referred to as Professional Learning Teams, PLT's, with a goal of collaborating to best meet our students needs. We create ways of assessing students on the standards, alluding from standardized testing. If students are not meeting standards of success, the staff analyzes the results and tries to ascertain the reason for failure and adjusts accordingly. To help our core instructors we work to ensure that students are putting out their best effort.

Each year the program improvement plan is adjusted and amended to quality criteria standards. Then the program plan and five year plan are presented to the administration and advisory committee with the intent of soliciting further input for improvement before they are sent to our regional supervisor, Chuck Parker. Because of the program status as a California Academy, we not only have to submit an Incentive Grant report to the state, but also an

Academy Grant report. These two reports require substantial documentation in the area of program performance, student success, and graduate follow-up.

Currently, with two full time agriculture instructors there is a limit to the amount of classes offered in our program. The Ag Earth Science class has three sections that are open to freshmen. The three sections are narrowed down for the sophomore class to two sections of Ag Biology. The Ag Biology class is the first class in our Ag Academy. When students continue through the program we narrow down the junior class, Ag Business, to one section, as well as the senior cap stone class, Ag Economics. Through this pathway we have high retention rates; each year we exceed classroom size throughout the year.

Allowing outside entities an unbridled look into the program is often a stressful experience. When you work as hard as agriculture instructors do it can be frustrating to have someone criticize your results but it is through this criticism that we grow and improve. We have found that after the analysis, our hard work has been recognized and rewarded with honors like in 2013 when the program was named the outstanding 2-3 person department in the region by our peers in the California Agricultural Teachers Association. We believe that our success as a department is a direct result of our drive to get better every year.

Quality Criteria Ten Student-Teacher Ratio

Student to teacher ratio has been a definite struggle for our department as it is for most departments in California that are in a growth mode, especially with the current budget issues in our state. The goal of having 20 students in a shop and laboratory class and 25 students in other classes is ideal but not always realistic. Our focus has been to increase enrollment and retention which at times can be in direct conflict with the previously mentioned goal.

What our department has done to address this issue has been to focus on the safety aspect. Currently, our shop classes average 35 students per class with the largest at 37 students. With numbers so high, safety is not only a huge part of our curriculum to improve the instructional environment but mostly to keep the shop and students safe. The class that is also greatly affected by class size is the advanced agriculture mechanics class and currently has 30 students. It is our most active group in terms of large projects that require a lot of room and one on one attention from the instructor.

Beside the shop classes we have one other class that breaches the 25 student enrollment barrier, our junior class; Ag Business. It has traditionally difficult to keep numbers down in this particular class because it is a combination of two sophomore level classes. In addition, we have been compelled to keep numbers relatively high in this class because it feeds our capstone class in our Ag Academy, Ag Business. Retention into our capstone senior class has been successful; however, we do struggle to keep many of our active students due to the IB class schedule. As a result, we do lose some of our seniors because of schedule conflicts. Fortunately, we have been able to keep the class size up to an average of 30 over the past few years. As a whole the department has worked hard to keep class sizes as low as possible and have been able to have that effort supported by our administration.

The biggest challenge in terms of student teacher ratio has been the ratio of different students met per day to teachers available to supervise Supervised Agricultural Experiences and FFA Activities. Currently, our ratio is 150:1. The conflict lies in the effort to grow to an additional instructor working against keeping our student to teacher ratio low. All things considered, our ratio is high now and will level out once we grow to a three instructors.

Quality Criteria Eleven Full Year Employment

Both of the Agriculture instructors at Foothill High School are employed year-round.

Each agriculture teacher in our department receives a 10 month contract to reflect Certificated Base Salary Schedule. Along with the 10 month contract, both of the agriculture teachers have an extended day contract; there is not an allotted project supervision period. During the summer months, we receive 36 days in order to supervise Kern County Fair projects and plan events with the chapter officers. We are responsible for filling out time cards for our school secretary to record the days and hours worked for pay.

CLASS I, STEP 1 = \$39,128
 CLASS II, STEP 1 = \$43,482
 NEW TCHR MINIMUM = \$45,794
 DOCTORATE = \$2,834

KERN HIGH SCHOOL DISTRICT Certificated Base Salary Schedule 2014-2015

EFFECTIVE JULY 1, 2014
 Reflects 4% adjustment

STEP	CLASS I		CLASS II		CLASS III		CLASS IV		CLASS V		CLASS VI		STEP
	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	
1	39,128	41,958	43,482	46,314	46,314	49,147	49,147	51,982	51,982	54,813	54,813	57,647	1
2	40,969	43,803	45,325	48,155	48,155	50,990	50,990	53,821	53,821	56,654	56,654	59,487	2
3	42,811	45,642	47,166	49,998	49,998	52,830	52,830	55,663	55,663	58,498	58,498	61,330	3
4	44,651	47,484	49,007	51,840	51,840	54,672	54,672	57,505	57,505	60,337	60,337	63,169	4
5	46,492	49,327	50,848	53,681	53,681	56,515	56,515	59,348	59,348	62,177	62,177	65,012	5
6	48,334	51,167	52,691	55,522	55,522	58,354	58,354	61,189	61,189	64,020	64,020	66,853	6
7	50,177	53,008	54,529	57,365	57,365	60,196	60,196	63,029	63,029	65,863	65,863	68,694	7
8	52,018	54,849	56,373	59,204	59,204	62,039	62,039	64,870	64,870	67,704	67,704	70,538	8
9	53,858	56,692	58,212	61,046	61,046	63,879	63,879	66,713	66,713	69,544	69,544	72,377	9
10	55,699	58,531	60,055	62,890	62,890	65,721	65,721	68,553	68,553	71,388	71,388	74,219	10
11			61,897	64,729	64,729	67,562	67,562	70,394	70,394	73,227	73,227	76,060	11
12					66,570	69,403	69,403	72,237	72,237	75,068	75,068	77,902	12
13					68,412	71,244	71,244	74,076	74,076	76,911	76,911	79,744	13
14	(Available only after 17 years of qualified educational service)										78,752	81,585	14
15	(Available only after 22 years of qualified educational service)										80,593	83,425	15
16	(Available only after 27 years of qualified educational service)										86,117	88,950	16
17	(Available only after 32 years of qualified educational service)										90,882	93,714	17

PLEASE NOTE: This schedule will take effect on:

- (1) The minimum annual salary paid an employee (Class I, Step 1, W/O a master's degree) will be:
- (2) All requirements for the class shall have been satisfied by the employee as of:
- (3) To be eligible for a step placement, an employee must have had the required years of experience as of:
- (4) Steps 14, 15, 16 and 17 are awarded on basis of qualified educational service.

July 1, 2014

\$45,794

September 1, 2014

September 1, 2014

Quality Criteria Twelve Program Achievement

Foothill High School meets this standard of program achievement. In the area of Leadership Activities we continue to exceed the minimum twelve areas. There is always room for improvement to accomplish all twenty-six of the areas on a yearly basis. The Agriculture Incentive Grant checklist is attached as evidence of meeting the standards.

CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL Foothill High School DATE 11/19/2014

AG DEPARTMENT CHAIR Clay Freeman

QUALITY CRITERIA 1 - 9

Failure to meet any part of a Quality Criteria may result in the loss of 10% of the incentive funds up to a maximum of 25%.

Loss of funds can be avoided with an approved variance request which may be granted for one year on any Quality Criteria 1-9.

QUALITY CRITERIA 10, 11 or 12

Failure to meet either Quality Criteria 10, 11 or 12 (when applied for) will result in the loss of the funds applied for in that criteria.

Department Head Signature _____

Advisory Committee Chairperson Signature
(for programs conducting Advisory Committee Reviews) _____

Regional Supervisor Signature _____

Advisory Committee Chair Contact information

Name Monty C. Freeman
Address 8561 Kernita Road
City Bakersfield
Phone 661.366.6037

Zip 93307

Revised 1/10

X		2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1) * Local Best Informed Greenhand Contest * Local Creed Speaking Contest * Local Opening & Closing Contest * Local COOP Quiz Contest * Local Program of Work Committee(s) * Local Demonstration Fair * Local Agriscience Fair Exhibition * Local Public Speaking Contest * Local Parliamentary Procedure Contest * Chapter Meeting or Activity * Any Section, Region, or State Activity * Other Local Activities
---	--	---

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes No

X		3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)
X		3B. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)
X		3C. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0)
X		3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.
X		3E. A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes No

X		4A. Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.
X		4B. Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).
X		4C. The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
X		4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
X		4E. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes No

X		5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
X		5B. There is adequate storage space for materials, records, equipment and supplies.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes No

X		9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.
X		9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
X		9C. A follow-up system is used which gathers the following information from program * Status of employment or school enrolled within * Opinion regarding the value and relevance of the agriculture program * Suggestions for improving the agriculture program
X		9D. The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry by <i>October 15th</i> .
X		9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X		9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

QUALITY CRITERIA 10, 11 and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

Yes No

	X	10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.
	X	10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

11. FULL YEAR EMPLOYMENT

Yes No

X		11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2000.
X		11B. During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

12. PROGRAM ACHIEVEMENT

Yes No

X		12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)
---	--	---

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** **2013/14** **School** **Foothill High School**

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES					
	Freeman	Paulsich				
Fall Region Meeting	X	X				
Region In-service Day	X	X				
Spring Region Meeting	X	X				
Section In-service*	X	X				
Section In-service*	X	X				
Section In-service*						
Section In-service*						
Summer Conference	X	X				
University AgEd Skills Week		X				
Professional Development **						

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

III

Supporting Completion Materials

III- Supporting Completion Materials

Table of Content

- A. Student Data Sheets
- B. Agriculture Student Files
- C. Course Outlines
- D. Gradebook
- E. SAE Supervision Forms
- F. SAE Requirements Course Outline
- G. FFA Requirements Course Outline
- H. Program of Activities
- I. Recruitment Plan
- J. FFA Chapter Scrapbook
- K. Summer Activities Calendar
- L. Graduate Follow Up Instrument
- M. Graduate Follow Up
- N. Comprehensive Program Plan
- O. Advisory Committee Meeting Agenda
- P. Advisory Committee Meeting Minutes
- Q. Advisory Committee's Constitution & By-laws
- R. Proficiency Standards
- S. Credentials
- T. Department Calendar

U. Professional Growth & Development Activities
V. R-2 Report
W. Travel Request
X. CATA Membership Card
Y. Report to Administration
Z. Department Wish List
AA. Department Operating Budget
BB. District/ Department Budget Process
CC. Chart of Responsibilities
DD. Substitute Teacher Procedures & Plans
EE. Description of Program Completers
FF. Reimbursement Process

A

Student Data Sheets

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____

Last Name _____ First Name, MI' _____

Gender: Male _____ Female ☒

Ethnicity/Race: _____

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

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

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

Year in Agriculture Program: 1st

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

Grade Level in School: 9

(9, 10, 11, 12)

I Am Taking This Course Because: (Select One)

☒ I plan a career in agriculture.

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

Doctor (Ag. Biology)

H. Date: Oct 1, 2014

I. Locator Data _____

Street Address: 13482 Paradise Valley rd

City, Zip: Caliente, 93518

Phone Number: (641) 867-2564

Email: torymartinez@gmail.com

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

Mr. Troy Martinez

Miss/Mrs./Ms. Shelly Martinez

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

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

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

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College ☒

Community College ☐

Four Year College ☒

Full-Time Student ☒

Part-Time Student _____

Agriculture Major _____

Non-Agriculture Major ☒

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____
 Last Name _____ First Name, MI _____
 Gender: Male _____ Female ☒
 Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes ☒ No _____

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

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

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

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

I Am Taking This Course Because: (Select One)
☒ I plan a career in agriculture
☐ Not a career, just an interest in agriculture.
☐ Not interested, placed in class.

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

A CSI field agent (vet)

H. Date: October 1, 2011
 I. Locator Data _____
 Street Address: 4341 Brillo Dr.
 City, Zip: CA 93306
 Phone Number: (661) 363-5606
 Email: crishtina.sosa@csbeGLOBAL.net
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Seane Sosa
 Miss/Mrs./Ms. Christina Sosa

J. Program of Instruction Being Pursued: (Select Only One)
☐ Plant & Soil Science (4010)
☐ Animal Science (4020)
☐ Agricultural Mechanics (4030)
☐ Agricultural Business (4040)
☐ Ornamental Horticulture (4050)
☒ Forestry & Natural Resources (4060)
☐ Agriscience (4070)

K Please indicate below your plans after graduation from high school:
 1. Go to Work Full - Time _____
 No Further Education _____
 Some College Later _____
 2. Go to College ☒
 Community College _____
 Four Year College ☒
 Full-Time Student _____
 Part-Time Student ☒
 Agriculture Major ☒
 Non-Agriculture Major _____
 3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____

Gender: Male ☒ Female ☐

Ethnicity/Race: _____

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

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

American Indian or Alaskan Native ☐

Asian Indian ☐

Cambodian ☐

Chinese ☐

Hmong ☐

Japanese ☐

Korean ☐

Laotian ☐

Vietnamese ☐

Black or African American ☐

Filipino ☐

Guamanian ☐

Samoa ☐

Tahitian ☐

White ☒

Date: 6/11/14

Locator Data _____

Street Address: 1200 Balboa Ct.

City, Zip: Bakersfield 93306

Phone Number: (661) 577-1688

Email: 195bul@Central.Coe.edu

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

Mr. Jimmy Jimenez

Miss/Mrs./Ms. Rosa Jimenez

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

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

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

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

Year in Agriculture Program: 1st

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

Grade Level in School: 9

(9, 10, 11, 12)

I Am Taking This Course Because: (Select One)

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

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

I want to be a mechanic or a welder.

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____
 Last Name _____ First Name, MI _____
 Gender: Male _____ Female X
 Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes _____ No X

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

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

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

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

I Am Taking This Course Because: (Select One)
X I plan a career in agriculture
 Not a career, just an interest in agriculture.
 Not interested, placed in class.

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

I would like to be an Ag. Advisor for ag. earth animals science and Ag. mechanics

H. Date: 10-1-14
 I. Locator Data
 Street Address: 5200 Pioneer Drive
 City, Zip: Dakotafield 93306
 Phone Number: 661-321-6510
 Email: lexi.sherwood@rocketmail.com
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Robert Sherwood
 Miss/Mrs./Ms. Jessica Bissington

J. Program of Instruction Being Pursued: (Select Only One)
 _____ Plant & Soil Science (4010)
 _____ Animal Science (4020)
X _____ Agricultural Mechanics (4030)
 _____ Agricultural Business (4040)
 _____ Ornamental Horticulture (4050)
 _____ Forestry & Natural Resources (4060)
 _____ Agriscience (4070)

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____
 Last Name _____ First Name, MI _____
 Gender: Male ☒ Female _____
 Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes ☒ No ☐

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

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

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

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

I Am Taking This Course Because: (Select One)

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

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

cop or Ag engineer

H. Date: 10-1-14

I. Locator Data

Street Address: 832 Vine Road PA

City, Zip: Delaware PA, 19306

Phone Number: (302) 264-0191

Email: _____

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

Mr. Angel Trujillo

Miss/Mrs./Ms. Claudia Trujillo

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

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

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

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College ✓

Community College _____

Four Year College ✓

Full-Time Student _____

Part-Time Student ✓

Agriculture Major ✓

Non-Agriculture Major _____

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____

Last Name _____ First Name, MI _____

Gender: ☒ Male ☐ Female

Ethnicity/Race: _____

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

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

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

Year in Agriculture Program: 1st

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

Grade Level in School: 12

(9, 10, 11, 12)

I Am Taking This Course Because: (Select One)

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

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

Fire Fighter (Welder)

H.

Date: 10-01-14

I. Locator Data

Street Address: 896 Maple St

City, Zip: Ark, 93203

Phone Number: (661) 854-0682

Email: calbaso@calbaso-llc.com

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

Mr. Felipe Alcantara

Miss/Mrs./Ms. Susana Alcantara

J.

Program of Instruction Being Pursued: (Select Only One)

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

K

Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College _____

Community College ☒

Four Year College ☒

Full-Time Student ☒

Part-Time Student _____

Agriculture Major _____

Non-Agriculture Major ☒

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____ Last Name _____ First Name, MI _____

Gender: ☒ Male ☐ Female

Ethnicity/Race: _____

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

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

☒ American Indian or Alaskan Native

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black or African American

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☐ White

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

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

I Am Taking This Course Because: (Select One)

☒ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

Firefighting (ag engineer)

H. Date: 10.16.14

I. Locator Data _____

Street Address: 600 Forest Ave. #100

City, Zip: 93306

Phone Number: (732)-596-1674

Email: IsabelVigil17@gmail.com

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

Mr. Jose Vigil

Miss/Mrs./Ms. Rosemary Vigil

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

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☒ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College _____

Community College ☒

Four Year College ☒

Full-Time Student ☒

Part-Time Student _____

Agriculture Major _____

Non-Agriculture Major ☒

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____
 Last Name _____ First Name, MI _____

Gender: Male ☒ Female ☐

Ethnicity/Race: _____

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

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

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

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

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

I Am Taking This Course Because: (Select One)
☒ I plan a career in agriculture
☐ Not a career, just an interest in agriculture.
☐ Not interested, placed in class.

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

Welding

H. Date: _____
 I. Locator Data _____
 Street Address: 9214 acgso ct
 City, Zip: Bayerdsfield 93306
 Phone Number: (317) 670-0037
 Email: Aaba 818210@gmail.com
 Parent/Guardian Name (Print Full Name For Each): _____
 Mr. _____
 Miss/Mrs./Ms. Theresa Bayerdsfield

J. Program of Instruction Being Pursued: (Select Only One)
☐ Plant & Soil Science (4010)
☐ Animal Science (4020)
☒ Agricultural Mechanics (4030)
☐ Agricultural Business (4040)
☐ Ornamental Horticulture (4050)
☐ Forestry & Natural Resources (4060)
☐ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
 1. Go to Work Full - Time _____
 No Further Education _____
 Some College Later _____
 2. Go to College _____
 Community College ☒
 Four Year College ☒
 Full-Time Student ☒
 Part-Time Student ☒
 Agriculture Major ☒
 Non-Agriculture Major _____
 3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____ Last Name _____ First Name, MI _____

Gender: Male _____ Female ☒

Ethnicity/Race: _____

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

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

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

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

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

I Am Taking This Course Because: (Select One)

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

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

nurse (ag. teacher)

H. Date: October 4, 2014
 I. Locator Data _____
 Street Address: 7113 Azelea ave.
 City, Zip: 93306
 Phone Number: (559) 990-1554

Email: _____
 Parent/Guardian Name (Print Full Name For Each): _____
 Mr. _____
 Miss/Mrs./Ms. Mrs. Margarita Cabrera

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name _____ Last Name _____ First Name, MI _____
 Gender: Male _____ Female ☒
 Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes ☒ No ☐

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

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

Year in Agriculture Program: 1st

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

Grade Level in School: 9

(9, 10, 11, 12)

I Am Taking This Course Because: (Select One)

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

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

Medical Field (Ag Teacher)

H. Date: 10-1-14

I. Locator Data

Street Address: 1105 Clinton Ave

City, Zip: Bakersfield, CA

Phone Number: (805) 364-0724

Email: lucate10231@gmail.com

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

Mr. Enrique Hatfield

Miss/Mrs./Ms. Diana Hatfield

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

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

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

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College X

Community College _____

Four Year College _____

Full-Time Student X

Part-Time Student _____

Agriculture Major X

Non-Agriculture Major _____

3. Go Into Military Service _____

B

Agriculture Student Files

Agriculture Student Files

In our department we have two means of permanent student files. The first filing system is a filing cabinet to house hard copy documents such as, student data sheets, various applications, and paper Record books. The second is an electronic filing system. We have a department shared network drive that both of the teachers our department have equal access to at all times.

C

Course Outline

Earth Science/College Prep

A. COURSE INFORMATION

Grade Level:	9-12
Length of Course:	2 semesters
Maximum Credit:	5 units per semester
Type:	
Recommendation for Enrollment:	Because this is a standards based course with a specific scope and sequence, it need not be grade specific, but it is recommended for freshman level students.

B. BRIEF DESCRIPTION OF THE COURSE

Earth Science is a one- year course in which the following topics are included: Astronomy, Geology, Meteorology, Oceanography, Biogeochemical Cycles and Climatology. The course of study is referenced to the Kern High School and California Science Content Curriculum Standards and the California Science Framework.

Because this is a standards based course with a specific scope and sequence, it need not be grade specific, but it is recommended for freshman level students.

Earth science fulfills the third-year science requirement and lab science requirement for all colleges and universities except the UC system. The UC system does recognize this course under the G elective requirement (A-G requirements).

C. BOARD-ADOPTED TEXTBOOKS

See list of Board-approved textbooks.

Recommended text:

Earth Science California Ed. Prentice-Hall, 2006. ISBN 0-13-166755-6.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Supplementary instructional materials will vary by school site.

E. BRIEF OUTLINE OF COURSE CONTENT

1st QUARTER			
<i>Essential Goals</i>	<i>Concepts and Skills</i>	<i>Standards Addressed (CST / CAHSEE)</i>	<i># of Questions on CST based on CST Blueprint</i>
1. Investigation and Experimentation	Select and use appropriate tools and technology to collect data and analyze relationships	I & E 1.a.	6
	Identify and communicate sources of unavoidable experimental error	I & E 1.b.	6
	Identify possible reasons for inconsistent results	I & E 1.c.	6
	Formulate explanations by using logic and evidence	I & E 1.d.	6
	Distinguish between hypothesis and theory as scientific terms	I & E 1.f.	6
	Recognize usefulness and limitations of models	I & E 1.g.	6
	Read and interpret topographic and geologic maps.	I & E 1.h.	6
Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface.	Evaluate how the features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.	E. S. 3.a.	1 or 2
	Identify the principal structures that form at the three different kinds of plate boundaries.	E.S. 3.b.	1 or 2
	Explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.	E.S. 3.c.	2 or 3
2nd QUARTER			
Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface.	Identify the reasons earthquakes occur.	E.S. 3.d.	1 or 2
	Compare and contrast the scales used to measure the intensity and magnitude of earthquakes	E.S. 3.d.	1 or 2
	Compare the two basic types of volcanoes in terms of the type of eruption and lava produced	E.S. 3.e.	1
The geology of California underlies the state's wealth of natural resources as well as its natural hazards.	Identify the resources of major economic importance in California and their relation to California's geology	E.S. 9.a.	1 or 2
	Understand the principal natural hazards in different California regions and the geologic basis of those hazards.	E.S. 9.b.	2 or 3

	Analyze the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.	E.S. 9.c.	1
Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of a biogeochemical cycle	Know the carbon cycle of photosynthesis and respiration, and the nitrogen cycle	E.S. 7.a.	2
	Understand the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.	E.S. 7.b.	2
	Know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.	E.S. 7.c.	1
3rd QUARTER			
Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.	Know the thermal structure and chemical composition of the atmosphere.	E.S. 8.a.	2
	Know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.	E.S. 8.b.	2
	<i>know</i> the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.	E.S. 8.c.	1
Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.	Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.	4.a.	1 or 2
	know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.	4.b.	1 or 2
	<i>know</i> the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.	4.c.	1 or 2
Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a	<i>know</i> how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.	5.a.	2
	<i>know</i> the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.	5.b.	1 or 2

basis for understanding this concept:	<i>know</i> the origin and effects of temperature inversions.	5.c.	1
	<i>know</i> properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.	5.d.	2 or 3
	<i>know</i> rain forests and deserts on Earth are distributed in bands at specific latitudes.	5.e.	1
Climate is the long-term average of a region's weather and depends on many factors.	<i>know</i> weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.	6.a.	1
	<i>know</i> the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.	6.b.	2
	<i>know</i> how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.	6.c.	2
Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time.	<i>know</i> how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.	1.a.	1 or 2
	<i>know</i> the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.	1.b.	2
	<i>know</i> the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.	1.c.	1 or 2
	<i>know</i> the evidence indicating that the planets are much closer to Earth than the stars	1.d.	1

	are.		
	<i>know</i> the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.	1.e.	1
	<i>know</i> the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	1.f.	1
4th QUARTER			
Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.	<i>know</i> the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.	2.a.	1
	<i>know</i> galaxies are made of billions of stars and comprise most of the visible mass of the universe.	2.b.	1
	<i>know</i> the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.	2.c.	1
	<i>know</i> that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.	2.d.	2
Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena	<i>know</i> how to determine the relative ages of rocks	I & E 1.i	6

F. BEHAVIORAL OBJECTIVES FOR (TITLE OF COURSE)

The course objectives for Earth science are exactly the State of California Curriculum content standards as listed below:

Earth Sciences (Bold standards are KHSD Power standards)

Earth's Place in the Universe

- 1) Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept:

Students will know:

- a) **How the differences and similarities among the sun, the terrestrial Planets, and the gas planets may have been established during the formation of the solar the solar system.**
 - b) The evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.
 - c) **The evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.**
 - d) the evidence indicating that the planets are much closer to the Earth than the stars are.
 - e) The Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.
 - g) The evidence for the existence of planets orbiting other stars.
- 2) Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept:
- Students will know:
- a) The solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.
 - b) Galaxies are made of billions of stars and comprise most of the visible mass of the universe.
 - c) The evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.
 - d) **That stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.**
 - e) Accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.
 - f) The evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.
 - g) How the red-shift from distant galaxies and the cosmic background radiation provide evidence for the “big bang” model that suggests that the universe has been expanding for 10 to 20 billion years.

Dynamic Earth Processes

- 3) Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth’s surface. As the basis for understanding this concept:
- Students will know:
- a) **Features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.**
 - b) **The principal structures that form at the three different kinds of plate boundaries.**
 - c) **How to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.**
 - d) **Why and how earthquakes occur and the scales used to measure their intensity and magnitude.**
 - e) There are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.
 - f) The explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.

Energy in the Earth System

- 4) Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:
- Students will know:
- a) The fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.

- b) **The different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.**
 - c) **The different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.**
 - d) The differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.
- 5) Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:
Students will know:
- a) **How differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.**
 - b) **The relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.**
 - c) The origin and effects of temperature inversions.
 - d) **Properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.**
 - e) Rain forests and deserts on Earth are distributed in bands at specific latitudes.
 - f) The interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.
 - g) Features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.
- 6) Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:
Students will know:
- a) Weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
 - b) **The effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.**
 - c) **How Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.**
 - d) How computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.

Biogeochemical Cycles

- 7) Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept:
Students will know:
- a) **The carbon cycle of photosynthesis and respiration and the nitrogen cycle.**
 - b) **The global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.**
 - c) The movement of matter among reservoirs is driven by Earth's internal and external sources of energy.
 - d) The relative residence times and flow characteristics of carbon in and out of its different reservoirs.

Structure and Composition of the Atmosphere

- 8) Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.

As a basis for understanding this concept:

Students will know:

- a) **The thermal structure and chemical composition of the atmosphere.**
- b) **How the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.**
- c) The location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.

California Geology

- 9) The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:

Students will know:

- a) **The resources of major economic importance in California and their relation to California's geology.**
- b) **The principal natural hazards in different California regions and the geologic basis of those hazards.**
- c) The importance of water to society, the origins of California's fresh water, and the relationship between supply and need.
- d) How to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.

Investigation and Experimentation

- 1) Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations.

Students will:

- a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- b) Identify and communicate sources of unavoidable experimental error.
- c) **Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.**
- d) **Formulate explanations by using logic and evidence.**
- e) Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- f) **Distinguish between hypothesis and theory as scientific terms.**
- g) Recognize the usefulness and limitations of models and theories as well as scientific representations of reality.
- h) Read and interpret topographic and geologic maps.
- i) Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- j) **Recognize the issues of statistical variability and the need for controlled tests.**
- k) Recognize the cumulative nature of scientific evidence.
- l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.³

- n) Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, planets).

G. ASSESSMENT PROCEDURES

District benchmarks (3) at the end of the first, second and third quarters. CST tests as applicable per student.

1/31/08

Beginning Ag Mechanics

A. COURSE INFORMATION

Grade Level: 9-12
Length of Course: One Year
Maximum Credit: 10
Type:
Recommendation for Enrollment:

B. BRIEF DESCRIPTION OF THE COURSE

Beginning Ag Mechanics is a course designed to fulfill the students' elective requirements from K.H.S.D. The course is a year long course which is designed to introduce the student to basic shop skills necessary to develop a well rounded agricultural mechanics program. The course is also a pre-requisite to Advanced Ag Mechanics.

C. BOARD-ADOPTED TEXTBOOKS

Basic Text:

Agriculture Mechanics, Fundamentals and Application 5rd Edition, Cooper, 1996

D. SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Mechanics in Agriculture, Phipps, 1977.

Farm Shop, Wakeman and McCoy, McMillan.

Shop Work on the Farm, Jones, McGraw Hill, 1973.

Fundamentals of Service Welding, by John Deere, published by John Deere.

Wiring Simplified, H.P. Richter, et. al.

Leveling and Land Management Practices for Agriculture, Agriculture Education Dept., University of Arizona or Hobar Publications.

E. BRIEF OUTLINE OF COURSE CONTENT

- A. Exploring Careers in Agricultural Mechanics – 1 week
 - 1. Mechanics in the World of Agriculture
 - 2. Career Options in Ag. Mechanics
- B. Using the Ag. Mech. Shop – 2 weeks
 - 1. Shop Orientation and Procedures
 - 2. Personal Safety in Ag. Mech.
 - 3. Reducing Hazards in Ag. Mech.
 - 4. Shop Clean-up and Orientation
- C. Hand Woodworking and Metal Working – 4 weeks
 - 1. Hand tools, fasteners and hardware
 - 2. Layout, tools and procedures
 - 3. Selecting, cutting, and shaping wood
 - 4. Fastening wood
 - 5. Finishing wood
 - 6. Identifying, marking, cutting, and bending metal
 - 7. Fastening metal
- D. Power Tools in the Ag. Mech. Shop – 3 weeks
 - 1. Portable power tools
 - 2. Woodworking with power tools
 - 3. Metal working with power tools
- E. Tool Fitting – 2 weeks
 - 1. Repairing and reconditioning tools
 - 2. Sharpening tools
- F. Gas Heating, Cutting, Brazing and Welding – 3 weeks
 - 1. Using propane and Oxyacetylene
 - 2. Gas welding joints
 - 3. Brazing joints
 - 4. Oxy-fuel cutting
- G. Electric Welding Processes - 4
 - 1. Selecting and using arc welding
 - 2. SMAW welding mild steel
 - 3. SMAW welding positions
 - 4. SMAW welding joints
 - 5. MIG welding
- H. Coatings – 1 week
 - 1. Preparing wood and metal for painting
 - 2. Selecting and applying coating materials
- I. Electricity – 2 weeks
 - 1. Electrical principles and wiring material
 - 2. Installing branch circuits

- J. Plumbing – 1 week
 - 1. Plumbing materials and tools
 - 2. Irrigation and sprinkler systems
 - 3. Household plumbing
- K. Concrete and Masonry – 1 week
 - 1. Concrete and masonry
- L. Rope Work – 2 weeks
 - 1. Knots and hitches
- M. Surveying – 1 week
 - 1. Surveying skill
- N. Construction of Personal Projects – 9 weeks
 - 1. Project selection and planning
 - 2. Bill of material and cost estimation
 - 3. Project construction

F. BEHAVIORAL OBJECTIVES FOR Beginning Ag Mechanics (standards)

6.1 Oxy-fuel Welding & Cutting

Students will understand the principles and application of oxy-fuel welding and cutting and be able to explain the role of heat and the fusion process.

Examples of the types of work students should be able to do to meet the standard:

6.1.1 Safely select, adjust, and operate oxy-fuel equipment to complete a project/task.

6.2 Electric Welding Processes

Students will understand the electric welding process.

Examples of the types of work students should be able to do to meet the standard:

6.2.1 Select, properly adjust and safely employ the appropriate welding apparatus.

6.2.2 Select the proper materials to construct a project and use multiple types of welds.

6.3 Chains and Rope

Students will understand and demonstrate how to safely secure loads with chains and rope.

Examples of the types of work students should be able to do to meet the standard:

6.3.1 Select and use the appropriate materials for securing a particular load.

6.3.2 Demonstrate basic knots such as the following: trucker's hitch, eye splice, bowline, whipping knot, figure 8, and square knot.

6.4 Surveying

Students will understand the use of surveying equipment.

Examples of the types of work students should be able to do to meet the standard:

6.4.1 Demonstrate surveying principles, survey instrument adjustment, and participate in land measurement activities.

6.5 Equipment Operation and Preventive Maintenance

Students will understand the concepts of safe equipment operation and maintenance.

Examples of the types of work students should be able to do to meet the standard:

- 6.5.1 Safely adjust, maintain, and operate various types of power equipment.
- 6.5.2 Use operators manuals to develop service schedules and keep maintenance records.

6.7 Agriculture Industry Employee/Employer Relationships

Students will understand agricultural industry employee-employer relationships and work evaluation.

Examples of the types of work students should be able to do to meet the standard:

- 6.7.1 Explain how wages are tied to job performance.

6.8 Safety

Students will understand personal/group safety while working in an Agriculture Mechanics environment.

Examples of the types of work students should be able to do to meet the standard:

- 6.8.1 Demonstrate the use of personal/group safety while working in an Agriculture Mechanics environment.

6.9 Electrical Systems

Students will understand the basic principles of electricity, A.C. circuits, and D.C. circuits as used in agricultural machinery

Examples of the types of work students should be able to do to meet the standard:

- 6.9.1 Interpret basic electrical plans such as 3-wire farm structures.
- 6.9.2 Demonstrate proper usage of the following electrical testing devices: volt meter and circuit tester.

6.10 Agricultural Structures

Students will understand the design, construction, and maintenance of agricultural structures.

Examples of the types of work students should be able to do to meet the standard:

- 6.10.1 Design and construct a simple framed project requiring basic carpentry.
- 6.10.2 Use basic concrete/masonry, plumbing, and/or electrical wiring skills.

6.11 Record Keeping

Students will understand the principles of record keeping.

Examples of the types of work students should be able to do to meet the standard:

- 6.11.1 Demonstrate record keeping utilizing a variety of methods and systems.

6.12 Interpersonal Leadership Development

Students will recognize the traits of effective leaders.

Examples of the types of work students should be able to do to meet the standard:

- 6.12.1 Participate in leadership training activities associated with the FFA.

6.13 Supervised Practical Experience Project

Students will understand the relationship between a supervised occupational experience (SOE) and their preparation for a career in agriculture.

Examples of the types of work students should be able to do to meet the standard:

- 6.13.1 Participate in a supervised occupational experience that employs skills and knowledge learned in the ag mechanics program.
- 6.13.2 Maintain an ongoing record book.

6.14 Measurement

Students will understand the importance of a accurate measurement as it relates to project planning, construction, and troubleshooting.

Examples of the types of work students should be able to do to meet the standard:

J.14.1 Read and use a variety of measurement tools to complete calculations for problems involving length, area, and volume.

G. ASSESSMENT PROCEDURES

The criteria on which students will be graded in the course will be based on tests and student evaluations which include:

1. Essay type or subjective tests	15%
2. Objective tests	10%
3. Actual test of ability in shop skills	15%
4. Shop performance and cleanup	10%
5. Project completion and quality	40%
6. Participation in co-curricular activities (FFA)	10%

The following range is used to determine what grade a student will receive at the quarter and semester.

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

D

Gradebook

Class Summary Report

11/28/2014 6:17:44 PM

Grading Period: Progress 2

Class: (S1) Paulisich, J Ag-Earth Sci/P(1) SEC:3060-1-1-134442

Teacher: Jessica Paulisich

Student	Overall Grade	Class Participation 15.0	Tests & Quizzes 45.0	SAE 20.0	FFA Participation 20.0	Missing
	82.7 B	75.2 B	81.0 B	100.0 A	75.0 B	
	73.3 C	92.6 A	91.2 A	66.7 C	25.0 F	
	41.1 F	55.4 D	58.1 D	33.3 F	0.0 F	
	77.3 B	88.6 A	92.6 A	86.7 A	25.0 F	
	29.9 F	45.5 F	37.0 F	32.0 F	0.0 F	
	76.0 B	85.1 B	90.8 A	86.7 A	25.0 F	
	93.1 A	86.6 A	95.1 A	86.7 A	100.0 A	
	88.9 A	83.7 B	87.3 A	85.3 B	100.0 A	
	58.6 D	50.5 D	90.5 A	1.3 F	50.0 D	
	84.8 B	100.0 A	72.2 C	86.7 A	100.0 A	
	81.4 B	95.0 A	71.5 C	100.0 A	75.0 B	
	41.8 F	86.5 A	39.3 F	56.0 D	0.0 F	2
	86.5 A	89.6 A	95.8 A	100.0 A	50.0 D	
	57.0 D	50.0 D	71.5 C	86.7 A	0.0 F	
	79.4 B	87.1 A	86.6 A	86.7 A	50.0 D	
	74.3 C	87.1 A	87.0 A	85.3 B	25.0 F	
	91.8 A	100.0 A	87.7 A	86.7 A	100.0 A	
	97.1 A	100.0 A	94.7 A	97.3 A	100.0 A	
	59.3 D	81.2 B	66.2 C	86.7 A	0.0 F	1
	83.8 B	90.6 A	89.4 A	100.0 A	50.0 D	
	65.9 C	82.2 B	80.6 B	86.7 A	0.0 F	
	69.4 C	76.2 B	68.7 C	85.3 B	50.0 D	
	70.4 C	65.1 C	85.2 B	86.7 A	25.0 F	
	96.6 A	95.0 A	94.0 A	100.0 A	100.0 A	
	84.3 B	100.0 A	88.0 A	98.7 A	50.0 D	

Class Summary Report

11/28/2014 6:17:44 PM

Grading Period: Progress 2

	74.8 C	95.0 A	84.9 B	86.7 A	25.0 F	
	68.2 C	100.0 A	74.3 C	98.7 A	0.0 F	1
	75.8 B	72.3 C	94.7 A	86.7 A	25.0 F	
	93.8 A	93.1 A	89.1 A	98.7 A	100.0 A	
	81.9 B	45.5 F	84.5 B	85.3 B	100.0 A	
	89.7 A	87.1 A	88.0 A	85.3 B	100.0 A	
	63.9 D	87.6 A	74.3 C	86.7 A	0.0 F	
	91.8 A	95.0 A	89.4 A	86.7 A	100.0 A	
	39.2 F	39.6 F	59.2 D	33.3 F	0.0 F	
	28.6 F	28.6 F	39.8 F	32.0 F	0.0 F	1
	73.4 C	80.2 B	87.3 A	85.3 B	25.0 F	
	64.5 D	26.2 F	84.9 B	86.7 A	25.0 F	
	40.5 F	36.1 F	55.6 D	0.0 F	50.0 D	
	81.6 B	72.3 C	97.2 A	85.3 B	50.0 D	
	61.5 D	70.3 C	74.6 C	86.7 A	0.0 F	1

Class Summary Report

11/28/2014 6:13:31 PM

Grading Period: Progress 2

Class: (S1) Paulisich, J Ag-Earth Sci/P(2) SEC:3060-2-1-134442

Teacher: Jessica Paulisich

Student	Overall Grade	Class Participation 25.0	Tests & Quizzes 45.0	SAE 15.0	FFA Participation 15.0	Missing
	63.2 D	95.0 A	76.9 B	32.0 F	0.0 F	
	71.1 C	69.8 C	73.8 C	86.7 A	50.0 D	
	56.7 D	46.0 F	71.4 C	86.7 A	0.0 F	
	78.7 B	100.0 A	82.2 B	86.7 A	25.0 F	
	66.8 C	83.2 B	64.9 D	86.7 A	25.0 F	
	90.8 A	95.0 A	95.0 A	86.7 A	75.0 B	
	56.8 D	58.4 D	93.7 A	0.0 F	0.0 F	
	60.8 D	45.0 F	82.4 B	33.3 F	50.0 D	1
	91.5 A	87.6 A	92.4 A	86.7 A	100.0 A	
	94.3 A	100.0 A	91.7 A	86.7 A	100.0 A	
	66.9 C	76.7 B	95.0 A	33.3 F	0.0 F	
	72.5 C	84.2 B	77.1 B	86.7 A	25.0 F	
	45.3 F	40.1 F	78.4 B	0.0 F	0.0 F	
	60.9 D	68.8 C	77.7 B	33.3 F	25.0 F	
	87.1 A	97.5 A	89.4 A	100.0 A	50.0 D	
	55.3 D	38.6 F	82.1 B	33.3 F	25.0 F	
	95.5 A	97.0 A	91.7 A	100.0 A	100.0 A	
	95.2 A	100.0 A	93.7 A	86.7 A	100.0 A	
	51.6 D	14.9 F	67.4 C	66.7 C	50.0 D	
	73.9 C		73.9 C			
	57.5 D	75.2 B	57.1 D	86.7 A	0.0 F	1
	51.4 D	89.1 A	45.2 F	33.3 F	25.0 F	1
	65.1 C	65.3 C	80.5 B	33.3 F	50.0 D	
	60.0 D	63.9 D	57.8 D			
	89.7 A	89.1 A	83.1 B	100.0 A	100.0 A	

Class Summary Report

11/28/2014 6:19:33 PM

Grading Period: Progress 2

Class: (S1) Paulisich, J AG MECH/BEG(3) SEC:5526-3-1-128402

Teacher: Jessica Paulisich

Student	Overall Grade	Tests & Quizzes 40.0	Class Participation 40.0	FFA Participation 20.0	Missing
	84.9 B	91.2 A	96.1 A	50.0 D	
	82.2 B	93.2 A	87.3 A	50.0 D	
	88.3 A	99.5 A	96.1 A	50.0 D	
	76.2 B	91.2 A	99.2 A	0.0 F	
	72.5 C	85.4 B	95.9 A	0.0 F	
	84.1 B	98.0 A	99.6 A	25.0 F	
	62.0 D	85.9 B	44.2 F	50.0 D	
	87.1 A	96.6 A	96.1 A	50.0 D	
	70.6 C	98.5 A	65.4 C	25.0 F	
	74.6 C	99.0 A	87.5 A	0.0 F	
	83.0 B	96.6 A	98.4 A	25.0 F	
	83.6 B	100.0 A	96.5 A	25.0 F	
	82.3 B	96.2 A	97.0 A	25.0 F	
	54.3 D	80.5 B	55.2 D	0.0 F	
	79.6 B	81.0 B	93.0 A	50.0 D	
	70.9 C	100.0 A	77.3 B	0.0 F	
	65.3 C	84.9 B	65.8 C	25.0 F	1
	35.1 F	34.6 F	53.2 D	0.0 F	
	89.1 A	93.7 A	79.1 B	100.0 A	
	47.3 F	70.2 C	48.1 F	0.0 F	
	90.6 A	85.4 B	91.2 A	100.0 A	
	75.1 B	92.2 A	95.5 A	0.0 F	
	83.3 B	84.4 B	98.8 A	50.0 D	
	65.5 C	63.9 D	87.3 A	25.0 F	
	64.3 D	61.5 D	99.2 A	0.0 F	

Class Summary Report

11/28/2014 6:19:33 PM

Grading Period: Progress 2

	76.3 B	79.0 B	99.2 A	25.0 F	
	86.0 A	92.7 A	97.3 A	50.0 D	
	80.1 B	87.8 A	87.5 A	50.0 D	
	86.5 A	92.7 A	98.6 A	50.0 D	
	87.8 A	95.1 A	99.4 A	50.0 D	
	90.6 A	89.8 A	99.2 A	75.0 B	

Class Summary Report

11/28/2014 6:21:16 PM

Grading Period: Progress 2

Class: (S1) Paulisich, J Ag-Earth Sci/P(6) SEC:3060-6-1-134442

Teacher: Jessica Paulisich

Student	Overall Grade	Class Participation 15.0	Tests & Quizzes 45.0	SAE 20.0	FFA Participation 20.0	Missing
	83.8 B	44.6 F	88.4 A	86.7 A	100.0 A	
	67.7 C	79.7 B	74.3 C	86.7 A	25.0 F	
	78.5 B	100.0 A	85.5 B	100.0 A	25.0 F	
	69.5 C	85.1 B	70.5 C	100.0 A	25.0 F	1
	54.4 D	82.7 B	78.4 B	33.3 F	0.0 F	
	59.0 D	70.3 C	92.9 A	33.3 F	0.0 F	
	98.5 A	98.5 A	97.1 A	100.0 A	100.0 A	
	69.8 C	90.1 A	64.3 D	86.7 A	50.0 D	1
	72.3 C	83.3 B	94.6 A	86.0 A	0.0 F	
	55.5 D	67.8 C	85.9 B	33.3 F	0.0 F	
	91.4 A	100.0 A	80.9 B	100.0 A	100.0 A	
	85.9 B	90.1 A	94.2 A	100.0 A	50.0 D	
	81.4 B	98.5 A	92.5 A	100.0 A	25.0 F	
	84.2 B	84.7 B	92.1 A	100.0 A	50.0 D	
	71.0 C	90.1 A	78.0 B	86.7 A	25.0 F	
	88.3 A	99.5 A	85.3 B	100.0 A	75.0 B	
	83.1 B	90.1 A	94.2 A	86.0 A	50.0 D	
	87.5 A	80.7 B	84.6 B	86.7 A	100.0 A	
	89.6 A	75.5 B	90.9 A	86.7 A	100.0 A	
	58.7 D	35.6 F	80.1 B	86.7 A	0.0 F	
	85.1 B	76.0 B	97.1 A	100.0 A	50.0 D	
	67.9 C	66.8 C	80.5 B	33.3 F	75.0 B	
	85.8 B	87.6 A	78.4 B	86.7 A	100.0 A	
	81.3 B	82.7 B	93.8 A	33.3 F	100.0 A	
	49.7 F	48.0 F	79.7 B	33.3 F	0.0 F	

Class Summary Report

11/28/2014 6:21:16 PM

Grading Period: Progress 2

	78.8 B	86.1 A	90.9 A	100.0 A	25.0 F	
	87.5 A	66.8 C	89.2 A	86.7 A	100.0 A	
	73.7 C	94.1 A	91.3 A	67.3 C	25.0 F	
	76.1 B	40.6 F	80.9 B	68.0 C	100.0 A	
	73.1 C	89.6 A	83.0 B	86.7 A	25.0 F	
	69.9 C	65.6 C	87.6 A	53.3 D	50.0 D	
	92.1 A	99.5 A	82.6 B	100.0 A	100.0 A	
	98.1 A	100.0 A	95.9 A	100.0 A	100.0 A	
	71.5 C	100.0 A	67.8 C	80.0 B	50.0 D	
	94.3 A	100.0 A	98.3 A	100.0 A	75.0 B	
	93.8 A	85.1 B	97.1 A	86.7 A	100.0 A	

Class Summary Report

11/28/2014 6:23:05 PM

Grading Period: Progress 2

Class: (S1) Paulisich, J AG MECH/BEG(7) SEC:5526-7-1-134442

Teacher: Jessica Paulisich

Student	Overall Grade	Tests & Quizzes 40.0	Class Participation 40.0	FFA Participation 20.0	Missing
	96.1 A	91.5 A	98.8 A	100.0 A	
	75.6 B	94.1 A	94.8 A	0.0 F	
	82.0 B	95.6 A	97.0 A	25.0 F	
	0.0 F	0.0 F	0.0 F	0.0 F	
	60.0 D	76.3 B	43.8 F		
	69.3 C	77.5 B	95.7 A	0.0 F	
	80.9 B	83.6 B	93.7 A	50.0 D	
	66.9 C	86.3 A	47.5 F		
	66.8 C	63.7 D	78.3 B	50.0 D	
	75.8 B	96.0 A	68.5 C	50.0 D	
	63.2 D	80.5 B	77.4 B	0.0 F	
	63.6 D	67.3 C	91.7 A	0.0 F	
	68.3 C	66.6 C	91.7 A	25.0 F	
	74.0 C	76.2 B	96.4 A	25.0 F	
	77.0 B	98.4 A	94.0 A	0.0 F	
	85.3 B	90.0 A	73.2 C	100.0 A	
	75.2 B	70.4 C	92.8 A	50.0 D	
	66.7 C	61.5 D	92.8 A	25.0 F	
	37.2 F	57.4 D	35.6 F	0.0 F	
	36.0 F	41.1 F	48.9 F	0.0 F	
	84.7 B	99.9 A	99.3 A	25.0 F	
	10.2 F	5.5 F	20.1 F	0.0 F	
	54.6 D	75.4 B	61.1 D	0.0 F	1
	70.6 C	86.8 A	64.6 D	50.0 D	
	82.3 B	96.6 A	84.1 B	50.0 D	

Class Summary Report

11/28/2014 6:23:05 PM

Grading Period: Progress 2

	89.7 A	99.9 A	99.4 A	50.0 D	
	63.6 D	90.7 A	68.4 C	0.0 F	
	86.1 A	92.1 A	98.2 A	50.0 D	
	82.1 B	94.5 A	98.2 A	25.0 F	
	85.4 B	91.5 A	96.9 A	50.0 D	
	41.0 F	66.0 C	36.6 F	0.0 F	
	63.7 D	88.2 A	71.1 C	0.0 F	

E

SAE Supervision Forms

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAEP:

- ☐ Agriscience
☒ Entrepreneurship
☐ Placement

Student Name _____

Date: 07/07/14 Parents Present: (YES) NO Mileage: 28 mi Time Spent: 1 hr. 30 min

Location: Higuero's Home

Time: 1 2 3 4 5 6 7 8 9 10 11 12 (AM) PM

Description of Current SAE:

Scramble - Check barnow 9-2

Hamper Cross - barnow 2-3

Instructor's Comments/Notes:

Takes pig out everyday - day

Picked up scramble hog 3 weeks ago.

* Scramble pig was sick - medicated

CSS - warmer - warmed w/la picked up hog 4/2/14

* Feed 2x a day - 3lbs 2x a day.

Check - 115lbs (scramble)

Cross 164lbs.

Warmed w/ Saffegard

Phone Number _____

Drew Angulo

Student Signature

[Signature]
Advisor Signature

Christina Angulo
Parent Signature

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAEP:

- ☐ Agriscience
☒ Entrepreneurship
☐ Placement

Student Name: _____

Date: Oct 14 Parents Present: YES ☒ NO ☐ Mileage: 3 miles Time Spent: 1 hr.

Location: Lucio's House

Time: 1 2 3 4 5 6 7 8 9 10 11 12 ☒ AM ☐ PM

Description of Current SAE:

* 2 Market Turkeys
- White Tam
- Bronze Tam

Instructor's Comments/Notes:

Take turkeys out to walk
* Needs to work on sponsors - \$80
* Haven't weighed turkeys
- Eating & drinking a lot.
* Vaccinate the turkeys - Fast Fox & Band
* Ready for school to start
* Fair - involving all cleaning a fair.

Phone Number: _____

Lucio Criel

Student Signature

[Signature]
Advisor Signature

VIA
Parent Signature

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAEP:

☐ Agriscience

☒ Entrepreneurship

☐ Placement

Student Name: _____

Date: 07/07/14 Parents Present: ☒ YES ☐ NO Mileage: 128 mi Time Spent: 1 hr 30 min

Location: Angelo's House

Time: 1 2 3 4 5 6 7 8 9 ☒ 10 11 12 ☒ AM ☐ PM

Description of Current SAE:

Harvest Hog - Gilt Bloodstock
~~4-3~~ 4-3

Instructor's Comments/Notes:

Harvest weighed yet - still need to work
with her to get on scale

* Long hog 14000

* CSS - w/winner / named her girl

* Feed 2x a day ~ 3lbs 2x a day.

Weighted hogs - 150 lbs

- named w/ Safeguard

Phone Number: _____

Alanna Angelo

Student Signature

[Signature]

Advisor Signature

Christine Angelo

Parent Signature

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAE:

- ☐ Agriscience
☒ Entrepreneurship
☐ Placement

Date: 08/28/14 Parents Present: YES NO Mileage: 12mi Time Spent: 10min

Location: School Farm

Time: 1 2 3 4 5 6 7 8 9 10 11 12 AM PM

Description of Current SAE:

143 165 143 24 day
48 2 lbs.
48

Instructor's Comments/Notes:

Good Calves - Equine
Payson - Round up
Health good
trip an eye out for scars.

* Check out white in my rear
what fit

Student Name: _____

Phone Number: _____

Mia Atkinson

Student Signature

[Signature]

Advisor Signature

[Signature]

Parent Signature

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAEP:

- ☐ Agriscience
☒ Entrepreneurship
☐ Placement

Student Name: _____

Date: 07/17/14 Parents Present: YES (NO) Mileage: 128mi Time Spent: 1 hr 30 min

Location: _____ 's Home

Time: 1 2 3 4 5 6 7 (8) 9 10 11 12 (AM) PM

Description of Current SAE:

Dura - Barrow @ home

Instructor's Comments/Notes:

* Free-feed - eating well $\approx$ 150 lbs (will bring scale)
- Ho caught, No diarrhea (N) (wer it mins)

* Feeding @ school farm

* Waned hog ~ week ago - Treemartin
- well wcm again August

* Is moving to Boardale Aug 15th - possibly keep @ school farm. Will let me know

* Tagging Fri & Sat $\rightarrow$ will hand in hog

* Has buyer forms to give me today.

* will try and make practice before move M&W

Phone Number: _____

Alexis Ferrari

Student Signature

[Signature]

Advisor Signature

MA

Parent Signature

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAEP:

- ☐ Agriscience
☒ Entrepreneurship
☐ Placement

Date: 04/04/14 Parents Present: YES ☒ NO ☐ Mileage: 12mi Time Spent: 35 min

Location: School Farm

Time: 1 2 3 4 5 6 7 8 9 10 11 12 AM ☒ PM ☐

Description of Current SAE:

Market Hbg. - brown

Instructor's Comments/Notes:

Weighs 2 lbs - 95 lbs - weight weekly

* High - treatment - Bristol - School - Lee

* Big holes - possible into in SAE

Recommend - Check Feeder today

* New Cell Phone # - 661-444-8400

* Remember about the meeting - Wed.

* Monitor to only have one will be OK

* Send me some - I will be

* Thank you for your time and help

Student Signature

Advisor Signature

Parent Signature

Student Name

Phone Number

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAE:

- ☐ Agriscience
☒ Entrepreneurship
☐ Placement

Student Name: _____

Date: 07/23/14 Parents Present: YES ☒ NO ☐ Mileage: 12mi Time Spent: 10 min

Location: School Farm

Time: 1 2 3 4 5 6 7 8 9 10 11 12 AM ☒ PM ☐

Description of Current SAE:

Hamp Boman

Instructor's Comments/Notes:

- * Suk 118lbs. - Sick - no snaws.
- * Warm 3 day (tope day)
- * 5 days Baytril (acc)
- * No discharge out of nose.
- He is eating
- * Weigh every other day when she comes out.

Phone Number: _____

Student Signature

Advisor Signature

Parent Signature

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAEP:

☐ Agriscience

☒ Entrepreneurship

☐ Placement

Student Name _____

Phone Number _____

Date: 07/16/14 Parents Present: YES ☐ NO ☒ Mileage: 12mi Time Spent: 20min

Location: School Farm

Time: 1 2 3 4 5 6 7 8 9 10 11 12 AM ☐ PM ☒

Description of Current SAE:

Dwoc Brown - #204

Instructor's Comments/Notes:

#204

Asked about what weight pig should be!
- ~ 100-179.

* Going through diff gates when taking pig
- is going to try and get pig to walk faster
away from his pen.

* Took pig to pen at bottom of pen.
Scrape pen to the bottom.

Has \$210 in savings so far - will turn 4 in

* Kind nervous "stage fright" about practice (u)

Christopher Deha

Student Signature

Advisor Signature

N/A.

Parent Signature

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAEP:

☐ Agriscience

☒ Entrepreneurship

☐ Placement

Student Name _____

Date: 07/27/14 Parents Present: YES ☒ NO ☐ Mileage: 12mi Time Spent: 10min

Location: School Farm

Time: 1 2 3 4 5 6 7 ☒ 8 9 10 11 12 AM ☒ PM

Description of Current SAE:

Dvor Gilt weighs - 150 lbs.

Instructor's Comments/Notes:

* No rough or scars.

* Needs to work with her more - currently take her out everyday ~ 30 min a day.

- up the time 5 min every week.

* Sponsors - has no sponsors - ask mom to take her to get sponsors & call me & I will take her.

* Other than that things are good!

* Sponsorship is going well.

Phone Number: _____

Sydney Koomtz
Student Signature

[Signature]
Advisor Signature

N/A
Parent Signature

SAE Visit Supervision Record

Foothill High School
Agriculture Department

Type of SAEP:

- ☐ Agriscience
☒ Entrepreneurship
☐ Placement

Date: 07/09/14 Parents Present: YES ☒ NO ☐ Mileage: 12 mi Time Spent: 25 min

Location: School Farm

Time: 1 2 3 4 5 6 7 8 9 10 11 12 AM PM

Description of Current SAE:

Market Pig - Bluebutt (Crown)

Instructor's Comments/Notes:

Weights - 112 lbs.

* Not really drinking - water - not!
- will drink from wash rack

* Stubborn - will work on keeping her pig
where the boss is!

May move her w/ stress placement
- will let her know.

* Subject will be in the office after school

Student Name: _____

Phone Number: _____

Student Signature

Adviser Signature

Parent Signature

Pen Journal

School_____

Advisor _____

Student Names

Phone

Ear Notches/Tag #

Breed

1.			
2.			
3.			
4.			
5.			
6.			

Fill in this section **EVERY** time you visit your project

[illegible]

Fill in this section **EVERY** time you visit your project

[illegible]

F

SAE Requirements Course Outline

Ag Earth Science Syllabus

Course Title: Ag Earth Science
Grade Level: 9
Length: One Year
Prerequisites: None

Course Description

Agricultural Earth Science is a course that explores the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of agriculture to each student's life and environment. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation. Topics include an exploration of the major cycles that affect every aspect of life including weather, climate, and air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, the Earth's environment, sustainability, and energy resources.

Another key aspect of this course involves leadership development in areas such as public speaking, critical thinking, goal setting and effective communication. Students are encouraged to further develop their leadership skills by actively participating in the FFA and SAE program and the many opportunities that it has to offer.

Classroom Expectations/ Rules:

1. **Talk only during appropriate times:** Talking out of turn disturbs not only the person talking, but the people around them as well. Appropriate times are those when the teacher is done presenting and you are either doing group work or are instructed that it is okay to discuss things that pertain to the day's topic. If you have a question, raise your hand and wait to be called on.
2. **Ask permission to get up and move around the classroom:** Wandering the room is a distraction to everyone. Seek permission at appropriate times if you need to leave your seat.
3. **Come to class on time:** Be in your seat with your notebook and a pen out, quiet, and ready to start class. You will be marked tardy if you are not inside the classroom and in your seat when the bell rings. There will be lunch and afterschool detentions given to those that are tardy.
4. **Turn in work on time:** Late work is frowned upon, but will be accepted depending on the incident and assignment. It is important to get into the habit of getting work done on time.
5. **Notebook:** You are required to keep a tab for this class in your 3 ring binder and keep track of each assignment, as well as notes, tests, quizzes and all other in-class assignments in your binders.
6. **Complete work in pencil or blue or black ink.**
7. **Label work properly:** All work must include *name, date, and period* in the upper right-hand corner of the page and a *title* in the top center of page or it will not be graded!
8. **Collect make up work after class or after school:** There is more time here for me to find what you have missed. Check the daily file folder for materials handed out in class.
9. **Dismissal:** You are to remain seated until the dismissal bell rings and I excuse you. You will be dismissed by the teacher, not the bell!
10. **No cell phones or other electronic devices!** This is already a school rule and it is a big pain to have to take time out my day to take your phone away and turn it into the office. Keep it put away. No exceptions!!
10. **Consequences:** Violation of ANY rule/requirement will result in a minor or major referral.

FFA Activity:

Being enrolled in any Agriculture course automatically enrolls all students as members of the Foothill FFA program. Every student will be expected to participate in at least **4 FFA activities each semester**, i.e., FFA meetings, community service activities, leadership conferences, public speaking events and judging contest. **All freshmen and required to attend the end of the year Banquet where we celebrate student success (an alternate assignment will be given to those that are not able to attend). This is a part of the class grade!! All freshmen are required to have an SAE/ Agri- Science Project. This is integrated into the classroom curriculum.** We encourage all students to become active members in the FFA and SAE program because no organization will offer the amount of opportunities in leadership, career preparation and personal growth.

Grading Scale:

The following scale is used in class (1-5):

- 5 - Advanced
- 4 - Proficient
- 3 - Basic
- 2 - Below Basic
- 1 - Far Below Basic

*Grades are NOT given they are earned! Grade will start fresh each semester.

Grading Procedures:

Your grade in this class will be based on the following components:

1. Tests & Quizzes	45%
3. Labs	20%
4. Class Participation	15%
5. FFA Participation/ SAE	20%

	100%

- * Note: You must participate in **4 approved FFA activities each semester** for full credit (20% of grade).

Course Outline:

- a. Classroom Orientation/Course Expectations
- b. Introduction to Earth Science
- c. Measurements
- d. Plate Tectonics
- e. Rocks
- f. Earthquakes
- g. Volcanoes
- h. Natural Resources and Energy
- i. Natural Disasters
- j. California Water Supply
- k. Biogeochemical Cycles
- l. Atmosphere
- m. Ocean Properties and Movement
- n. Astronomy: Stars, Sun, and other Solar Systems

***Integrated throughout the year:
FFA , SAE and Agriculture**

RULES CONTRACT FOR MS. PAULISICH TO KEEP ON FILE IN CLASS

I have read the rules for Ag Earth Science and understand them and the consequences that will follow if they are broken. I agree to abide by these rules at all times.

Student Signature

Date

As the parent/guardian I have read these rules and agree to hold my son/daughter to these standards of classroom behavior and expectations.

Parent /Guardian Signature

Date

**** Due no later than Friday, August 29th to Ms. Paulisich at the beginning of class!**

Ag Mechanics 1

Course Description:

Introduction to Agricultural Mechanics is intended to provide a basic understanding of principles in safety, mechanical drawing, woodworking, electrical wiring, and plumbing, as well as an introduction to the FFA and SAE. These basic skills will prepare the student for further education in agricultural mechanics.

Classroom Expectations/ Rules:

1. **Talk only during appropriate times:** Talking out of turn disturbs not only the person talking, but the people around them as well. Appropriate times are those when the teacher is done presenting and you are either doing group work or are instructed that it is okay to discuss things that pertain to the day's topic. If you have a question, raise your hand and wait to be called on.
2. **Ask permission to get up and move around the classroom:** Wandering the room is a distraction to everyone. Seek permission at appropriate times if you need to leave your seat.
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9. **Dismissal:** You will be dismissed by the teacher, not the bell! If we are in the classroom you are to remain seated until the dismissal bell rings and I excuse you. If we are in the shop, work areas must be cleaned and tools put away in their proper place.
10. **No cell phones or other electronic devices!** This is already a school rule and it is a big pain to have to take time out my day to take your phone away and turn it into the office. Keep it put away. No exceptions!!
10. **Consequences:** Violation of ANY rule/requirement will result in a minor or major referral.

Ag Mechanics Shop Rules

1. **Everyone that works in the shop has taken and passed the Safety Test administered by Ms. Paulisich and there is a record of the test on file signed by parent/ guardian and student.**
2. **Everyone that works in the shop has returned the signed syllabus on file for the class of current year.**
3. **Wear safety glasses at all times!**
4. **Proper Protective Equipment (PPE) must be worn at all times!**
5. **NO Horseplay!**
6. **Do not sit on the shop tables and classroom tables!**
7. **One person in the restroom at a time!**
8. **Follow all safety rules, guidelines, procedures, and instructions when working in the shop**
9. **Be Careful and THINK!**

Grading Scale:

The following scale is used in class (1-5):

- 5 - Advanced
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*Grades are NOT given they are earned! Grade will start fresh each semester.

Grading

Your grade will come from classroom participation, FFA activities, homework, in-class assignments, hands-on work and shop clean-up as follows:

1. Tests & Quizzes	40%
2. Class Participation/ Lab	40%
3. FFA Participation/ SAE	20%

	100%

Note: You must participate in **4 approved FFA activities each semester** for full credit (20% of grade).

Pacing Guide: (Following Safety Test)

- A. Using the Ag. Mech. Shop – 1 week
 - 1. Shop Orientation and Procedures
 - 2. Personal Safety in Ag. Mech.
 - 3. Reducing Hazards in Ag. Mech.
 - 4. Shop Clean-up and Orientation
- B. Measurements
 - 1. Reading a tape measure and Ruler
 - 2. Accurately measure materials
- C. Exploring Careers in Agricultural Mechanics – 1 week
 - 1. Mechanics in the World of Agriculture
 - 2. Career Options in Ag. Mechanics
- D. Power Tools in the Ag. Mech. Shop – 1 week
 - 1. Portable power tools
 - 2. Woodworking with power tools
 - 3. Metal working with power tools
- E. Gas Heating, Cutting, and Welding – 1 week
 - 1. Using propane and Oxyacetylene
 - 2. Gas welding joints
 - 3. Oxy-fuel cutting
- F. Electric Welding Processes – 3 week
 - 1. Selecting and using arc welding
 - 2. SMAW welding mild steel
 - 3. SMAW welding positions
 - 4. SMAW welding joints
 - 5. MIG welding
- G. Electricity – 2 week
 - 1. Electrical principles and wiring material
 - 2. Installing branch circuits
- H. Plumbing – 2 week
 - 1. Plumbing materials and tools
 - 2. Irrigation and sprinkler systems
 - 3. Household plumbing
- I. Concrete and Masonry – 2 week
 - 1. Concrete and masonry
- J. Rope Work – 2 weeks

Rules Contract for Ms. Paulisich to keep on file in class

I have read the rules for Introduction to Ag Mechanics and understand them and the consequences that will follow if they are broken. I agree to abide by these rules and safety at all times.

Student Signature

Date

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Date

***** Due no later than Friday, August 29th to Ms. Paulisich when class begins!***

G

FFA Requirements Course Outline

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Course Title: Ag Earth Science
Grade Level: 9
Length: One Year
Prerequisites: None

Course Description

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Parent /Guardian Signature

Date

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H

Program of Activities

Foothill FFA

Program of Activities

Foothill FFA

2014-2015

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Dear FFA Members,

Welcome to the Foothill FFA!! We are happy that you have an interest in one of the most dynamic and active clubs on campus. Foothill FFA is open to all students. We embrace the diversity of experience and thought that comes from varied membership. We are excited to see the accomplishments that will take place this year by our outstanding officer team and most importantly you, our members.

This manual contains specifics regarding the planned activities and events for the year. Find an area that interests you and get involved!

Best Regards,
The 2014-2015 Foothill FFA Officer Team

Officers

President	Eryn McKinney
Vice President	Joseph Aguilar
Vice President	Jordian Hunter
Vice President	Destiny Balboa
Secretary	Elizabeth Azua
Corresponding Secretary	Flor Yanez
Treasurer	Jessica Rosette
Reporter	Lucio Curiel
Historian	Alexis Sherwood
Sentinel	Issac Azua

Advisors

Clay Freeman
Jessica Paulisich

Standing Committees

Awards and Chapter Applications-	Eryn Mckinney
Publications-	Lucio Curiel
Elections-	Jordian Hunter
Fundraising-	Jessica Rosette
Community Service-	Joseph Aguilar
Meals and Refreshments-	Issac Azua
Fair and Shows-	Destiny Balboa
Courtesy-	Alexis Sherwood

The Mission Statement

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

FFA Members, Why are we here?

“To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.”

The FFA Motto

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

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

The FFA Colors

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

The FFA Creed

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

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

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

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

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

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

Code of Ethics

1. Dressing neatly and appropriately for the occasion.
2. Showing respect for the rights of others and being courteous at all times.
3. Being honest and not taking unfair advantage of others.
4. Respecting the property of others.
5. Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, judging contests and meetings.
7. Being modest in winning and generous in defeat.
8. Attending meetings promptly and respecting the opinion of others in discussion.
9. Taking pride in our organization, activities, supervised experience program, exhibits, and the occupation of agriculture.
10. Sharing with others experiences and knowledge gained by attending national and state meetings.
11. Striving to establish and enhance my skills through agricultural education in order to enter a successful career.
12. Appreciating and promoting diversity in our organization.

Official Dress

Female members are to wear a black skirt, nude nylons, white blouse with official FFA Blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping. Male members are to wear black slacks, white dress shirt, official FFA tie, black shoes, black socks and official jacket zipped to the top.

Proper use of the FFA Jacket

1. The Jacket is to be worn by only members.
2. The jacket should be kept clean and neat.
3. The jacket should have only a large emblem on the back and a small emblem on the front. It should carry the name of the State Association and the name of the local chapter, section or region on the back and the name of the individual and one office or honor on the front.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or State Association is represented. It may be worn to school and other appropriate places.
6. The jacket should be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should be discarded or the emblems and lettering removed.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member always acts like a lady or gentleman when wearing the FFA jacket.
11. Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.

Specific Duties for Each Chapter Officer

President

1. Preside over meetings according to the accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as an ex-officio member.
3. Coordinate activities of the chapter and evaluate the progress of each division of the Program of activities.
4. Represent the chapter in public relations & official functions.
5. Be positive and think towards the future.

Vice President

1. Assume all duties of the president if necessary.
2. Develop the Program of activities and serve as an ex-officio member of the POA committees.
3. Coordinate all committee work.
4. Work closely with the president and advisor to assist progress toward meeting chapter goals.
5. Establish and maintain a chapter resource file.
6. Oversee chapter award application.

Secretary

1. Prepare and post agenda for each chapter meeting.
2. Prepare and present the minutes of each chapter meeting.
3. Place all committee reports in the designated area in the Official FFA Chapter Secretary's Book.
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records and issue membership cards.
6. Have on hand for each meeting:
 - a. Official FFA Chapter Secretary's Book which includes minutes of the previous meeting.
 - b. Copy of the Program of Activities includes all standing and special committees.
 - c. Official FFA Manual and Student Handbook
 - d. Copies of the Chapter Constitution and Bylaws.

Corresponding Secretary

1. Serve as secretary apprentice.
2. Assist the secretary with their duties.

Treasurer

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

Reporter

1. Plan public information programs with local radio, television, newspaper, and service clubs and make use of other opportunities to tell the story of the FFA.
2. Organize and chair newsletter committee.
3. Prepare and maintain a chapter scrapbook.
4. Send articles and photographs to FFA New Horizons and other National, State and/or Regional publications.
5. Serve as the chapter photographer.
6. Coordinate Chapter website

Historian

1. Assist the reporter

Sentinel

1. Assist the president in maintaining order.
2. Keep the meeting room, chapter equipment and supplies in proper condition.
3. Welcome guests and visitors.
4. Keep the meeting room comfortable.
5. Take charge of candidates for degree ceremonies.
6. Assist with special features and refreshments.
7. Promptly reserve meeting sites for all chapter activities.

Advisor

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

Officer Team

1. Be united as a team.
2. No bad talk.
3. Be professional role models.

Budget

Student organization approved budget
2014-2015 school year

Name of Organization FFA

As of July 1st, 2014 estimated cash \$ 9500

Estimated receipts for the current year:

Membership dues \$ 750

Fundraising events:

1. <u>Poinsettias</u>	\$ <u>11,900</u>
2. <u>Parli Pro</u>	\$ <u>500</u>
3. <u>Banquet</u>	\$ <u>750</u>
4. <u>State Conference (25 people)</u>	\$ <u>5000</u>
5. <u>Greenhand Conference (25 People)</u>	\$ <u>250</u>
6. <u>Academy Conferences</u>	\$ <u>2,000</u>

Estimated Total Receipts \$ 20,400

Estimated Disbursements for the current year:

Activities

1. <u>Fair Entries</u>	\$ <u>60</u>
2. <u>Top Ten</u>	\$ <u>300</u>
3. <u>Fair Supplies</u>	\$ <u>1000</u>
4. <u>Ties and Scarves</u>	\$ <u>100</u>
5. <u>Poinsettias</u>	\$ <u>5,850</u>
6. <u>Banquet</u>	\$ <u>2,000</u>
7. <u>Contest Entries</u>	\$ <u>2,600</u>
8. <u>Leadership Conference</u>	\$ <u>3,800</u>
9. <u>Christmas Caroling</u>	\$ <u>100</u>
10. <u>Ranch Breakfast</u>	\$ <u>600</u>
11. <u>Opening and Closing</u>	\$ <u>100</u>
12. <u>Greenhand Jacket</u>	\$ <u>100</u>
13. <u>Dues</u>	\$ <u>1,700</u>
14. <u>Poinsettia Sale Award</u>	\$ <u>100</u>
15. <u>M.F.E. Conference</u>	\$ <u>750</u>
16. <u>S.L.E. Conference</u>	\$ <u>750</u>

Estimated Total Disbursements \$ 19,910

Estimated Ending Cash \$ 490

Club Advisor Date _____

Club Officer Date _____

Chapter Constitution and Bylaws

Article 1. Name and Purposes

Section A. The name of this organization shall be the Foothill FFA Chapter. The letters “FFA” will be used to designate the Chapter; its activities, and members.

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

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

Article II. Organization

Section A. The Foothill FFA Chapter is a chartered local entity of the Kern Section, San Joaquin Region, and California State FFA Association, which is chartered through the National FFA Organization.

Section B. This chapter accepts in full the provision in the constitution and by-laws of the California Association of the FFA as well as those of the National FFA Organization.

Article III. Membership

Section A. FFA membership is a component of Agricultural Education and the Agri-Business Academy at Foothill High School.

Section B. Membership of graduates is entitled to students that were active members at Foothill High School until November 30th after the fourth National Convention after they graduate.

Section C. The Foothill FFA is a one hundred percent affiliated chapter with every student becoming a member of the FFA when they enroll in an Agricultural class taught by a credentialed agriculture advisor.

- Section D. Only members in good standing may participate in FFA activities, as designated by the Chapter advisors.
- Section E. The FFA Advisors at their own discretion have the right to dismiss any member from the FFA organization at any time with approval of the administration.
- Section F. Membership in the Chapter shall consist of the following:
1. Active
 2. Alumni
 3. Honorary
- As defined by the National FFA Constitution
- Section G. The regular work of this Chapter shall be carried on by the active membership.
- Section H. Honorary membership in the Chapter shall be granted to the Honorary Chapter FFA Degree.

Article IV. Degrees

- Section A. Greenhand FFA Degrees. Minimum qualifications for Election:
1. Be enrolled in Agricultural Education and have satisfactory plans for a supervised agricultural experience program.
 2. Learn and explain the FFA Creed, Motto, and Salute.
 3. Describe and explain the meaning of the FFA emblem and colors.
 4. Demonstrate knowledge of the Code of Ethics and proper use of the FFA jacket.
 5. Demonstrate knowledge of the history of the Organization, the Chapter constitution and by-laws as well as the Chapters 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.
 8. Pass Greenhand test as given by the chapter advisor by 70%.
- Section B. 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 approved Agricultural Experience Program.
 3. Participate in planning and conducting of at least three official Chapter functions.

4. Have earned at least \$150.00 or worked at least 45 hours and have developed plans for the growth of the SOEP.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated 5 procedures of Parliamentary Law.
7. Shows progress towards individual achievement in the FFA awards programs.
8. Have satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section C. State FFA Degree. Minimum Qualification for Election:

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

Section D. American FFA Degree. Minimum Qualification for Election:

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

Section E. Special Committees shall review qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article V. Officers

Section A. The officers of the Foothill FFA shall be as followed:

1. President
2. 3 Vice Presidents
3. Secretary
4. Treasurer
5. Reporter
6. Sentinel
7. Corresponding Secretary
8. Historian
9. Sectional and Regional Officers
10. Advisors

Section B. The Greenhand Officers shall be as followed, a 6 member officer team consisting of:

President
Vice-President
Secretary
Treasurer
Reporter
Sentinel

Section C. Election of the Greenhand Officer shall consist of 3 parts:

1. Application
2. Must have attended Greenhand Conference
3. Selection made by Executive Committee

Section D. All officer vacancies, during the term of office, shall be filled by a special election.

Section E. Officer Eligibility. Minimum qualification to run for Chapter Office:

1. Must have a 2.0 Grade Point Average and “B” in their Agriculture class.
2. Must maintain a 2.5 grade point average and a “B” in their Agriculture class during their term of office based on their quarterly grades.
3. For the offices of President, the applicant must have already completed at least two years of Agricultural classes, and hold the Chapter FFA Degree.
4. For the offices of Vice-President, the applicant must be in their 2nd year of Agricultural classes, and hold the chapter FFA degree.
5. Other offices require that they have completed a year of Agricultural class, and hold the Greenhand FFA Degree.
6. Must enroll in the Agricultural leadership class.

Article VI. Impeachment of Officers

Section A. The FFA Advisor under the discretion of the administration may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Section B. Steps for Impeachment

1. Any FFA Chapter Officer not fulfilling the duties of the office as described by the Program of Activities is subjected to a probationary period of nine weeks.
2. This probationary period shall consist of a written plan for improvement, will be drawn up by the advisors, and will be confirmed and signed by the FFA President, a Vice-President, and the officer in question.
3. If the officer in question still does not fulfill his/her duties, then unanimous vote of the officer team will remove that officer from office.

Article VII. Meetings

Section A. Chapter meetings shall be held during the first two weeks of every month, except under special circumstances.

Section B. Standard paraphernalia shall be used at each meeting. All special meetings shall open and close with the official ceremony. Parliamentary Procedure shall be used in transacting all business at each meeting. Officers are required to wear official dress except in special occasions

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

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

Section E. Delegates go through an application process headed by the Agriculture staff to be able to represent the Chapter at the State Convention. Other delegates may be names necessary in order to have proper representation at various other FFA meetings within the state.

Article VIII. Eligibility

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

Section B. Members must maintain a 2.0 Grade Point Average overall to be eligible to participate in activities above the chapter level requiring absences from school.

Article IX. Amendments

Section A. To amend the Constitution a 2/3 vote of the active members is required.

Section B. To become effective, an amendment must be posted for two weeks previous to the vote of the active members.

Article X. Ratification of the Constitution

Section A. This constitution shall become effective when passed by a 2/3 vote of the members present.

Article XI. Officer Election Process

Section A

Application

Section B

Interview - With the following serving as a committee:

- Seniors on the current officer team
- Chapter Advisors
- Minimum of one school Administrator

Section C

Ballot- Composed by the Interviewing Committee

1. Every office will have two candidates slated with the following exceptions:
 - The two candidates slated for President with the losing candidates sliding down to one of the Vice President positions.
 - Only freshman can be slated for the offices of Corresponding Secretary and Historian.
2. Members may run off the floor with the following rules:
 - Must have completed officer application.
 - Must have completed interview process.
 - May not run for the offices of President, Vice President, or Secretary.
3. If there are not enough candidates to fill the ballot then the ballot will be filled from Vice President to Historian.

State of Nondiscrimination

Foothill FFA does not allow discrimination based on actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

I

Recruitment Plan

Foothill High School Recruitment Plan

At Foothill High School we have a Trojan Showcase and two days of freshmen orientation and enrollment. These are events that clubs and athletics have an opportunity to reach out to the incoming freshmen and recruit. The Foothill FFA takes full advantage of all three days to interact and talk to students.

The Trojan Showcase, hosted in the school gym the first week of April, is a great opportunity to promote our program and showcase what the FFA has to offer. There are three chapter officers that are in charge of setting up the booth and materials, as well as getting a committee of active members together to assist in recruiting. The materials that would be handed out include, a program brochure, a flier including the benefits of each aspect of the program, and the New Horizons magazine. We try to include all of our classes and team accomplishments into our booth presentation such as, Ag Mechanics, welder, student build projects, plants from our greenhouse, awards from CDE's and SAE projects, and a slideshow highlighting the year and all students.

Towards the end of the school year there are two days of student enrollment. We cross reference the list of students that signed up to be in an Agriculture class at the Trojan Showcase with those that sign up on the two days of enrollment. This eliminates most of the replication of students. The list is consolidated by the officer team.

Lastly, we have 8th grade recruitment at our feeder schools. There are usually three chapter officers and four active members, usually freshmen, which are on the recruitment panel. They prepare a slideshow of pictures and plan fun activities to do at the school sites to get the incoming freshmen excited about the Agriculture Program and FFA.

Foothill High School --- Agriculture Department

Opportunities Available To Students through Foothill FFA

By enrolling in agriculture courses at Foothill High School, students become members of Foothill FFA. The FFA is a national organization that promotes the development of leadership skills in students interested in agriculture. The FFA program at Foothill High School provides many wonderful opportunities for students to become involved in their school and community while promoting premier leadership, personal growth, and career success.

FFA participation is a graded component of all agriculture courses (comprising 20% of the total class grade). Students are required to participate in two approved FFA activities each quarter (4 per semester) to receive full credit in their FFA grade. Some of the approved activities are listed below:

Leadership Conferences:

With the focus of the FFA centered on leadership development, there are numerous conferences and conventions available for students to participate in.

☆ Greenhand Conference	☆ Sacramento Leadership Experience
☆ Made for Excellence Conference	☆ State FFA Conference
☆ Advanced Leadership Academy	☆ National FFA Convention

Community Service Activities:

In an effort to make a positive difference in the community, the Foothill FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Foothill community a better place to live and work.

☆ Garden Project	☆ Canned Food Drive
☆ Feeding the Homeless	☆ Farm Days
☆ Etiquette Dinner	☆ Staff Ranch Breakfast

Competitive FFA Teams:

Throughout the year, members of the Foothill FFA Chapter participate in a variety of different judging team events. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture.

☆ Best Informed Greenhand	☆ Novice Records	☆ Opening/Closing Ceremonies
☆ Cooperative Marketing	☆ Public Speaking	☆ Novice/ Advanced Parli-Pro
☆ Creed Speaking Contest	☆ Job Interview	☆ Livestock & Vegetable Judging

Supervised Agricultural Experience (SAE) Project Areas:

Each year, students taking agriculture classes are required to have a Supervised Agricultural Experience (SAE) project (this counts as an additional 20% of the student's class grade). These projects allow students to develop leadership skills such as responsibility, time management, communication and record keeping. SAE projects are the responsibility of the student, with guidance provided by the parents/guardians and agriculture instructors. Examples of some SAE projects are listed below:

☆ Ag Mechanics	☆ Work Experience	☆ Beef & Dairy Cattle
☆ Crops/Trees/Vines	☆ Swine	☆ Rabbits, Cavies, Poultry
☆ Horticulture/Gardening	☆ Sheep	☆ Goats

Agricultural Education 3 Circle Approach

Classroom/Laboratory Instruction:

Quality instruction in and about agriculture that utilizes a "learning by doing" philosophy.

Supervised Agricultural Experience (SAE):

All students are expected to have an agriculturally related work-based learning experience while enrolled in agricultural education courses.

Future Farmers of America (FFA):

Activities are an integral part of the agricultural education program that all agricultural education students should participate in if they are to fully benefit from their enrollment.

**Making
A
Positive Difference**

Top 5 Reasons to Join Foothill FFA

- 1.) **Fun**
- 2.) **Travel**
- 3.) **Friends**
- 4.) **Make \$\$\$**
- 5.) **Awards**

Foothill High School Agricultural Department

501 Park Drive
Bakersfield, California 93306
(661) 366-4491

Department Instructors

Clay Freeman:

clay_freeman@khsd.k12.ca.us

Jessica Paulisich

jessica_paulisich@khsd.k12.ca.us

Ag Earth Science Sign-Up Sheet

Name

Phone

School

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

Interest Card

Agriculture Department--Foothill High School

NAME _____

Jr. High _____

Phone Number _____

I am interested in being in Ag at Foothill:

_____ definitely _____ maybe _____ not at all

Do you have a relative that took Ag?? Who?

Would you be interested in a project this summer?? _____ pig _____ lamb _____ other.

Interest Card

Agriculture Department--Foothill High School

NAME _____

Jr. High _____

Phone Number _____

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Do you have a relative that took Ag?? Who?

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_____ definitely _____ maybe _____ not at all

Do you have a relative that took Ag?? Who?

Would you be interested in a project this summer?? _____ pig _____ lamb _____ other.

J

FFA Chapter Scrapbook

FFA Chapter Scrapbook

Currently, we do not have a scrapbook for our chapter. The plan in place this year is to create a scrapbook and compete at the Spring Regional meeting. We recently purchased a new compact size camera for the Reporter to capture photographs at the FFA activities.

K

Summer Activities Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	Clay Gone 2nd-10th Look after livestock					
8	9	10	11	12	13	14
15	16	17	18	19	20	21
		Turkey Project Break Trimming and Home Visit				
22	23	24	25	26	27	28
29	30					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
		Mtg Farm 3	Start Swine Showmanship 6pm			Move Sows Dirt Barn
			Weigh-in Wednesday			
13	14	15	16	17	18	19
	KCF Swine Tagging 5pm		Swine Entries Due	Project visits in Callente 7am		
	Swine Showmanship 5-7pm		Swine Showmanship 5-7pm			
			Weigh-in Wednesday			
20	21	22	23	24	25	26
		Mid-State Hog Show				
	Swine Showmanship 5-7pm		Swine Showmanship 5-7pm			
			Weigh-in Wednesday			
27	28	29	30	31		
			Project visits- 8am			
	Swine Showmanship 5-7pm		Swine Showmanship 5-7pm			
			Weigh-in Wednesday			

L

Graduate Follow-up Instrument

Graduation Follow up Survey Instrument

Each graduating senior in our program completes a graduation follow up survey. In the past we would mail out a hard copy of the survey to each student and compile the information received back. It was a challenge to obtain all of the surveys back to our department. Last year we decided to try a new method for distributing the graduation follow up survey utilizing technology. Every student on our campus has a Google Chrome account set up through the high school. Developing a survey with the tools our students are familiar with and use on a daily basis has become beneficial to our program. The first launch of our survey using the Google Chrome was a success. We receive instant feedback and the information is assembled automatically.

Graduate Follow Up

Please answer the following questions

* Required

1.

Name *

.....

2.

Permanent phone number *

.....

3.

Employment status, including the following *

Mark only one oval.

☐

Full Time

☐

Part Time

☐

N/A

4.

Military *

Mark only one oval.

☐

Yes

☐

No

5.

School Status- list all schools attended since high school graduation (indicate present school attending *

.....

6.

College Major *

Check all that apply.

☐

Ag Major

☐

Non Ag Major

☐

No College

7. **College Major ***

.....

8. **Full or Part Time Student ***

Mark only one oval.

- ☐ Full Time
- ☐ Part Time
- ☐ No College

9. **The most valuable aspect of FFA is ***

Mark only one oval.

- ☐ Officer and Committee Chair Experience
- ☐ Judging Contests
- ☐ Recreation
- ☐ Parli Pro, Public Speaking, Creed Speaking Contests
- ☐ Advanced Degree and Proficiency Awards
- ☐ Other:

10. **The least valuable aspect of FFA is ***

Mark only one oval.

- ☐ Officer and Committee Chair Experience
- ☐ Judging Contests
- ☐ Recreation
- ☐ Parli Pro, Public Speaking, Creed Speaking Contests
- ☐ Advanced Degree and Proficiency Awards
- ☐ Other:

11.

The most valuable aspect of SAE is **Mark only one oval.*

- ☐ Learning skills related to agricultural jobs
- ☐ Development of responsibility
- ☐ Learning how to keep records
- ☐ Developing a record of agricultural experience for future employment references
- ☐ A chance to produce income
- ☐ Other:

12.

The attitude of the community toward the agriculture program is **Mark only one oval.*

- ☐ Unaware
- ☐ Very Supportive
- ☐ Mildly Supportive
- ☐ Disinterested
- ☐ Mildly Critical
- ☐ Very Critical

13.

Suggestions for improving the instruction in the classroom, shop, or school farm

.....

.....

.....

.....

.....

14.

Suggestions for improving the FFA

.....

.....

.....

.....

.....

15.

Suggestions for improving projects

16.

Suggestions for improving facilities

17.

Suggestions for improving teaching methods

18.

Suggestions for improving- Other

Powered by

M

Graduate Follow-up Surveys

Graduate Follow- Up Configuration

Employment Status

Military

College Enrollment

College Major A

College Major B

Full or Part Time Student

Most Valuable Aspect of FFA:

Least Valuable Aspect of FFA:

Most Valuable Aspect of SAE:

Attitude toward the Ag Program:

Name	Permanent phone numb	Employment status	Military	Schools Attended	College Major
Breana Garcia	661-366-0030	N/A	No	San Diego State University	Ag Major
Cristian Herrera	661-363-5772	Full Time	No	NA	Non Ag Major, No Colleg
Mayra Jaquez	661-363-7946	Full Time	No	Marinello Schools of Beauty	Non Ag Major, No Colleg
Evelyn Magana	661-340-4630	Part Time	No	UC Santa Barbara	Non Ag Major
Daniel Aguilar	661-587-6265	Part Time	No	Bakersfield college	Ag Major
Kristen Bixby	661-343-7993	Full Time	No	NA	No College
Azjah Bray	661-379-3284	N/A	No	Cal State Bakersfield	Non Ag Major
Marrisa Carrasco	661-366-0957	Full Time	No	NA	No College
Stephanie Ecker	661-865-6911	N/A	No	Cal State Bakersfield	Non Ag Major
Christian Hayes	661-872-2832	Part Time	Yes	Fresno State	Non Ag Major
Erika Hernandez	661-380-0965	Full Time	Yes	Military	Non Ag Major
Pedro Lora	661-679-5589	Part Time	No	Bakersfield college	Non Ag Major
Melissa Sharer	661-364-0813	Part Time	No	Bakersfield college	Non Ag Major
Meri Sanford	661-448-0458	Part Time	No	Ba	Ag Major
Brianna Aguilar	661-800-2094	N/A	No	NA	No College
Anna Andrews	661-979-1003	N/A	No	Bakersfield college	Ag Major
Casey Cain	661-748-1977	N/A	No	UC Monterey Bay	Ag Major
Daniel Hernandez	661-932-6480	Full Time	No	Cal State Bakersfield	Non Ag Major
Kayla May	661-366-2342	Part Time	No	Bakersfield college	Ag Major
Jasmine Silva	661-366-4740	Full Time	Yes	NA	No College
Alex Colvin	661-549-8274	N/A	No	Bakersfield college	Non Ag Major
Laura Giuntoli	661-331-4870	Part Time	No	Bakersfield College	Non Ag Major
Phillip Gandarilla	661-378-8022	Full Time	No	NA	No College
Matthew Garza	661-717-2414	Full Time	No	NA	No College

College Major	Full or Part Time Studen	The most valuable aspect of FFA is	The least valuable aspect of FFA is
Ag Biology	Full Time	Parli Pro, Public Speaking, Creed Speaking Contest	Recreation
NA	No College	Recreation	Advanced Degree and Proficiency Awards
NA	No College	Officer and Committee Chair Experience	Recreation
Non Ag	Full Time	Judging Contests	Advanced Degree and Proficiency Awards
Ag Education	Full Time	Officer and Committee Chair Experience	Recreation
Working in Agriculture	No College	Judging Contests	Advanced Degree and Proficiency Awards
Non Ag	Full Time	Officer and Committee Chair Experience	Advanced Degree and Proficiency Awards
NA	No College	Parli Pro, Public Speaking, Creed Speaking Contest	Recreation
Non Ag	Full Time	Parli Pro, Public Speaking, Creed Speaking Contest	Recreation
Criminal Justice	Full Time	Recreation	Advanced Degree and Proficiency Awards
NA	Full Time	Judging Contests	Parli Pro, Public Speaking, Creed Speaking Contest
General Education	Full Time	Parli Pro, Public Speaking, Creed Speaking Contest	Recreation
Undecided	Full Time	Recreation	Judging Contests
Animal Science	Part Time	Parli Pro, Public Speaking, Creed Speaking Contest	Officer and Committee Chair Experience
NA	No College	Recreation	Recreation
Dairy Science	Full Time	Advanced Degree and Proficiency Awards	Recreation
Biology	Full Time	Parli Pro, Public Speaking, Creed Speaking Contest	Advanced Degree and Proficiency Awards
Chemisty	Full Time	Parli Pro, Public Speaking, Creed Speaking Contest	Recreation
Animal Science	Full Time	Judging Contests	Officer and Committee Chair Experience
NA	No College	Judging Contests	Recreation
Fire Academy	Part Time	Advanced Degree and Proficiency Awards	Recreation
Nursing	Part Time	Judging Contests	Advanced Degree and Proficiency Awards
NA	No College	Officer and Committee Chair Experience	Recreation
NA	No College	Judging Contests	Advanced Degree and Proficiency Awards

The most valuable aspect of SAE is	The attitude of the community toward the agriculture program is	
Learning skills related to agricultural jobs		Very Critical
Developing a record of agricultural experience for future employment	referenc	Very Supportive
Development of responsibility		Very Critical
A chance to produce income		Very Supportive
Developing a record of agricultural experience for future employment	referenc	Very Critical
A chance to produce income		Mildly Supportive
A chance to produce income		Mildly Supportive
A chance to produce income		Very Supportive
A chance to produce income		Mildly Supportive
A chance to produce income		Very Supportive
Development of responsibility		Mildly Critical
A chance to produce income		Very Critical
A chance to produce income		Very Critical
A chance to produce income		Mildly Critical
A chance to produce income		Unaware
Developing a record of agricultural experience for future employment	referenc	Very Supportive
Development of responsibility		Very Supportive
Development of responsibility		Mildly Critical
Learning skills related to agricultural jobs		Very Critical
A chance to produce income		Very Supportive
A chance to produce income		Very Supportive
Development of responsibility		Mildly Supportive
A chance to produce income		Mildly Critical
Development of responsibility		Very Supportive

N

Comprehensive Program Plan

Comprehensive Program Plan

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- B. Targeted Occupations
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- D. Program Description of Included Courses
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- F. Description of Facilities & Major Equipment
- G. School and/or Department Policies Pertaining to:
- H. Proficiency Standards for Program Completers
- I. Teacher Data Sheet for each Teacher

Job Market Description

Job Market Description

Foothill High School is located approximately 10 miles east of the city of Bakersfield. Our occupational area would consist of Kern County. The major production in our occupational area consists largely of: cotton, grapes, cattle and calves, tomatoes, milk, alfalfa hay, oranges, plums, nectarines, seed cotton, turkeys, seed alfalfa, wheat, and peaches. This occupational area is also extremely rich in agriculture mechanics, ornamental horticulture, agricultural supplies and service, agricultural products and processing, agricultural resources and recreation, and forestry.

California is a major producer of agricultural products and is recognized as the leading state in the production of many products. The top ten California commodities are milk and cream, grapes, cattle and calves, nursery products, cotton lint, flowers and foliage, almonds, head lettuce, hay and strawberries. This is all done on 38 million acres.

The United States has land resources that far surpass that of many other countries. More than one billion acres of the United States land mass are established farms and ranches, with another seven hundred and fifty million acres covered with forest lands. The United States produces all of the 10 major crops grown in the world. Some include corn, soybeans, wheat, barley, cotton, potatoes, sorghum, sugar(cane & beets), and rice.

STANDARD NO. 5--RELEVANT INSTRUCTION

Minimum Compliance Criteria

1. The instruction at Foothill High School consists of classes that are needed according to an Industry Agricultural Education needs Survey conducted by Bakersfield Junior College and the Kern High School District in 1984. This survey summarized said that the needs for agricultural education and employment in Kern County lie in the areas of Plant Science (crops in particular), ag mechanics, ag business, and animal science, in that order of importance.
2. A program plan will be formulated to reflect the plan for Agricultural Education at Foothill High School and will include:
 - a. Targeted occupations
 - b. Job market descriptions
 - c. Goals and objectives
 - d. Subject matter content outlines
 - e. Program Completions standards (see No. 14)
 - f. Facilities and equipment development and acquisition schedule
 - g. Staff assignments (See No. 6)
 - h. FFA activities (see No. 3)
 - i. Proficiency standards for program completers (See No. 15)
3. The instructional program at Foothill High School will be conducted according to this plan and courses of study. Lesson plans and teaching outlines as well as the supervised occupational experience programs will also reflect the results of this plan.

Targeted Occupations

Targeted Occupations in Agriculture Production (Standard #5)

Animal Science

Animal Science in the San Joaquin Valley consists of beef, dairy, sheep, swine, poultry, goats and horses. Operations consist of breeding to feedlot and processing of animals and products. Some of the lambs are shipped north for feeding, but many are used to graze on alfalfa fields in the area. Cattle are often shipped to the foothills for winter grazing. Many of the locally produced animals are fed out here in the valley.

Job Titles

1.) Manager or Shepherd	2.) Nutritionist
3.) Veterinarian	4.) Veterinarian Technician
5.) Cowboy Farmhand	6.) Equipment Technician
7.) Truck Driver	8.) Feed Mill Operator
9.) 4-H County Advisor	10.) Custom Meat Cutter
11.) Auctioneer	12.) Sales Yard Manager
13.) Marketing Agent	14.) Cattle Broker
15.) Animal Transporter	16.) Meat Inspector
17.) Insurance Sales	18.) Geneticist
19.) U.C. Extensionist	

Plant Science

Plant Science consists of the production of crops such as: cotton, grapes, alfalfa hay and seed, tomatoes, lettuce, melons, wheat, oranges, plums, peaches, nectarines, and a variety of other crops. The San Joaquin Valley offers many jobs in the field of plant science.

Job Titles

1.) Manager Supervisor	2.) Owner Operator
3.) Truck Driver	4.) Custom Tractor Operator
5.) Economist	6.) Chemical Applicator
7.) Entomologist	8.) U.C. Research Specialist
9.) USDA Inspector	10.) U.C. Extensionist
11.) Truck Dispatcher	12.) Marketing Consultant
13.) Vegetable Broker	14.) Sales Representative
15.) Chemical Advisor	16.) Labor Contractor
17.) Packing Shed Worker	18.) Irrigation Scheduler
19.) Weigh Master	20.) Plant Supervisor

BUSINESS

Introduction

The courses offered in the Business Department are planned to give students the basic knowledge and skills needed to handle the business transactions in daily life and to prepare them to enter the business world.

B. Possible Career Objectives for Students with Business Training

Accountant/CPA	Lawyer
Bank Teller	Payroll Clerk
Business Manager	Receptionist
Cashier	Record Keeper
Clerk	Teacher
Clerk/Typist	Secretary
Credit Collections	Stenographer
Executive	Travel Agent
File Clerk	Word Processor

Accounting 1 (6002)

Grades: 10 - 12

Prerequisite: 1 year of math with "C" grade

Length: 1 semester

Accounting 1 consists of the study of the principles of accounting from simple debits and credits through the complete accounting cycle. The content includes defining accounting terms, distinguishing between correct and incorrect accounting principles and practices and applying learned procedures in an accounting situation. Students who plan to take Advanced Accounting at the ROP site should take Accounting 1 and Accounting 2.

* * * * *

Accounting 2 (6102)

Grades: 10 - 12

Prerequisite: Accounting 1 with "C" grade

Length: 1 semester

Accounting 2 is a one semester course where students continue work with the complete accounting cycle. Students planning to take advanced accounting at the ROP site should complete this course.

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AGRICULTURE

Introduction

Agriculture provides the student with opportunities to develop an understanding of California's largest industry. California is the foremost agricultural state in the United States and offers many employment opportunities. Student learning is developed through classroom and outdoor activities.

B. Possible Career Objectives for Students with Agriculture Training

Agricultural Appraiser
Agricultural Consultant
Agricultural Teacher
Animal Nutritionist
Fair Manager
Fish and Wildlife Management
Florist
Food Processing
Forest Ranger

Golf Course Superintendent
Landscape Architecture
Landscape Maintenance
Meat Buyer
Nursery Management
Pest Control Advisor
Produce Buyer
Soil Scientist
Veterinary Medicine

Agriculture Science 1 (5501)

Grades: 9 - 11

Prerequisite: None

Length: 2 semesters

This course is designed as an introduction to Agriculture encompassing career exploration of the diverse agriculture industry and satisfying the first year of a four year program in the agriculture industry. A student who satisfactorily completes this class and Agriculture Science 2 will satisfy the Biological Sciences graduation requirement for the State of California.

* * * * *

Agriculture Science 2 (3254)

Grades: 10 - 12

Prerequisite: Agriculture Science 1

Length: 2 semesters

This class is designed as the second year of a "core course" in agriculture. A student who satisfactorily completes this class and Agriculture Science 1 will satisfy the Biological Sciences graduation requirement for the State of California.

Total Program Goals and Objectives

Foothill High Agriculture Science Plan

Department Goals (Standard #5)

- 1.) Prepare young people for Agriculture Occupations.
- 2.) Advance agriculture education and give people an appreciation for agriculture.
- 3.) Train young people to become leaders in the community.
- 4.) Be a positive influence in a young person's life.

Department Objectives

- 1.) Each student will prepare a plan of career development with the program area of major agriculture interest.
- 2.) Each student will engage in Supervised Occupational Experience program by the end of the first year in agriculture.
- 3.) Each student shall participate in FFA activities and shall receive a grade for such.
- 4.) All graduates will be surveyed within a year after their graduation.
- 5.) Instruction offered by the Foothill Agriculture Department will reflect skills, knowledge and attitudes required for employment as determined from information gathered from graduate follow-up surveys.
- 6.) Staff members will continue to update their skills and competencies by attending professional development activities sponsored by the CATA and industry.
- 7.) All freshman students will receive a comprehensive course of study exposing them to the different aspects of agriculture education.
- 8.) The agriculture staff will assess the facilities and equipment to insure students of an education that is technologically intensive.

AGRICULTURE AND SOCIETY

A.1 Agriculture and Society

Students will develop an awareness of the interrelationship of California agriculture and society on the local, state, national, and international levels, and will discuss the economic impact of leading commodities.

1. Students will be able to list the top(5) agricultural exports from California.
2. Students will be able to list the top (5) agricultural imports to California.
3. List the top five agriculture commodities in the United States.
4. List the top five agriculture commodities in California.
5. List the top five agriculture commodities in your county.
6. The student will identify possible uses for a tract of land, which would include one or more of these; a forest, range, wetland, mountain or sea shore.

A.2 Agriculture and the Environment

Students will understand the interrelationship of modern agriculture and the environment, focusing on water and other natural resources in California. They will explain how natural resource availability affects agriculture.

1. The student will list three environment impacts of production agriculture (water, soil, air).
2. The student will list three environmental challenges for production agriculture (urban sprawl, water quality, chemical uses).
3. The student will explain the importance of Agriculturist as stewards of our Natural Resources.
4. The student will define and understand the terms: ecology, environmental conservation, preservation and exploitation.
5. The student will list the major natural resource management agencies (BLM, CDF, Dept. of the Interior, Dept. of Agriculture)

A.3 Agricultural Business and Technology

Students will understand the importance of agricultural firms and technology to the production, processing, servicing and marketing of agricultural products. Students will outline the businesses and technologies needed to bring foodstuffs to consumers.

1. Students will be able to explain the flow of an agriculture product from produce to consumer.
2. The student will list three ways that technology has benefited agriculture.
3. Students will explain the function of production, processing, servicing, and marketing firms.

AGRICULTURAL BUSINESS MANAGEMENT

B.1 Record Keeping

Students will understand the importance of keeping accurate records of business transactions in agriculture. Students will maintain and complete the California Agriculture Record Book which pertains to their Supervised Occupational Experience (SOE) program and explain the consequences of inaccurate records.

1. Student will be able to develop a budget for a project, given the information needed.
2. Student will be able to fill out an Ownership Business Agreement, given the information needed.
3. Students will be able to properly make an entry for two enterprises and carry totals forward to the next month.
4. The student will be able to prepare financial statement and net income summary.
5. The student will be able to depreciate capital items using the straight line method.
6. The student will list three (3) reasons for keeping accurate records.

B.2 Computer Literacy

Students will understand the importance of computer literacy as it pertains to record keeping and discuss the advantages and disadvantages of computers as a record keeping tool.

1. The student will describe three benefits of computers in today's agriculture.
2. The student will identify major components of the computer i.e.: input, output, and processor.
3. The student will describe three computer applications in agriculture.

B.3 Purchasing and Marketing

Students will understand the functions of purchasing and marketing in the agricultural business. Students will demonstrate strategies for obtaining credit, supplies and materials, and for securing buyers for their products.

1. Students will be able to explain direct and co-operative marketing.
2. Students will be able to identify ways to finance a project.
3. Students will be able to explain direct and co-operative purchasing of agricultural inputs.

C.1 Interpersonal Leadership Development

Students will recognize the traits of effective leaders and participate in leadership training activities associated with the FFA including public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.

1. The student will apply the steps of problem solving (ID the problem, propose solutions, gather information, test solution, and evaluate).
2. The student will demonstrate the use of five (5) parliamentary procedure motions.
3. The student will demonstrate the ability to cooperate and collaborate by participating on a committee.
4. The student will make an oral presentation.

5. The student will explain the benefits of FFA membership.
6. The student will explain how the democratic structure of the FFA develops leadership.

C.2 Projects

Students will understand the relationship between a supervised practical experience project (SPE) and their preparation for a career in agriculture. They will actively engage in and manage a SPE that will enable them to develop occupational skills.

1. Student will develop an Agriculture related SPE plan.
2. Students will demonstrate responsibility, commitment, and time management skills by conducting and maintaining a SPE.

C.3 Careers in Agriculture

Students will be aware of existing and future employment opportunities in the field of agriculture. They will explore a wide variety of occupations related to agriculture and analyze the qualifications required for employment.

1. Students will list the general agriculture career areas.
2. The student will complete an interest Inventory.
3. The student will identify 6 potential agriculture or Ag-related careers in California.
4. The student will analyze the skills, abilities, and education required to gain entry into their agricultural occupation of choice.

C.4 Agriculture Core Employability

Students will develop an understanding of how to conduct a job search, interview for an agricultural job, and write a resume. They will develop an appreciation for factors involved in job candidate assessment including first impression, listening, and communication skills.

1. The student will keep an updated resume.
2. The student will properly handle an interview (introduction, presentation, speech, posture and dress).
3. The student will locate, read, and understand want-ads and

- posted job announcements.
4. The student will complete sample job applications.

AGRICULTURAL MECHANICS

D.1 Measurement and Sketching

Students will be able to read and use a ruler or tape measure and complete calculations for problems involving length, area and volume. They will use the basic skills needed to produce and interpret sketches.

1. Students will read and measure to 1/16".
2. Students will be able to convert between metric and U.S. measurements.
3. Students will sketch an object showing dimensions.
4. Students will calculate area and volume when given dimensions .

D.2 Small Engines and Power Equipment

Students will understand the basic operation of small engines and power equipment. They will perform basic maintenance and service procedures on a small engine.

1. Students will understand the maintenance of small engines (air cleaner, change oil, check fuel).
2. Students will be able to follow safe operation guidelines when using small engine equipment.
3. Student will know basic knowledge of engine operation (engine strokes, starting and stopping, 3 essential systems i.e.. carburization, ignition, compression)

D.3 TOOL IDENTIFICATION

Students will be able to identify 25 common tools used in Agriculture. They will demonstrate safe and appropriate use of the tools.

Tool List -

Hoe	Shovel	Garden Rake
Claw Hammer	Circular saw	Hand shears
Sockets	Philips screwdriver	Handsaw
Adjustable wrench	Standard screwdriver	Level
Wood chisel	Cold chisel	Hacksaw
Long nose pliers	Slip joint pliers	Ratchet handle
Groove joint pliers	Hand trowel	Post hole digger
Pipe wrench	Open end wrench	Twist drill
Power Drill		

ANIMAL SCIENCE

E.1 Domestic Animals and Society

Students will understand the importance of domestic animals, their welfare, and their role in modern society. Students will identify different uses of livestock and small animals and discuss their importance in the United States.

1. Students will be able to discuss current uses and early uses of animals- food, shelter, clothing, work and by products.
2. Students will compare and contrast 2 benefits to man of cattle, sheep, swine, horse, and poultry.
3. Students will be able to discuss 3 issues of animal welfare.

E.2 Major Body Systems

Students will understand the anatomy of the major body systems. Students will explain the basic physiology of the digestive and reproductive systems.

1. Students will be able to label the parts and functions of the digestive tract (monogastric and ruminant)
2. Students will be able to label the parts and functions of the reproduction tract (male and female).
3. Students will be able to list the types of digestive systems in domestic animals and identify an animal for each

4. Compare and contrast external anatomical parts of 3 different species.
5. Students will identify 5 basic vertebrate body systems and give examples of major structures found in each (skeletal/muscular, digestive, circulatory, reproductive, respiratory)

E.3 Animal Genetics

Students will understand the basic theory of inheritance, the genetic basis for animal selection, the process of fertilization, and the process of meiotic division to form sperm and ova. They will diagram these processes and explain their importance.

1. Students will describe the difference between genotype and phenotype
2. Students will describe the difference between dominant and recessive
3. Students will describe the process of fertilization.
4. Students will be able to diagram and label the process of meiosis.

E.4 Animal Nutrition

Students will understand the factors influencing animal nutrition and feeding. They will identify common feed ingredients and explain the uses of different feeds for particular species.

1. Students will define: roughage's and concentrates and give examples.
2. Students will know basic rules for animal feeding (i.e. slowly increase feeds)
3. Students will match the feed type to the digestive system designed to best digest them
4. Students will know 6 classes of nutrients and their functions.

E.5 Animal Health

Students will identify general symptoms of animal health problems and understand the causes of disease in domestic animals. Students will recognize a sick animal, describe its symptoms, and participate in the treatment of animals when possible.

1. Students will be able to give animal medication by IM, SubQ, and oral methods.
2. Students will identify normal animal behavior.
3. Students will be able to identify general symptoms of illness in animals (i.e., droopy ears, running nose, lack of appetite, lazy)
4. Students will be able to list 5 factors leading to health problems (weather, stress, sanitation, nutrition, facilities).

PLANT SCIENCE

F.1 Soil Science and Principles

Students will understand the role of soil in plant production. Students will explain the major factors affecting the ability of soil to support plant growth.

1. Students will compare soil texture with regard to water retention, fertility, and workability (tillage).
2. Students will determine soil pH in relationship to plant growth.
3. Student will differentiate between the 3 major soil types- sand, silt, clay.
4. Student explains 4 major soil components- air, water, organic materials and minerals.
5. Student will know the 3 major soil horizons.

F.2 Plant Physiology and Functions

Students will understand the requirements for plant growth and development. They will identify and explain the function of major plant systems and structures.

1. Students will list six basic growth requirements and indicate the importance of each (air, water, nutrients, temperature, light, soil)
2. Student will know the 4 basic plant parts roots, leaves, stems and flowers and their functions.
3. Student will have basic understanding of photosynthesis and its importance to life.
4. Student will understand plant respiration.
5. Students will dissect and draw monocotyledons and dicotyledons and explain the differences.

F.3 Fertilizers in Plant Production

Students will understand the role of fertilizers in plant production. Students will explain the difference between organic and inorganic fertilizers. They will explain the importance of nitrogen, phosphorous, and potassium to plant growth and development. They will explain common and safe methods of fertilizer application.

1. Students will calculate the content of N-P-K in a fertilizer container.
2. Students will list three advantages each of organic and inorganic fertilizers.
3. Students will understand general chemical safety.
4. Students will describe common methods of fertilizer application.
5. Students will list the 3 primary nutrients and their effect on plant growth.

F.4 Irrigation in Plant Production

Students will understand the role of water in plant production and the various methods of irrigation commonly used. Students will explain the major factors affecting selection of irrigation methods.

1. Students will list three ways to determine when to irrigate.
2. Students will describe irrigation methods - flood, sprinkler, furrow and drip.
3. Students will know the interrelationship of the 3 major factors (soil, water quality, water availability) affecting the selection of irrigation methods.

F.5 Crop Pest Management in Agriculture

Students will understand the importance of crop pest management in agriculture. They will explain the major principles of integrated pest management.

1. Students will understand life cycle of insects
2. Students will understand the life cycles of weeds - annual, biennial, perennial
3. Students will list the four major types of plant pest (insect, weeds,

disease, vertebra)

4. Students will understand elements of integrated pest management (chemical, mechanical, cultural, and biological).

NATURAL RESOURCES

G.1 Renewable and Non-renewable Resources

Students will understand the problems confronting human, plant, and animal life as natural resources are depleted and production of renewable resources in California becomes limited. They will identify problems related to population growth for both non-renewable and renewable resources.

1. Students will understand and identify how population growth effects land use and resource management decisions.
2. Students will understand what effects does continued population growth have on limited water resources.
3. Students will identify the major uses of water in CA. (Amount used for industry, agricultural, and private consumption.)
4. Students will describe the major watersheds of California.
5. Students will define a natural resource and explain the difference between renewable and non-renewable natural resources.
6. Students will identify the 3 major timber regions in California (Redwood, Serria, Mountain)
7. Students will identify major uses of timber in California.
8. Students will know causes and controls of soil erosion.

G.2 Energy and Mineral Resources

Students will understand the importance of energy and mineral resources, including sources, conservation, and future needs. Students will analyze the advantages and disadvantages of various methods of producing energy.

1. Students will name and give advantages and disadvantages of 2 sources of energy (wind, nuclear, fossil, hydro, solar, bio-mass, geo-thermal).
2. Students will describe future needs and uses of energy by agriculture, business, industry, and the population at large.

Program Description of Included Courses, SOE & Leadership Development

PROGRAM DESCRIPTION

FOOTHILL AGRICULTURE DEPARTMENT

COURSES OFFERED

AGRICULTURAL SCIENCE I (INTRODUCTION TO AGRICULTURE)
AGRICULTURAL SCIENCE II (LIFE SCIENCE CREDIT)
AGRICULTURAL SCIENCE III (AG BUSINESS)
AGRICULTURAL SKILLS (ROP)

SUPERVISED OCCUPATIONAL EXPERIENCE

LIVESTOCK	VOLUNTEERISM
WORK EXPERIENCE	AG MECHANICS
HORTICULTURE	SMALL ANIMALS
FIELD CROPS	FRUIT AND VEGETABLES

LEADERSHIP ACTIVITIES

B. I. G. CONTEST	COTTON JUDGING
PREPARED PUBLIC SPEAKING	REGIONAL MEETINGS
EXTEMPORANEOUS SPEAKING	STATE FFA CONFERENCE
CREED SPEAKING	SECTIONAL FFA MEETINGS
JOB INTERVIEW CONTEST	NATIONAL FFA CONVENTION
BANKING QUIZ	MADE FOR EXCELLANCE
AG MARKETING CONTEST	SECTIONAL AND REGIONAL
NOVICE FARM RECORDS	OFFICERS
OFFICERS RETREAT	REGIONAL LEADERSHIP
NOVICE AND ADVANCED	CONFERENCE
PARLIAMENTARY PROCEDURE	REGIONAL OFFICER
TOP TEN TRIP	SCREENING
FARM BUREAU AG DAY	PARENT MEMBER AWARDS
OPENING AND CLOSING CONTEST	BANQUET

FAIRS AND SHOWS

KERN COUNTY FAIR
GREAT WESTERN LIVESTOCK SHOW
COW PALACE LIVESTOCK SHOW

STANDARD NO. 2--SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

Minimum Compliance Criteria

1. Each student will have a plan for a project for each of the years that they are in ag.
2. The students project should be teaching them skills and abilities that will be valuable to their career choice and must be started by the end of their first year in ag.
3. Student should try to attain growth in their project plans and an attempt to be versatile and adventurous is encouraged.
4. Soep's will be a part of the students grade in the classroom.
5. Students will receive instruction on recordkeeping and project management in the classroom.
6. EVERY STUDENT regardless of whether they have an ongoing project or not will be required to maintain a project recordbook.
7. Students will be visited at least once per quarter by the instructor.

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM (SOEP)
A CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION
POSITION PAPER REGARDING EXPERIENTIAL EDUCATION
FOR SECONDARY SCHOOL STUDENTS OF
VOCATIONAL EDUCATION IN AGRICULTURE

Since its very beginning in 1917 as a federally supported component of the public secondary school system, Vocational Agriculture has incorporated some form of experiential education as a teaching strategy.

In the earliest days when all students came from farms and ranches and were destined to return there upon completing their high school education, this experiential education usually took the form of a production enterprise in livestock, poultry, crops, etc., conducted on the home place.

There was a three-fold purposes for these "projects": (1) to provide the student with an opportunity to develop, through experience and under the supervision of his Vo-Ag teacher, skills and knowledge required to conduct financially rewarding agricultural production enterprises; (2) to provide a demonstration to the community of modern practices in agriculture; (3) to provide a means for the Vo-Ag student--Future Farmer--to begin his actual establishment in farming.

All Vo-Ag students were required to engage in one or more "projects" as a condition of enrollment in Vo-Ag classes.

There is abundant testimony that the early day Vo-Ag program served those purposes well.

In the early post-World War II years it became generally recognized that "Agriculture is More Than Farming" -- a slogan adopted by Agricultural Educators at all levels throughout the United States.

In attempting to establish a definition for this broadened concept of agriculture, several agricultural categories or classifications were proposed. One was offered by the United States Office of Education. It made sense to us in occupational clusters in addition to Production (Farming and Ranching). They are Agricultural Supplies and Services, Agricultural Mechanics, Agricultural Products and Processing, Ornamental Horticulture, Agricultural Resources, Forestry.

Under this broadened concept of agriculture, Agricultural Education's responsibility was similarly expanded. Whereas before, Vo-Ag's function was limited to preparing persons for work on the farm or ranch now it had the task of preparing persons for gainful employment in occupations found in all seven of the occupational clusters associated with the broadened perspective of agriculture.

It soon became obvious that the original three-fold purpose cited earlier for the "Vo-Ag Projects" was no longer relevant to the expanded, modernized Vo-Ag program.

In addition to the expanded occupational scope of the Vo-Ag program other changes were occurring that affected the validity of the "product requirement":

- the word Supervised indicates that the student's Vo-Ag teacher oversees this part of his agricultural education just as he does all other aspects.
- the term Occupational Experience is to describe the nature and purpose of the activity--to provide the student with experience in an (Agricultural) occupation.
- the word Program suggests that this activity has more than one part. In fact, a student's SOEP may consist of several, separately identified activities each of which frequently is called a "project."

The relationship of SOEP to the other major components of a total Vo-Ag program often is illustrated as one of three interlinking, overlapping, equal circles.

It is intended that this should describe the inseparability, equality and interdependence of each of these components.

Some observed changes in the characteristics of Vo-Ag's brand of experiential education as it has evolved from projects to SOEP are as follows:

- In earlier days all Vo-Ag students had one or more home projects whereas today fewer than one-half conduct any form of SOEP outside of class-time.
- In earlier days most home projects were directly related to students' intended life work whereas today only a few Vo-Ag

students conduct SOEP which is directly related to their career goals.

- In earlier days most home projects grew in scope and quality from one year to the next whereas today few SOEPs grow from one year to the next.
- In earlier years most Vo-Ag students conducted projects that would form the nucleus of a herd, flock, farm, etc., for their establishment in farming upon graduating from high school whereas today it is rare that an SOEP reaches a scope and quality which would make that possible or which would convince a financier to back the graduated Vo-Ag student in such an enterprise.
- In earlier days a major part (as much as 50%) of the Vo-Ag teacher's time was given to on-site supervision of students' home projects whereas today it is unusual for a Vo-Ag teacher to consign even an average of 8 hours per week to the supervision of students' occupational experience.

It is only natural that the Vo-Ag program change to accommodate the changes occurring in agriculture. Changes in the Vo-Ag program must include changes in its SOEP component.

The question, then, is "are the changes which have already occurred in SOEP the result of planned, pro-active action and are they appropriate and adequate to meet the needs of today's Vo-Ag program?" Or, "are they changes which are adversely affecting the effectiveness of the program in accomplishing its purposes?"

This issue became the topic for consideration by CATA's Secondary Division at its meeting during the 1982 Annual Summer Conference of the Association.

Vice-President Bill Kellogg of San Jacinto High School offered the members 26 questions pertaining to SOEP which he felt would stimulate their thinking on the topic. A "White House Conference" style session was conducted during which the several table groups discussed whichever of the 26 questions seemed especially significant to them. The input from these table groups has been combined and summarized in the balance of this paper which comprises CATA's Statement of Policy Regarding Supervised Occupational Experience Programs for students enrolled in Vocational Agriculture.

What is a Supervised Occupational Experience Program?

A student's Supervised Occupational Experience Program (SOEP) is one of his teacher's ways of extending instruction beyond the

walls of the classroom, shop or other school facility. Through this medium, the teacher is able to provide planned learning experiences for the student that would not otherwise exist.

The application of knowledge gained through directed learning in the school classroom, shop or field lab often can occur only in a "real" situation which doesnot, perhaps cannot, exist in the school. Action taken by the teacher to place students in "real" situations and supervise their experience in that situation is an essential part of their teaching assignment in Vo-Ag.

SOEP has the following characteristics:

1. It is an activity which is identified with a specific agricultural enterprise or occupation and involves the student in hands-on experiences which are directly associated with that enterprise or occupation.
2. The student may be self-employed in the enterprise/ occupation or may be employed by another, either paid or unpaid.
3. The student's involvement in this experience occurs outside of his school's usual class hours.
4. Under some circumstances the student's SOEP may be located on school facilities.
5. The student plans SOEP with the assistance of the Vo-Ag teacher and conducts it under the regular supervision of that instructor.
6. The Vo-Ag teacher allocates a significant portion of his work hours to the supervision of students' SOEP.
7. Students keep records pertaining to their SOEP as prescribed by the teacher and those records are periodically reviewed by the teacher.
8. Students may be individually engaged in SOEP or cooperatively with other students.
9. The student's plan for SOEP includes goals and provisions for growth in scope and complexity.

What are the Purposes of
Supervised Occupational Experience Programs
as a Part of Contemporary
Vocational Education in Agriculture?

As seen by the Vo-Ag teacher, whose main function is to serve as a manager, coordinator, or consultant of learning for his students as they seek careers in agriculture, the specific purposes of SOEP are:

1. To provide opportunities for hands-on experience in skills and practices required for successful employment in agriculture.
2. To provide opportunities to gain documented experience in agriculture which can provide references for future employment.
3. To provide opportunities for students to identify, develop and demonstrate personal characteristics required for successful employment in agriculture. Some examples are, initiative, responsibility, dependability, self-reliance, etc.
4. To provide opportunities for students to observe and participate and select a place in the "world of work."
5. To capture, retain and focus student interest in agriculture.
6. To provide an opportunity for students to discover and deal with the financial realities of agricultural production and/or employment.

Although modern SOEP certainly can lead to establishment in farming, that no longer is a goal for it. In fact, the opportunities for young persons to become fully established as entrepreneurs in any agricultural enterprise are remote. Most Vo-Ag students should not be encouraged to think of SOEP as direct preparation for becoming established in an agricultural enterprise as an owner/operator or as an employee.

Rather, they should expect their individual SOEPs to benefit them in ways suggested by the specific purposes stated here earlier.

Especially for beginning Vo-Ag students, the selection of SOEP enterprises need not have a direct career goal relationship. Many of today's Vo-Ag students are seeking to establish their occupational goals. The SOEP can be an exploratory experience for them. Also, the personal characteristics developed through successful SOEP are relevant to most occupations (even out of

agriculture). Therefore, the SOEP experience will be beneficial in preparing one for work even if it is not directly related to the job or jobs a person eventually takes.

On the other hand, a student will gain maximum benefit from SOEP if it is the same as or directly related to the occupation and/or advanced training entered upon leaving high school

Is SOEP a Necessary Component of Contemporary Vo-Ag Programs?

Every Vocational Agriculture student except those enrolled in their first year of Vo-Ag should be required to conduct SOEP.

It would be helpful even to those first year students, but probably not necessary, for accomplishing the goals of that "Introduction" course.

Individually owned and operated enterprises or individual employment in an agricultural job probably are the "best" forms of SOEP in terms of benefits to the student. It is recognized, however, that it may not be possible for every student to arrange this kind of experience.

Group or cooperatively owned and operated enterprises may often be a suitable alternative to the individual approach.

Students cannot be required to commit personal funds to SOEP as a condition of enrolling in a Vocational Agriculture class. If involvement in SOEP is a condition for satisfactory participation in a Vo-Ag class (as is recommended), the school must provide a means for students to have that experience without personal cost to them. Some ways for accomplishing this are:

- arrange for the student's employment in an appropriate agricultural job.
- provide financing for individual or group enterprises, either by the school or from other, non-school, sources in the community.
- provide facilities on the school's farm laboratory for raising animals and growing crops.

Since SOEP is a "tailor made" experience for each student, designed to suit the individual's needs and circumstances, standardization of SOEP throughout the state is not feasible.

However, each teacher should have "clearly" defined criteria for evaluating student performance and growth in the SOEP. Students should be informed about these criteria.

Students may be aided in planning SOEP if they have some guidelines or examples of successful SOEP as models.

Since SOEP can be said to be the "homework" required of Vo-Ag students, students' performance in it should be graded and that grade should be incorporated in the evaluation of the students' overall performance in Vocational Agriculture.

Under some circumstances, students can earn additional school credit toward graduation for conducting satisfactory SOEP. That option should be considered by each school offering Vocational Agriculture Programs.

What is the Teacher's Role and Responsibility in Supervised Occupational Experience Program?

Perhaps the Vo-Ag teacher's major responsibility pertaining to SOEP is to assure that it is an essential, effective component of the school's overall Vo-Ag Program--that all Vo-Ag students are aware of its values, purposes, characteristics, opportunities, etc., and that they participate in it.

The most obvious requirement of the teacher is that time be allocated and utilized for out-of-class supervision of students at the site of their SOE activities. The "S" of SOEP is "Supervised". The intention is that the teacher have the same involvement with the student in this individualized instruction part of the Vo-Ag Program as he or she does in the classroom, shop or farm lab group instruction part.

The teacher should have scheduled, organized, purposeful visits to observe the student activity in SOEP and to assist in causing that to be a quality experience for the student.

In most cases one teacher cannot effectively supervise the occupational experience of more than 50 individual Vo-Ag students and that only if a period of the school day is set aside for that purpose. If several students are participating in group or cooperative projects or if they individually conduct their SOEP activities at a single site, such as a school farm lab, the teacher may be able to slightly increase the number of students supervised.

The frequency of supervision visits by the teacher will vary among the students according to the complexity of their SOEP. However, a minimum of four visits per year spaced throughout the duration of the activity should be the goal.

In the case of students who are employed in an agricultural job for SOEP purposes the teacher should look to the employer as a co-

supervisor. They should work together to make that occupational experience count for the student's career preparation.

Many students will conduct their SOEP activities at home. When such is the case, the teacher has an opportunity to incorporate a parental visit with the task of observing the student's SOEP activity. This opportunity should be utilized.

In fact, even for those students who do not maintain SOEP activities at home, the teacher should incorporate in the visitation schedule at least one parental-home visitation per year.

The purposes of this parental contact are:

- demonstrate to parents that the teacher is interested in the development of their child.
- form an alliance with parents for the career and personal guidance of their child.
- teacher become acquainted with home condition which may have a bearing on the student's performance.
- inform the parents of program purposes, expectations and activities and of their child's performance, etc.

In addition to the scheduled visits, the Vo-Ag teacher must also be "on-call" for students who have an immediate need for assistance with their SOEP. Animals get sick, equipment breaks, employers become crotchety at unexpected and sometimes inconvenient times. The students frequently panics in these crises and desperately needs the assistance of the advisor.

Because SOEP is an activity unique to Vocational Agriculture as a program requirement, students will not usually understand it well enough to assume the initiative in establishing themselves in it. Nor will they always know how or where to get started. This situation places other demands on the Vo-Ag teacher. First the teacher has a responsibility for the development of SOEP opportunities. The teacher should locate agricultural work stations (jobs) in the community which are available to Vo-Ag students. The operators of farms, ranches which are available in the community should be encouraged to provide work opportunity (not necessarily paid) for Vo-Ag students referred to them by the Vo-Ag teacher.

In addition to arranging for job stations, the Vo-Ag teacher should establish a reservoir of ideas and opportunities for individual and group conducted agricultural projects for students to draw when they are unable to identify prospective activities by themselves.

Teachers should actively assist in helping students to locate, purchase and transport project materials, equipment and livestock. Teachers should expect to spend time in "searching" for these items.

The teacher is responsible for assuring that every Vo-Ag student incorporates record keeping as an important segment of their SOEP. The teacher must be certain that the students know how to keep appropriate records related to that experience and that they do it.

When students are permitted to maintain SOEP activities in school facilities, the teacher is responsible for maintaining a safe environment in that facility and for assuring that students conduct themselves safely and that their performance of SOEP tasks is a positive learning experience.

Teachers should not hesitate to spend "classroom time" on student sharing and discussion of SOEP experiences. After all, those experiences are partially intended to be a field extension of classroom instruction.

The teacher should incorporate an orientation unit on SOEP in beginning level Vo-Ag courses as a means of informing all beginning students of the SOEP requirement, how it works and what a student gains from it. The relationship of SOEP to FFA can be described at this time too.

The teacher should maintain SOEP records which describe the following:

- dates of visitation and major observations at time of visit.
- individual student SOEP plans.
- school-wide summarization of student SOEP by kind, scope.
- individual student SOEP records of kind, scope, growth and performance.

Probably Vo-Ag teachers cannot realistically expect to be financially compensated for all the time they devote to the supervision of students' occupational experience. This is not to say that school districts should not provide school time and other resources to this instructional activity by the teacher. Quite to the contrary! Nevertheless, the profession of Vocational Agriculture Teacher, as do many other professions, will require the contribution of time for "the cause." Most teachers realize this and accept it as part of a job to which they are devoted. There is no reluctance to make this contribution as long as there is evidence that the school district also is tangibly supporting the work by supplying time and/or financial compensation, transportation and

other personal expenses which may accrue to the teacher in fulfilling this part of the job.

It should be noted that the teacher responsibilities and other SOEP requirements noted in this paper are not to apply only to the Vo-Ag teacher in a traditional, district/federal sponsored Vo-Ag Program. They apply equally to teachers of ROP/C Vo-Ag courses offered to high school students.

In fact, it should be stated that the SOEP requirement itself applies equally to ROP/C Vo-Ag courses.

What Resources Must be Provided by the School District for Conducting Supervised Occupational Experience Programs?

The district's major responsibility for the SOEP segment of the Vo-Ag program is to provide the services of the teacher for supervising students in their occupational experience. The teacher should be allocated adequate compensated time for on-site visitation. Normally, during the school year, one school period a day should be assigned to this task for each 50 students being supervised.

If students' SOEP continues into the summer months, at least one full-time equivalent Vo-Ag teacher should be maintained on the district payroll on a full-time basis. If there are more than 40 students engaged in SOEP during the summer months, there should be an additional full-time equivalent teacher employed for each additional 40 students.

Students' SOEP activities are usually located throughout the community. The Vo-Ag teacher is required to travel about to provide on-site supervision. The district should provide the transportation, either by providing a district-owned vehicle and fuel or by compensating the teacher for using his or her own vehicle.

Since a part of the teacher's role in SOEP is to assist students obtain livestock, feed, fertilizer, seed, equipment, etc., that is to be used in their enterprises, the teacher will often need to have ready access to a pickup.

Probably, the usual arrangement will be to provide a pickup truck for the sole use of each Vo-Ag teacher in a school--to be used for SOEP supervision and other purposes related to the Vo-Ag Program.

The district should provide certain specialized equipment and facilities required for successfully operated SOEP that might not be

available to the students from other sources in the community and which may not be feasible for them to purchase themselves. Some examples are: portable scales, greenhouse, land, livestock pens, etc.

Often the district can augment its funds available for providing these resources through non-traditional funding sources such as boosters clubs, local service clubs, private donations, etc.

What Are Some Practices Which
Enhance the Quality of
Supervised Occupational Experience Programs?

Vocational Agriculture has 65 years of experience utilizing SOEP as an instructional strategy. During that time many "proven practices" have emerged. Some of those practices not already mentioned in this paper are listed here and recommended for utilization by schools wishing to assure quality in their students' SOEP.

1. Prepare and distribute to students an SOEP Handbook which describes the school's requirements for it, lists the kinds of projects which can be included in an SOEP, explains how SOEP is evaluated, gives examples of good quality SOEP showing progress from year to year.
2. The term "Supervised Occupational Experience Program" intimidates some students. The teacher may wish to use something simpler such as the old standby term "project" even though that term has limited meaning in the strictest sense.
3. Every student should have a written plan for SOEP. That plan should be reviewed annually by the student, advisor and, if possible, and parents.
4. Utilize National FFA proficiency and achievement award systems.
5. Incorporate SOEP accomplishment in FFA Chapter Point Award System.
6. Emphasize honor of FFA State and American Farmer Degrees -- recognize ("glorify") chapter members who earn these degrees.
7. Encourage participation in "Project Competition" programs -- local and sectional.
8. Solicit local organization to provide livestock "chains" as with former Sears Breeding projects.

9. Develop local sources for project financing, i.e., banks and credit institutions, boosters club loan fund, etc.
10. Provide school facilities for first year students' SOEP.
11. Encourage cooperative projects for "timid" students or for those with limited resources.
12. Maintain regular written and oral communications with students' parents.
13. Provide project tour for parents and other interested adults.
14. Adjust home visitation hours to coincide with times when parents are at home.
15. Involve parents in school farm work days and improvement projects.
16. Maintain a visible record of teacher supervision visits as a means of keeping SOEP in the minds of students and visitors to the Ag Department.
17. Plan visitation schedule to assure equitable supervision of all students SOEP.
18. Take beginning students on tour of successful projects.
19. Utilize summer months to contact all first-year students and their parents to discuss SOEP plans.
20. Take steps to assure the success of students' first project.
21. Use third and fourth year students as advisors to beginning students.
22. Utilize the assistance and experience of other teachers whose students have successful SOEP.
23. Provide the school board with special presentations.
24. Invite board members and administrators to serve as local judges for Project Competition.

STANDARD NO. 3--FUTURE FARMERS OF AMERICA

Minimum Compliance Criteria

1. Every student in the Foothill Ag Dept. will be a member of the FFA.
2. The students FFA participation will be used to determine part of the student's classroom grade.
3. The Ag program will sponsor various FFA activities that will afford all students an opportunity to participate in areas that will allow them to grow. They will include but not be limited to:

a. Leadership	e. Production contests
b. Project support	f. Student awards
c. Cooperation	g. Community support
d. Fund raising	h. Recreation
4. All students dues will be paid by the chapter.
5. Instruction in the history, purpose, goals and function of the FFA will be provided in the classroom.
6. Students will develop and maintain an annual program of work and it will be available to each student.
7. Students will develop a career plan for FFA activities and they will update these activities on an annual basis. These records will be kept on the student data sheet.
8. A point award system will be used to aid in the grading procedure and the award system.
9. The following awards and recognitions will be encourage: Proficiency awards, Project Competition, Degree Awards, Chapter, Sectional, Regional and State Offices, Top Ten Awards, and Competition recognition.

FFA LEADERSHIP AND EDUCATIONAL ACTIVITIES

- 1 Kern Section FFA Leadership Camp at Frazier Park
- 2 California State Fair and Livestock Exposition
- 3 Kern Section FFA Welcome Back Bar-be-que
- 4 Kern County Fair
- 5 Hanford Leadership Conference
- 6 Kern Section Opening and Closing Contest
- 7 Kern Ag Center Cotton Contest
- 8 Kern Section Skating Party
- 9 Kern Section Public Speaking Contest
- 10 Kern Section Banking Contest
- 11 State Farmer Applications
- 12 Regional Proficiency Applications
- 13 Tulare Farm Equipment Show
- 14 Kern Section Co-op Quiz and Best Informed Contests
- 15 San Juaquin Regional FFA Meeting
- 16 South FFA Donkey Basketball Game
- 17 Kern Section Bowling Tournament
- 18 School Farm Play Day
- 19 Kern Section Project Competition
- 20 Bakersfield College Spring Livestock Show
- 21 Great Western Livestock Show
- 22 Junior Grand National Livestock Show
- 23 Kern Section FFA Officer Elections
- 24 State FFA Convention
- 25 Kern Section Volleyball Tournament
- 26 Farm Bureau Farm Day at Kern County Fair

FFA ACTIVITIES SCHEDULE

JULY-

Summer meeting

AUGUST-

State Fair

SEPTEMBER-

Sectional meeting

FFA meeting

Kern Fair

OCTOBER-

Kern Fair

FFA meeting

Sectional meeting

Regional meeting

NOVEMBER-

FFA meeting

Sectional meeting

National convention

Officers training

DECEMBER-

FFA meeting

Sectional meeting

JANUARY-

FFA meeting

Sectional meeting

FEBRUARY-

FFA meeting

FFA week

Chapter challenge

Bowling

Public speaking

MARCH-

Parli-pro

Co-op quiz

Project comp

Great Western

Spring Fair

FFA meeting

APRIL-

FFA meeting

Project comp banquet

Pomona

Fresno

Sectional Officers election

MAY-

State convention

Volleyball

Chapter meeting

Chapter banquet

JUNE-

CATA conference

DATE 12/3/88

ACTIVITY INFORMATION SHEET

FHS High School Agriculture Department plans to attend the following event and activities during the spring semester of the 1988-89 year. In most cases these events are local and do not require "out of area" or "request to be absent" forms to be filed with the administration and the district office. This information is for school site notification and planning.

EVENT	DATE	TIME	LOCATION	APPROX. NO. OF STUDENTS	COMMENTS
1. Tulare Farm Show	2/15	8-2	Tulare	All Ag.	T, F, P
2. CATA Regional Mtg	2/25	8-2	Visalia	4	P
3. FFA Bowling	2/14	5pm	Bak.	10	
4. Coop. Quiz	2/28	5pm	Macf.	5	P
5. Parli-Pro Contest	3/7	5pm	Delano	10	P
6. Cow Palace Fair	3/16-22		San Fran.	7	T, F, P, BA
7. Project Competition	3/28		Bak	5	P
8. State Farmer Awards	4/6		Kingsburg	4	P
9. Fresno Field Day	4/14, 15		Fresno	8	P, BA
10. Kern Valley FFA Mtg.	4/18	5pm	K.V.	8	P
11. State Conference	5/6-9		San Luis Obispo	10	T, F, P, BA
12. FFA Volleyball	5/16		Bakersfield	15	P

P=Permission slip, T=Transportation Request, F=Field trip Request
BA=Board Approval

APPROVED:

School Administrator

B. R. Mendes
Agriculture Instructor

Date

12/3/88
Date

Program Completion Standards

Completed Student Program Plan

All students that are program completers, have their program plans stored until they are no longer eligible for the American FFA Degree. This file consists of the following:

- 1.) All the student's record books
- 2.) Student Data Sheet
- 3.) Permanent Vo-Ag Student Record
- 4.) Returned Follow Up Survey
- 5.) SOE Program (including filed Supervision Forms)
- 6.) List of Awards and Scholarships Earned
- 7.) Copies of recommendations
- 8.) Applications (Officer, Chapter Delegates,...)
- 9.) Other Information as seen fit by the Ag staff

This file is used as a historical index of what has been accomplished by students of the program. It also serves as an example for the ag teachers to follow in the future.

STANDARD NO. 1--CAREER PLAN

Minimum Compliance Criteria

1. Each student fills out and review annually with the Ag. teacher a career plan on a form called a student sheet that is stored in the Ag. Office.
2. Student, under the Advisor's supervision will update these files annually. These files will contain records of projects, record books of previous years, records of competition, and any other pertinent information for the students history.
3. These career plans will include a career choice and plans to attain that career.

STUDENT () ER PLAN (DATA SHEET) AGRICULTURAL EDUCATION

A. Name (print) Last First MI

Male Female

B. Date Age

C. Year in Agriculture Program:

(circle one) 1 2 3 4

D. Year in School:

(circle one) 9 10 11 12

E. Program of Instruction being pursued:
(select only one)

- Ag. Production (1.01)
- Ag. Supplies & Services (1.02)
- Ag. Mechanics (1.03)
- Ag. Products & Processing (1.04)
- Ornamental Horticulture (1.05)
- Ag. Resources & Rural Recreation (1.06)
- Forestry (1.07)
- Intro. to Agriculture (1.08)

F. I am taking this course because:
(select only one)

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

G. Ethnic origin
(circle the appropriate number)

- 1 White
- 2 Hispanic
- 3 Black (except Hispanic)
- 4 Filipino
- 5 Asian or Pacific Islander
- 6 American Indian/Alaskan Native

H. Locator Data:

Street Address

City Zip

Phone Number ()

Parent/Guardian Name
(print full name for each)

Mr.

Miss

Mrs.

Ms.

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

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

- 1. Go to work full-time
- No further education
- Some college later
- 2. Go to college
- Community college
- Four year college

Full-time

Part-time

Agriculture major

Non-agriculture major

3. Go into military service

STUDENT PRC

K. Planned course of study to meet your occupational goal.
By school year _____

by school year, list all classes previously taken, currently being taken, or planned to be taken in the future.

FRESHMAN YEAR (19 - 19)		SOPHOMORE YEAR (19 - 19)	
1		1	
2		2	
3		3	
4		4	
5		5	
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100		100	

L. Supervised Occupational Experience Plan (Project program should be related to your career goal.)

[illegible]

M. Planned Departmental Activities (FFA)

1. Print words "not enrolled" for each year you were not enrolled in a vo-ag class or "no activity" if enrolled but did not participate.
2. For each year, select a minimum of; 1 skill development, 1 recognition, and 1 participation activity.

[illegible]

Parents/Guardians Signature:

Description of Facilities and Major Equipment

STANDARD NO. 11--**FACILITIES, EQUIPMENT AND SUPPLIES**

Minimum Compliance Criteria

1. The classroom and laboratory space is 84 square feet for each student, and 211 square feet for each shop student. In addition the district has made available to the department an 80 acre school farm that is fully equipped for modern farming practices in San Joaquin agriculture. This farm laboratory also has beef, sheep, swine, and small garden plot project facilities that are available to the Foothill department.
2. The instructor at Foothill has two locations for office space and storage, one being at the school site and the other at the school farm facility. Both meet the minimum requirement for space.
3. Storage space for the department is well above the required levels and are also at both the school and the farm facilities.
4. All students have lockers, restrooms available, and adequate clean-up facilities at both the school site and the farm.
5. There are adequate and appropriate tools for the instruction of the core curriculum and the ROP ag mechanics program. There is also a readily available stock of agricultural equipment, such as tractors, backhoe, forklift, implements, welders, hand tools, and other equipment that the schools cooperatively use to instruct students.
6. The department is adequately supplied with the appropriate text and references necessary to conduct a core program. There are also other aids available and belonging to the department that can be used for instruction including, a television, a VCR, a slide projector, two computers, type writer, and other classroom equipment.

EQUIPMENT INVENTORY--FOOTHILL HIGH SCHOOL AG DEPARTMENT

1984 Ford 1ton truck
2-IBM pc computers
2-dot matrix printers
1 set of FFA pariphinalia
1 box of hand tools
1 RCA VCR
1 RCA television
2 sets of livestock clippers
7 Breeding Ewes
2 breeding sows
1 swine farrowing crate
1 set livestock scales
misc computer software
3 show boxes stocked with supplies
1 vet kit with supplies
assorted shop power tools
two beef blocking chutes
two lamb carding tables
4 shop benches
2 arc welders
one metal forge
1 soil testing kit
3 sets of fair handtools
1 truck tool box
1 drill press
1 desk calculator
text books
referance books

School and/or Department Policies pertaining to:

- Student Eligibility to participate in out-of-class activities.
 - Leadership Development Integration into Program.
 - SOE Integration into Program and other policies.
-

YOU AND THE AG SCIENCE DEPARTMENT

POLICIES

1. Introduction

The time you spend in high school is very short period when compared to the rest of your work. During this short period you should make every minute of the time count for something worthwhile.

I hope you have entered the agriculture department determined to learn and that you will complete a course that will help you become not only an agriculturist, but a community leader as well.

2. Agriculture Science

General Procedure:

A. Never sit and do nothing. If you finish an assignment early or for some other reason have extra time, you should do one of the following:

1. Review and study lecture notes.
2. Work on your record book.
3. Read a magazine article.
4. Work on current FFA project.

B. Class participation is encouraged, desired, and expected, but do not talk when someone else is or without raising your hand and being recognized.

C. This is your agriculture department. Take good care of it!

3. GRADING

The grading scale will be based on the following percentages:

1. 90% or above A 4 points
2. 80% or above B 3 points
3. 70% or above C 2 points
4. 60% or above D 1 points
5. Below 60% F 0 points

Classroom assignments 65%

- a. A test will be given at the completion of each major unit of study.

POLICIES CONT'

- c. All classes will have a final exam at the end of the year based on unit tests.
- d. Assignments will be given a point value and graded accordingly.
- f. Assignments should be neat and include the students name, class, period and date on the top of the page.
- g. Points will be deducted for each day an assignment is late.

4. Notebook

How to keep a good notebook

- 1. Use a three ring binder. Manilla and " PeeChee " folders are not acceptable. They allow too many papers to float around and possibly get lost. Big notebooks can be bad to- you get notes from other classes mixed up.
- 2. Bring your notebooks to class every day.
- 3. Date and title each day of notes.
- 4. Keep all handouts with notes that correspond to them.
- 5. You should have some type of organization

5. SOEP--25%

A.

6. LEADERSHIP ACTIVITIES--10%

7. ITEMS TO REMEMBER

A. Language	h. English grammar
b. UFO,s	i. Restrooms
c. Fire Drills	j. Bonnets
d. Study Habits	k. School rule
e. Hall passes	l. Being Courteous
f. Tardies	m. Extra Credit
g. Driving to events	n. Your Rights

STANDARD NO. 14--**PROGRAM MANAGEMENT**

Minimum Compliance Criteria

1. The instructor at Foothill High School Ag Department is designated as the department head and is allowed time to participate in the activities necessary to operate and manage the department.
2. The teacher at Foothill will meet regularly with the other ag instructors that use the district farm to plan, utilize and maintain the facilities and the programs taught there.
3. The following management tasks will be performed by the instructor:
 - a. Preparation of R-2 forms
 - b. Implementation of the Graduate follow-up program
 - c. Planning for the FFA activities and the Program of Work
 - d. The development and maintenance of a Comprehensive Ag Ag Department Plan
 - e. Preparation of all district request forms, and activity summaries necessary
 - f. Prepare and update budgets and inventories for all accounts
 - g. Plan and implement public information programs
 - h. Implement an effective 8th grade visitation plan
 - i. Serve as secretary for the Ag Advisory Committee
 - j. Keep records of project visits and submit reports to the to that effect.
 - k. Participate in district and professional inservice programs
 - l. Prepare grant and funding proposals
 - m. Develop a calendar of events to be published.
 - n. Prepare P.O. and other financing records
 - o. Keep a journal of travel and supervision time
 - p. Organize and implement plans for school farm use
 - q. Aid student in applying for contests, awards and degrees as needed
 - r. Arrange for transportation to events and field trips
 - s. Attend and provide input for the Kern Agricultural Foundation meetings
 - t. Aid students in the application process to college and scholarships.
 - u. Help plan and supervise section activities.

KERN HIGH SCHOOL DISTRICT SCHOOL FARM

KERN AGRICULTURE CENTER
501 South Mt. Vernon Ave.
Bakersfield, California 93307
(805) 831-3327

BOARD OF TRUSTEES

Brent P. Casper
Earle J. Gibbons
Kenneth E. Secor
David B. Stanton
Fred L. Starrh

DON MURFIN
Superintendent

STAFF MEETING-MINUTES

4/11/89

Present: Ric Lemucci, Ralph Mendes, Jim Slater, Bruce
Cambell, Chris ~~Dixon~~^{Pickson}, Roger Riley, Cecil Briscoe.

1. Dr. Briscoe discussed the 1989-90 plan to conduct and staff the Agriculture programs in metropolitan Bakersfield. In 1988-89 the superintendents office was significantly supporting the programs in the form of time and sections provided over the principal's formulas. The proposals for the 1989-90 year are as follows:

South High-one full time staff, 1hr.ROP, 4hrs.SHS
North High-One full time staff, 1hr.district, 4hrs.NHS
Foothill High-One full time staff, 1hr.ROP, 1hr.District,
3hrs. FHS
Bakersfield High-one full time staff, 1hr. ROP,
4hrs. BHS
Highland High-one full time staff, 1hr.ROP, 4hrs. HSH
East High-1 hr. District part time agriculture staff
West High-1hr.District, 1hr.WHS, Part time staff.

All schools will offer, at thier sites, the core curriculum Agriculture Science I and II. ROP Agriculture classes for juniors and seniors will be offered at North and Highland. The remainder of the ROP classes will be taught at the AG. Center and may consist of Animal Health Care (3hrs), and Agricultural Occupational Skills (2hrs) in the areas of Ag. Equipment and Construction, Ornamental Horticulture/ Small Engines, and others as necessary. Expected enrollment at the center is 70-80 Students.

2.A possibility of a summer program for students with agriculture projects was discussed.

3.Heifer Sale at the fairgrounds was announced.

4.Plans for the Farm Bureau's Ag. Day at the fairgrounds was discussed. Responsibilities were divided to provide for three display booths and 5 students from each school to attend and help. The theme of the three booths were: Agricultural Leadership through FFA, FFA Activities, and, Scholarships and Colleges available to Ag Students through the FFA.

The meeting was adjourned at 4:45pm

Respectfully,

R. Mendes, Instuctor, Bakersfield

Calendar of Events Kern Section FFA and CATA

*CATA (California Agriculture Teachers Association)

August

- * 14 Regional Executive Meeting- Caruthers
- * 24 CATA Chateau Basque 5:00 Fair planning

September

- 5 FFA Officers and Sectional Meeting- Tehachapi HS 5:00
- 9-10 Regional FFA Leadership Training, FFA Officers
Hanford HS 12:00
- 16 Workday at the Kern County Fairgrounds - FFA members 7:00
- 20- Oct 1 ****Kern County Fair****

October

- *11 CATA Meeting, fair review, North HS 4:00
- *17 CATA Spouse's Night, Dickson Ranch 5:00
- 21 FFA Cotton Judging Workshop, Ag Center 9:00
- 28 FFA Cotton Judging Contest, West Hills College

November

- *4 CATA Regional Meeting, Fresno
- 7 FFA Opening Closing Ceremonies Contest, Highland 5:00
- 18 FFA Cotton Judging State Finals
- 28 FFA Best Informed Greenhand Contest, EC 5:00

December

- 5 FFA Skating Party 6:00
- 14 Creed Speaking, Public and Extemporaneous Speaking
Contest, Ag Center

January

- *16 CATA State Farmer Degree Recordbook Scoring, McFarland
4:30
- 20 FFA Small Engines, Tree and Vine Pruning Contest, Reedly
- 27-28 FFA "Made for Excellence Conference"
- 27 Ag Mechanics Contest, Ag Center 9:00

February

- 3 FFA Ag Mechanics Contest, Kern Valley HS 9:00
- 3 FFA State Tree and Vine Pruning Contest, Fresno
- 4 Last day to get animal for Great Western Livestock Show
- 6 FFA Bowling Tournament
- 18-24 National FFA Week
- 21 Sales Contest, Kings River College 2:00
- 24 FFA Regional Meeting Bakersfield HS
- 27 FFA Ag Cooperatives Contest, Shafter HS 5:00

March

- 1 National FFA Scholarships Due
- 2 Ag Futures Essay Due
- 3 UC Davis Field Day (All Contests)
- 10 Kings River College Field Day
- 17 Chico Field Day
- 19-23 Project Competition week for FFA
- 20 FFA Parliamentary Procedure Contest
- 24 Tulare Kings Field Day
- 31 Pomona Field Day

April

- 4-9 Great Western Livestock Show
- 17 FFA Sectional Meeting (Elections) Kern Valley HS 5:00
- 21 Fresno State Field Day 8:00
- 25 Ag Futures Conference, Kearney Ag Center (selected FFA)
- 26 State Farmer Awards Program 6:30
- 28 West Hills College Field Day
- 30 Project Competition Dinner (chapter winners)

May

- 5 State FFA Judging Finals
- 5-8 State FFA Leadership Conference, Cal Poly San Luis Obispo
- 15 FFA Volleyball Tournament, BHS start 3:30

DATE 12/3/88

ACTIVITY INFORMATION SHEET

Foothill High School Agriculture Department plans to attend the following event and activities during the spring semester of the 1988-89 year. In most cases these events are local and do not require "out of area" or "request to be absent" forms to be filed with the administration and the district office. This information is for school site notification and planning.

EVENT	DATE	TIME	LOCATION	APPROX. NO. OF STUDENTS	COMMENTS
1. Tulare Farm Show	2/15	8-2	Tulare	All Ag.	T, F, P
2. CATA Regional Mtg	2/25	8-2	Visalia	4	P
3. FFA Bowling	2/14	5pm	Bak.	10	
4. Coop. Quiz	2/28	5pm	Macf.	5	P
5. Parli-Pro Contest	3/7	5pm	Delano	10	P
6. Cow Palace Fair	3/16-22		San Fran.	7	T, F, P, BA
7. Project Competition	3/28		Bak	5	P
8. State Farmer Awards	4/6		Kingsburg	4	P
9. Fresno Field Day	4/14, 15		Fresno	8	P, BA
10. Kern Valley FFA Mtg.	4/18	5pm	K.V.	8	P
11. State Conference	5/6-9		San Luis Obispo	10	T, F, P, BA
12. FFA Volleyball	5/16		Bakersfield	15	P

P=Permission slip, T=Transportation Request, F=Field trip Request
BA=Board Approval

APPROVED:

School Administrator

B R Mendez
Agriculture Instructor

Date

12/3/88
Date

Proficiency Standards for Program Completers

STANDARD NO. 15--MEETING PROFICIENCY STANDARDS

Minimum Compliance Criteria

1. There will be a specific set of program proficiency standards that at least 75% of the program completers will attain.
2. A program completer will be a student that completes Ag. Science I and II and takes one other upper division Ag class at the school or the ROP center.

PROGRAM COMPLETION STANDARDS - AGRICULTURE

In order for the student to complete the program in agriculture at Foothill High School, they must complete 362 hours at Foothill plus 1050 hours at ROP in 4 courses at Foothill and 4 courses at ROP.

Their SOEP must relate to their career goal and be at least 4 months in duration during each of their 2nd, 3rd, 4th years in agriculture.

Each student enrolled in a vocational agriculture class at Foothill or ROP from Foothill will be a member of the FFA and be active at the local level.

PROGRAM SEQUENCE - AG

Grade 9 - fall	Crop Science
spring	Livestock Science

Grade 10- fall	Ag. Mechanics
spring	Horticulture

Grade 11- fall	ROP Ag
spring	ROP Ag

Grade 12- fall	ROP Ag
spring	ROP Ag

PROFICIENCY STANDARDS - ANIMAL SCIENCE

- _____ 1. Identify the basic areas of animal science.
- _____ 2. Identify the major breeds of beef cattle.
- _____ 3. Identify the reproductive system of a bull.
- _____ 4. Identify the reproductive system of a cow.
- _____ 5. Explain the reproductive cycles of farm animals.
- _____ 6. Identify the parts of the digestive system.
- _____ 7. Identify 25 parts of a beef steer.
- _____ 8. Select desirable from undesirable animals.
- _____ 9. Identify the major breeds of dairy cattle.
- _____ 10. Identify 25 parts of a dairy cow.
- _____ 11. Perform the Babcock test.
- _____ 12. Identify 25 products made from milk.
- _____ 13. Identify parts of the mammary system.
- _____ 14. Identify the major breeds of sheep.
- _____ 15. Identify parts of the circulatory system.
- _____ 16. Identify parts of the respiratory system.
- _____ 17. Identify retail and wholesale cuts of meat.
- _____ 18. Slaughter a lamb.
- _____ 19. Cut up a lamb or hog carcass.
- _____ 20. Dock, castrate, and vaccinate lambs.
- _____ 21. Identify common breeds of swine.
- _____ 22. Explain how muscles work.
- _____ 23. Identify common breeds of poultry.
- _____ 24. Identify egg sizes and grades.
- _____ 25. Identify egg production problems.
- _____ 26. Identify common breeds of horses.
- _____ 27. Identify common colors of horses.
- _____ 28. Identify common markings of horses.
- _____ 29. Identify gaits of horses.
- _____ 30. Identify horse equipment and tack.

PROFICIENCY STANDARDS - CROP SCIENCE

- _____ 1. Identify common crops in Kern County.
- _____ 2. Identify common insects.
- _____ 3. Perform simple soil tests.
- _____ 4. Identify common problems in ag.
- _____ 5. Identify simple plant parts.
- _____ 6. Give 2 functions for plant parts.
- _____ 7. Explain how hay is made.
- _____ 8. Identify different forage crops.
- _____ 9. Identify different forage products.
- _____ 10. Identify different fruit products.
- _____ 11. Identify effects of pollution on agriculture.
- _____ 12. Identify products made from agriculture crops.
- _____ 13. Identify forest practices.
- _____ 14. Identify forest types.
- _____ 15. Identify forest products.
- _____ 16. Separate softwoods from hardwoods.
- _____ 17. Identify ecological factors relating to ag.
- _____ 18. Identify sources of irrigation.
- _____ 19. Identify systems of irrigation.
- _____ 20. Identify irrigation equipment.
- _____ 21. Identify fruit types.
- _____ 22. Identify soil types.
- _____ 23. Identify careers in crop science.
- _____ 24. Knowledge about the FFA.
- _____ 25. Identify a SOEP in crop science.

PROFICIENCY STANDARDS - AG MECHANICS

- _____ 1. Demonstrate safe practices in all shop areas.
- _____ 2. Identify 50 common tools in the shop.
- _____ 3. Identify jobs in ag. mech.
- _____ 4. Identify educational needs in ag. mech.
- _____ 5. Repair 2 common shop tools.
- _____ 6. Construct a bolt using hand tools.
- _____ 7. Make a cold chisel or punch.
- _____ 8. Temper tool steel.
- _____ 9. Heat and bend metal to a specific shape.
- _____ 10. Perform simple flat welds with an arc welder.
- _____ 11. Set up a gas welding outfit.
- _____ 12. Operate a gas welding torch.
- _____ 13. Cut metal using a gas torch.
- _____ 14. Identify soft wood from hard wood.
- _____ 15. Cut lumber at prescribed angles.
- _____ 16. Nail lumber properly.
- _____ 17. Properly use wood working tools.
- _____ 18. Properly join plumbing pipes.
- _____ 19. Properly prepare and paint materials.
- _____ 20. Properly secure ends of rope.
- _____ 21. Tie 5 common farm knots.
- _____ 22. Perform simple electrical wiring.
- _____ 23. Operate common power tools properly.
- _____ 24. Identify common power sources.
- _____ 25. Develop and construct an ag. mech. project.

PROFICIENCY STANDARDS - HORTICULTURE

1. Describe the modern horticulture industry
2. Identify the major occupational areas in horticulture.
3. List the uses of horticulture plants and products.
4. Identify the climatic zone for their community
5. Identify the level of jobs common to horticulture
6. Describe the concept of a career ladder.
7. Be familiar with the nontechnical jobs in hort.
8. Be familiar with job opportunities in hort.
9. Identify the basic plant parts of hort. plants.
10. Describe the function of plant parts.
11. Describe the basic plant growth processes.
12. Identify how environment effects plant growth.
13. Identify 25 common landscape plants.
14. Identify 40 common vegetable plants.
15. Identify 15 common fruit plants
16. Fertilize trees and shrubs.
17. Perform simple soil analysis.
18. Identify soil materials
19. Identify fertilizer materials.
20. Correctly water horticulture plants.
21. Identify temperature requirements for plants.
22. Properly prune a plant for a specific reason.
23. Properly plant seeds .
24. Properly propagate plants using 4 asexual methods.
25. Properly transplant a tree or shrub.
26. Properly support tree after planting.
27. Identify common pest of horticulture plants.
28. Select methods to control horticulture pest.
29. Interpret pesticide labels.
30. Identify common pesticides
31. Apply pesticides safely.
32. Store pesticides safely.
33. Identify greenhouse structures.
34. Identify 25 common horticulture tools.
35. Establish a ~~plant~~ from seed or sod.
36. Identify the characteristics of a good floral arrangement.
37. Plan a SOEP in horticulture.
38. Demonstrate leadership skills.
39. Identify opportunities in FFA.
40. Fill out a job application form.

Teacher Data Sheet for each Teacher

TEACHER PROFILE

NAME: B. RALPH MENDES

PROGRAM:

AGRICULTURE DEPARTMENT

CREDENTIAL HELD:

SINGLE SUBJECT AND SPECIALIST--AGRICULTURE

PROFESSIONAL PREPARATION:

A.S.--AGRUCULTURE, SANTA ROSA JUNIOR COLLEGE

B.S.--MECHANIZED AGRICULTURE, CAL POLY, SLO

M.S.--AG SCIENCE, CAL POLY, SLO

WORK EXPERIENCE OUTSIDE EDUCATION

CATTLE RANCH, CUSTOM HAY OPERATIONS, AND FORD TRACTOR
CO. TECHNITION

INSERVICE EDUCATION IN THE LAST 3 YEARS

STATE AND REGIONAL CATA CONFERENCES

SCHOOL SIGHT WORKSHOPS

STATE TECH PREP WORKSHOPS

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

CALIFORNIA AGRICULTURE TEACHERS ASSOCIATION
KIWANAS OF BAKERSFIELD

ADDITIONAL EXPERIENCES:

SECTIONAL OFFICER CHAIRS

STATE ADULT AND YOUTH ACTIVITIES CHAIRS

GOLD LEVEL ADVISOR 1991-94

STANDARD NO. 6--QUALIFIED TEACHER

Minimum Compliance Criteria

- a. The teacher at Foothill High School has a Single Subject-Agriculture, a Designated Subject-Ag Mechanics, and an Agricultural Specialist Credential
- b. The instructor has completed 3000 hours of occupational experience in agriculture
- c. The instructor completed his training in ag education at Cal Poly, San Luis Obispo.

STANNDARD NO.8--~~FULL YEAR EMPLOYMENT~~

Minium Compliance Criteria

1. Foothill High School has a teacher with a 10 month contract and plus 36 days (two months) to supervised projects during the summer.
2. The teacher at Foothill has a time other than his one period of preparation to use as a project supervision period to supervise the FFA and the SOE programs.
3. Teacher's Schedule

Period	Time	Class
0	7:30-9:15	ROP-AG
<u>1</u> 2	9:15-10:25	Project Period
3	10:25-11:05	Prep Period
4	11:05-12:00	Ag Sci I
L	12:00-12:45	Lunch
5	12:45-1:40	Ag Sci II
6	1:40-2:43	Ag Sci I

5/6

5/7

STANDARD NO. 10--PROFESSIONAL DEVELOPMENT

Minimum Compliance Criteria

- 1.The Agriculture teacher at Foothill High School will be involved in professional activities at the sectional, regional and state levels.

CATA ACTIVITIES-1990

- 1.Sectional Cata President-7 meetings, 3 committees
- 2.Regional Cata-2meetings, ran for office twice in one year
- 3.State Cata Adult and Youth Activities Chairman, Governing Board, state convention, and inservices.

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Advisory Committee Meeting Agenda

Foothill Agri-Business Academy

Foothill High School
Gail Bentley, Principal

501 Park Drive
Bakersfield CA, 93306
(661)366-4491, FAX (661)363-6223

Staff

Clay Freeman

Prog. Coord.
Agriculture

Jessica Paulisich

Agriculture

Annette Williams

Science/Chemistry

Jennifer Morey

English

Gupreet Gurwall

Mathematics

Denise James

Counseling

Advisory/Steering Committee

Dec 10, 2014

Agenda:

- 1.) Introductions
 - a. Advisory Committee Members
 - b. Student Teacher- Teddi Nichols
- 2.) Agriculture Incentive Grant Review
- 3.) Prop 1D Remodel
- 4.) Funding Future
- 5.) Future Goals
 - a. Greenhouse
 - b. OH/Crop Curriculum & Facilities
 - c. Full Day Ag Mechanics Instructor

Foothill Agri-Business Academy

Foothill High School
Gail Bentley, Principal

501 Park Drive
Bakersfield CA, 93306
(661)366-4491, FAX (661)363-6223

Staff

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Jessica Paulisich

Agriculture

Annette Williams

Science/Chemistry

Jennifer Morey

English

Gupreet Gurwall

Mathematics

Denise James

Counseling

Advisory/Steering Committee

May 6, 2014

Agenda:

- 1.) Introductions
 - a. Advisory Committee Members
 - b. Principal
- 2.) Purpose of the Advisory Committee
- 3.) Ag Department Vision
- 4.) New Facilities Update
 - a. Classrooms
 - b. Shop
- 5.) Prop 1D Grant

P

Advisory Committee Meeting Minutes

Foothill Agri-Business Academy

Foothill High School
Brenda Lewis, Principal

501 Park Drive
Bakersfield CA, 93306
(661)366-4491, FAX (661)363-6223

Staff

Clay Freeman

Prog. Coord.
Agriculture

Jessica Paulisich

Agriculture

Annette Williams

Science/Chemistry

Jennifer Morey

English

Gupreet Gurwall

Mathematics

Denise James

Counseling

Advisory/Steering Committee Meeting

Dec 10, 2014

A meeting of the Foothill High School Agriculture Advisory Committee was called to order at 5:00pm by Monty Freeman, chairman in the new classrooms at Foothill High School. Monty Freeman, William Barnes, Clay Freeman, Jessica Paulisich, and Teddi Nichols were in attendance.

Discussion items included:

- An introduction of our student teacher, Teddi Nichols to the committee
- Clay Freeman explained the Ag Incentive Grant process and content.
- The Advisory Committee toured the new facilities from the Prop 1D grant.
- Discussion about Ag Incentive Grant and categorical funding in the budget.
- Clay Freeman and Jessica Paulisich went over the future goals in our department. This includes building a OH facility on campus with the expansion of OH/ Crop Science Curriculum. We also expressed our need for a third teacher- Ag Mechanics.

The meeting was adjourned at 8:20 pm.

Foothill Agri-Business Academy

Foothill High School
Brenda Lewis, Principal

501 Park Drive
Bakersfield CA, 93306
(661)366-4491, FAX (661)363-6223

Staff

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Prog. Coord.
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Jessica Paulisich

Agriculture

Annette Williams

Science/Chemistry

Jennifer Morey

English

Gupreet Gurwall

Mathematics

Denise James

Counseling

Advisory/Steering Committee Meeting

May 6, 2014

A meeting of the Foothill High School Agriculture Advisory Committee was called to order at 5:00pm by Monty Freeman, chairman, in the conference room at the Kern Ag Pavillion. Monty Freeman, William Barnes, Greg Actis, Jason Willard, Clay Freeman, and Jessica Paulisich.

Discussion items included:

- An introduction of the newly hired Principal for Foothill High School, Gail Bentley.
- Mrs. Bentley was briefed on the purpose of the Advisory Committee and there was a discussion about the vision for the ag department.
- Status update on Prop 1D Grant

The meeting was adjourned at 6:05 pm.

6. Community, Business, and Industry

A. Advisory Committee Minutes

The following is our list of Advisory Committee members, along with minutes from an **Advisory/Steering Committee Meeting** and an **Academy/FFA Partners Breakfast**.

Foothill Agriculture Department Advisory Committee 2014-15

Monty Freeman, retired
Cal Dept of Water Resources
8561 Kernita Road
Bakersfield, CA 93307
661-366-6037
montyfreeman48@yahoo.com

Greg Actis, farm manager
Rodney Paula Dairy
15424 Screaming Eagle Ave.
Bakersfield, CA 93314
661-979-2353
greg@rpfarms.com

Jason Willard
Pest Control Advisor and Farmer
10815 Whitburn Street
Bakersfield, CA 93312
bugklr@hotmail.com

Billy Barnes, educator
Professor of Agriculture at Bakersfield College
10600 South Union Ave.
Bakersfield, CA 93307
661-201-2330
wbarnes@bakersfieldcollege.edu

Q

Advisory Committee's Constitution & By-laws

Foothill High School Advisory Committee
Constitution
July 3, 2014

Article 1

Foothill High School Agriculture Education Program Advisory Committee

Section A: The name of this committee shall be the Foothill High School Agriculture Education Program Advisory Committee.

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

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teachers 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 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.
5. 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.
6. 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.
7. Study and make recommendations on problems presented to it by the school board on which further information is needed.
8. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.
9. Identify current standards for new equipment.
10. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Article II

Committee Members

Section A: Nomination of the Committee Members

1. Nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
2. The advisory committee should be truly representative of the district.
 - a. Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
 - b. Should exhibit substantial interest in the agriculture program.
 - c. 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.

- d. Should not have frequent dealings with the department in order to minimize conflict of interest problems.
 - e. Should include representatives of the areas of agriculture which is taught at Foothill High School.
 - f. Should recognize the time required and express a willingness to serve on the committee.
3. Advisory members may nominate an individual who will be approved by the Foothill High School Principal.

Section B: Committee members are notified of their selection by the school principal.

1. Notification will be done in writing, by the principal or superintendent on behalf of the school board.
2. The letter will address the following:
 - a. The agriculture instructor is supportive.
 - b. The committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
 - c. A request that the candidate respond with acceptance or rejection of the offer.
 - d. Urge speed of acceptance to gain an orderly efficient start.

Section C: The maximum number of committee members will be thirteen. The Minimum number of Committee members will be seven.

1. The number of committee members should be representative of the district.

Article III

Responsibility of Committee Members

Section A: The committee serves an advisory role to the instructor, school administration, district, and community.

Section B: The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.

Section C: It has no administrative or policy forming power.

Section D: 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.

Article IV

Operation of Advisory Committee

Section A: Meetings will take place bi-monthly during the school year.

Section B: A minimum of two meetings will take place per school year.

Section C: A Chairperson, Vice Chairperson, and Secretary will be elected by the advisory committee to serve for one year per term.

Section D: Each member will be asked to serve for a 3-year term on the Advisory Committee. Individual preferences in length of service will also be considered.

Section E: Nominees will be submitted to the Board of Trustees or Principal for approval.

Section F: Minutes of each meeting will be provided to each committee member, the CTE director, Principal, and Regional Supervisor

Section G: If a committee member misses meetings repeatedly without reason, the position will be declared vacant by the chairperson, and the school board will be notified.

Foothill FFA ADVISORY COMMITTEE BY-LAWS

Article I Career Technical Education Advisory Committee

Section 1. Purposes

- (a) Advise the Career Technical Education (CTE) Teachers, CTE Coordinator, Site Principal, District Superintendent, and School Board on matters pertaining to the CTE program.
- (b) Advise on the development and content of curriculum.
- (c) Advise on the development and implementation of a program strategy which will result in a source of trained and qualified individuals.

Section 2. Membership

- (a) The School Board shall select and establish the Advisory Committee.
- (b) The CTE Coordinator shall convene the committee.
- (c) The members of the committee may be selected from a list submitted by the CTE teachers who may seek nominations from appropriate agencies and organizations.
- (d) The committee shall be composed of the following:
 - 1) A representative from a university conducting teacher training in a CTE area.
 - 2) A representative from a community college conducting CTE.
 - 3) A parent of a student enrolled in a CTE program.
 - 4) Eight other individuals representing diverse industries in the community or region.
- (e) Committee members shall serve a three year term. They may serve a second three year term if elected.
- (f) Following the initial establishment of the committee, the twelve members will draw numbers. The first four will serve a one year term, the second four a two year term and the final four a three year term. This will result in no more than one third of the committee being new in any given year.
- (g) The CTE Coordinator shall serve as the Committee Secretary.
- (h) Committee membership mid-term vacancies by resignation or other cause shall be filled in a timely manner for the unexpired term through appointment by the School Board.
- (i) Three consecutive unexcused absences shall be grounds for dismissal from the committee. Notification after two absences shall be sent to the member.

- (j) The committee membership year shall be September 1 through August 31.

Article II Officers

Section 1. Chairperson

At the first regular meeting in each fiscal year, the members of the committee shall elect a chairperson from the membership who shall serve one year or until a successor is elected. The chairperson shall preside over the meetings and determine the agenda with appropriate consultation with the CTE Coordinator. The chairperson will perform such other functions as are necessary and proper for the conduct of the committee's business.

Section 2. Vice Chairperson

At the first regular meeting in each fiscal year, the members of the committee shall elect a vice chairperson who shall serve one year or until a successor is elected. The vice chairperson shall perform the duties of the chairperson in his/her absence.

Section 3. Secretary

The CTE Coordinator shall serve as the secretary of the committee. In that capacity he/she will prepare and process agendas, process communications to the committee, keep the minutes of the proceedings of the committee and other appropriate records, make arrangements for the meetings, and provide committee members minutes, guidance and other appropriate information so that the committee may function effectively.

Article III Meetings

Section 1. Open Meetings

All regular and special meetings of the committee and its sub-committees shall be open to the public as required by law.

Section 2. Regular Meeting Dates

The committee shall establish policies related to regular meeting dates, frequency, times and locations.

Section 3. Special Meetings

Special meetings may be called by the chairperson and shall be called upon the request of at least one-third of the committee members. At least 36 hours notice of such meetings shall be provided to all members.

Section 4. Quorum

A majority of the current committee membership shall constitute a quorum. Action of the committee shall be decided by a majority vote of the members present.

Section 5. Meeting Policies

The committee may, as needed, establish policies governing other aspects of meetings such as notices, order of business, etc.

Section 6. Parliamentary Procedures

Committee meetings will be conducted according to these by-laws, adopted committee policies, and Roberts Rules of Order.

Section 7. Reimbursement of Member Costs

Committee members shall serve without compensation including travel and per diem.

Article IV Sub-committees

Section 1.

The committee may establish, as needed, standing and ad hoc sub-committees to perform designated tasks.

Section 2. Sub-Committee Appointments

The committee chairperson may make appointments of committee members to any sub-committee formed.

Section 3. Sub-Committee Chairperson

Sub-committee chairpersons may be designated by the committee chairperson.

Section 4.

The committee chairperson and vice chairperson shall be ex-officio members of all sub-committees.

Article V Policies

Section 1.

The committee may develop and adopt policies as needed to supplement these by-laws in governing the affairs and procedures of the committee.

Section 2.

Adopted committee policies shall be printed and distributed to all committee members and other interested persons.

Section 3.

The committee shall operate in accordance with established policies of the District.

Article VI Amendments to By-Laws

Section 1.

Amendments to these by-laws may be made at any regular meeting of the committee providing all the following conditions are met:

- (a) The proposed amendment has been submitted in writing to all committee members at least 30 days prior to the voting date.
- (b) A majority of the entire voting membership of the committee votes in favor of the proposed amendment.

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 Tech Prep 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

Foothill Agriculture Department Comprehensive Budget 2013-2014

Funding Source	Total Income	Expenses					
		Salaries/Benefits 1000-3000	Books and Supplies 4000	Service and Operation 5000	Capital Exp 6000	Indirect District Exp 7000	Totals
Agricultural Incentive Grant	\$29,500		\$20,500	\$4,000	\$5,000		\$29,500
Kern High Transportation Budget	\$2,500			\$2,500			\$2,500
Principals Supply Budget	\$0						\$0
Foothill Textbook Budget	\$5,000		\$5,000				\$5,000
Foothill Foundation Budget	\$500				\$500		\$500
Agri-Business Academy Budget	\$81,000	\$31,000	\$7,400	\$11,200	\$27,900	\$3,500	\$81,000
FFA Fundraisers	\$10,000		\$2,000	\$8,000			\$10,000
Carl Perkins VEA Budget	\$20,000				\$20,000		\$20,000
Total	\$148,500	\$31,000	\$34,900	\$25,700	\$53,400	\$3,500	\$148,500

R

Proficiency Standards

Proficiency Standards for Program Completers

STANDARD NO. 15--MEETING PROFICIENCY STANDARDS

Minimum Compliance Criteria

1. There will be a specific set of program proficiency standards that at least 75% of the program completers will attain.
2. A program completer will be a student that completes Ag. Science I and II and takes one other upper division Ag class at the school or the ROP center.

PROGRAM COMPLETION STANDARDS - AGRICULTURE

In order for the student to complete the program in agriculture at Foothill High School, they must complete 362 hours at Foothill plus 1050 hours at ROP in 4 courses at Foothill and 4 courses at ROP.

Their SOEP must relate to their career goal and be at least 4 months in duration during each of their 2nd, 3rd, 4th years in agriculture.

Each student enrolled in a vocational agriculture class at Foothill or ROP from Foothill will be a member of the FFA and be active at the local level.

PROGRAM SEQUENCE - AG

Grade 9 - fall	Crop Science
spring	Livestock Science

Grade 10- fall	Ag. Mechanics
spring	Horticulture

Grade 11- fall	ROP Ag
spring	ROP Ag

Grade 12- fall	ROP Ag
spring	ROP Ag

PROFICIENCY STANDARDS - ANIMAL SCIENCE

- _____ 1. Identify the basic areas of animal science.
- _____ 2. Identify the major breeds of beef cattle.
- _____ 3. Identify the reproductive system of a bull.
- _____ 4. Identify the reproductive system of a cow.
- _____ 5. Explain the reproductive cycles of farm animals.
- _____ 6. Identify the parts of the digestive system.
- _____ 7. Identify 25 parts of a beef steer.
- _____ 8. Select desirable from undesirable animals.
- _____ 9. Identify the major breeds of dairy cattle.
- _____ 10. Identify 25 parts of a dairy cow.
- _____ 11. Perform the Babcock test.
- _____ 12. Identify 25 products made from milk.
- _____ 13. Identify parts of the mammary system.
- _____ 14. Identify the major breeds of sheep.
- _____ 15. Identify parts of the circulatory system.
- _____ 16. Identify parts of the respiratory system.
- _____ 17. Identify retail and wholesale cuts of meat.
- _____ 18. Slaughter a lamb.
- _____ 19. Cut up a lamb or hog carcass.
- _____ 20. Dock, castrate, and vaccinate lambs.
- _____ 21. Identify common breeds of swine.
- _____ 22. Explain how muscles work.
- _____ 23. Identify common breeds of poultry.
- _____ 24. Identify egg sizes and grades.
- _____ 25. Identify egg production problems.
- _____ 26. Identify common breeds of horses.
- _____ 27. Identify common colors of horses.
- _____ 28. Identify common markings of horses.
- _____ 29. Identify gaits of horses.
- _____ 30. Identify horse equipment and tack.

PROFICIENCY STANDARDS - CROP SCIENCE

- _____ 1. Identify common crops in Kern County.
- _____ 2. Identify common insects.
- _____ 3. Perform simple soil tests.
- _____ 4. Identify common problems in ag.
- _____ 5. Identify simple plant parts.
- _____ 6. Give 2 functions for plant parts.
- _____ 7. Explain how hay is made.
- _____ 8. Identify different forage crops.
- _____ 9. Identify different forage products.
- _____ 10. Identify different fruit products.
- _____ 11. Identify effects of pollution on agriculture.
- _____ 12. Identify products made from agriculture crops.
- _____ 13. Identify forest practices.
- _____ 14. Identify forest types.
- _____ 15. Identify forest products.
- _____ 16. Separate softwoods from hardwoods.
- _____ 17. Identify ecological factors relating to ag.
- _____ 18. Identify sources of irrigation.
- _____ 19. Identify systems of irrigation.
- _____ 20. Identify irrigation equipment.
- _____ 21. Identify fruit types.
- _____ 22. Identify soil types.
- _____ 23. Identify careers in crop science.
- _____ 24. Knowledge about the FFA.
- _____ 25. Identify a SOEP in crop science.

PROFICIENCY STANDARDS - AG MECHANICS

- _____ 1. Demonstrate safe practices in all shop areas.
- _____ 2. Identify 50 common tools in the shop.
- _____ 3. Identify jobs in ag. mech.
- _____ 4. Identify educational needs in ag. mech.
- _____ 5. Repair 2 common shop tools.
- _____ 6. Construct a bolt using hand tools.
- _____ 7. Make a cold chisel or punch.
- _____ 8. Temper tool steel.
- _____ 9. Heat and bend metal to a specific shape.
- _____ 10. Perform simple flat welds with an arc welder.
- _____ 11. Set up a gas welding outfit.
- _____ 12. Operate a gas welding torch.
- _____ 13. Cut metal using a gas torch.
- _____ 14. Identify soft wood from hard wood.
- _____ 15. Cut lumber at prescribed angles.
- _____ 16. Nail lumber properly.
- _____ 17. Properly use wood working tools.
- _____ 18. Properly join plumbing pipes.
- _____ 19. Properly prepare and paint materials.
- _____ 20. Properly secure ends of rope.
- _____ 21. Tie 5 common farm knots.
- _____ 22. Perform simple electrical wiring.
- _____ 23. Operate common power tools properly.
- _____ 24. Identify common power sources.
- _____ 25. Develop and construct an ag. mech. project.

PROFICIENCY STANDARDS - HORTICULTURE

1. Describe the modern horticulture industry
2. Identify the major occupational areas in horticulture.
3. List the uses of horticulture plants and products.
4. Identify the climatic zone for their community
5. Identify the level of jobs common to horticulture
6. Describe the concept of a career ladder.
7. Be familiar with the nontechnical jobs in hort.
8. Be familiar with job opportunities in hort.
9. Identify the basic plant parts of hort. plants.
10. Describe the function of plant parts.
11. Describe the basic plant growth processes.
12. Identify how environment effects plant growth.
13. Identify 25 common landscape plants.
14. Identify 40 common vegetable plants.
15. Identify 15 common fruit plants
16. Fertilize trees and shrubs.
17. Perform simple soil analysis.
18. Identify soil materials
19. Identify fertilizer materials.
20. Correctly water horticulture plants.
21. Identify temperature requirements for plants.
22. Properly prune a plant for a specific reason.
23. Properly plant seeds .
24. Properly propagate plants using 4 asexual methods.
25. Properly transplant a tree or shrub.
26. Properly support tree after planting.
27. Identify common pest of horticulture plants.
28. Select methods to control horticulture pest.
29. Interpret pesticide labels.
30. Identify common pesticides
31. Apply pesticides safely.
32. Store pesticides safely.
33. Identify greenhouse structures.
34. Identify 25 common horticulture tools.
35. Establish a ~~plant~~ ^{plant} from seed or sod.
36. Identify the characteristics of a good floral arrangement.
37. Plan a SOEP in horticulture.
38. Demonstrate leadership skills.
39. Identify opportunities in FFA.
40. Fill out a job application form.

S

Credentials

Document Number:

New Search

Last Name: PAULISICH **Last Known County of Employment:**
First Name: JESSICA **Adverse and Commission Action Indicator:**
Middle Name: NICOLE **Fingerprint Process Complete:** Y

Note: Please verify County of Employment is current
 If flag displayed, click the Adverse and Commission Actions
 tab. If no flag, review Status field under the All Documents
 tab to view any adverse action taken.

Document

Application

Adverse and Commission Actions

◀ 1 - 5 of 5 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
➤	140113381	Single Subject Teaching Credential	Clear	Valid	5/13/2014	6/1/2019			
➤	120568317	Specialist Instruction Credential (Agriculture)	Clear	Valid	6/25/2012	7/1/2017			
➤	120558349	Single Subject Teaching Credential	Preliminary	Valid	6/25/2012	7/1/2017			
➤	120003665	30-Day Substitute Teaching Permit	Emergency	Valid	1/5/2012	2/1/2013	1/5/2012		
➤	101255018	Certificate of Clearance		Valid	10/17/2010	11/1/2015			

Authorization/Subjects

◀ 1 - 2 of 2 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

T

Department Calendar

Foothill FFA

MASTER CALENDAR

2014-2015

(Updated 8/19/14)

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 State Staff Mtg-Galt	4	5	6	7
8	9	10	11	12	13	14
15 Father's Day	16	17 SJR FFA Officer Retreat-Morro Bay	18	19	20	21
22 CATA Governing Board	23 CATA Conference-SLO	24	25	26	27	28
29	30					

July 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4 Independence Day	5
6	7 ROLC-Scion	8	9	10	11	12
			State Fair Livestock			
13	14	15	16	17	18	19
State Fair Livestock					State Fair Dairy	
20	21 SPC-Washington DC	22	23	24	25	26
SJR FFA Officer Mtg					SJR FFA SOLC-Visalia	
State Fair Dairy						
27	28	29	30	31		

August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2
3	4	5	6	7	8	9
10 SJR FFA Officer Mtg	11	12	13 Officer Team Work Days	14	15 SJR FFA Boot Camp Session One	16 SJR FFA Boot Camp Session Two
17 SJR FFA Boot Camp Session Two	18 School Starts	19	20	21	22 Freshmen BBQ	23
24	25	26	27	28 Back to School	29	30

September 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Labor Day	2 State Staff Mtg-Galt	3 Ice Cream Social	4 →	5	6 KI COLC/CATA-Kern Valley HS
7	8	9	10	11	12	13
14 SJR FFA Officer Mtg	15	16	17 Kern County Fair	18 →	19	20 →
21 Kern County Fair	22 State FFA Exec/Adult Board/Advisory Com-Galt	23 NC Delegate Training-Galt	24	25	26	27 →
28 Kern County Fair Livestock Released	29	30				

October 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4 Farm Clean up Day
5	6	7	8 GLC-Paramount HS October Chapter Meeting	9	10	11
12	13 Columbus Day	14	15	16 Greenhand Officer App. Due at 3pm	17 Greenhand Officer Interviews 3pm	18
19 SJR FFA Officer Mtg	20	21	22	23	24 Opening & Closing Try- outs at 3pm	25
26	27 NC Delegate Trip	28	29 National Convention	30	31 Halloween	

November 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 National Convention
2 DC Trip	3	4	5 Greenhand Initiation Meeting @ 5:45pm	6 KI O/C @BC 5pm	7	8
9 SJR FFA Officer Mtg	10 Veterans Day Observed	11	12	13	14 SJR CATA Road Show	15 SJR CATA Meeting
16	17	18	19 New Prof.-Fresno	20 KI FFA Skate Night	21	22
23	24	25	26	27 Thanksgiving	28	29

December 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9 Chapter Degree Initiation @ 5:45pm	10	11 KI/SV/TK/SEQ Banking- Hanford 4pm	12	13
14 SJ FFA Officer Mtg	15	16	17	18	19	20
21	22	23	24	25 Christmas	26	27
28	29	30	31			

January 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 New Year's Day	2	3
4	5 KI Manuscripts/Reg. Due	6 State Staff Mtg-Galt	7	8 Student Teacher Conf. →	9	10
11	12	13 Chapter Meeting Battle of the classes	14	15 CATA Governing Board	16 →	17 KI Speech Contest- North 8am
18	19 MLK Holiday- No School	20	21	22	23 SJR FFA Officer Apps Due	24
25	26	27 KI/SV Record Book-Ag Pavilion 5pm	28	29	30	31 Minarets Parli Pro/Creed 8am

February 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Mentor Teacher Conf. State Exec/Advisory Mtg	3 →	4	5	6	7
8 SJR FFA Officer Mtg	9 SJR Proficiency Scoring-Fresno	10 World Ag Expo Chapter Meeting Family BBQ	11	12 →	13 MFE/ALA-Visalia SJR FFA Officer Interviews-Visalia	14 → →
15	16 Presidents Day	17	18	19	20	21
22	23	24 State Prof Scoring- Bakersfield 9am	25 State Prof Scoring-Galt 9am	26 Record Book Scoring- Galt 9am	27	28 SJR FFA/CATA Meeting-TBD

March 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 KI BIG/CoOps/Novice RB-BC 5pm SLE-Sacramento	4	5	6 UC Davis Parli Pro	7 UC Davis Field Day
8	9	10	11 Chapter Mtg- state conference/ parent mtg	12	13	14 Chico State Field Day
15	16	17 KI/SV Parli Pro-Foothill 4pm	18 KI Banquet Money Due	19	20 SJR Parli Pro-COS Tulare	21 Merced College Field Day
22 SJR State Officer Candidate Training- Fresno State	23	24 SV Banquet-Ag Pavilion	25 KI Banquet-Ag Pavilion	26	27 SJR Speaking-COS Speaking Contests	28 MJC Field Day Spring Break 28-5th
29	30	31				

April 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 April Fools	2	3	4
5 Easter	6	7	8	9	10	11 Reedley College FD Cal Poly Pomona FD
12	13	14	15	16 State Speaking Finals State Exec Mtg.	17 State Parli Pro Finals	18 Fresno State Field Day FFA State Conference
19 FFA State Conference	20	21	22	23 KI FFA Off Apps Due	24	25
26	27	28 KI Off Elect-Highland 5pm	29	30		

May 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2 State Finals-Cal Poly
3	4	5 KI/SV CATA Planning- Bakersfield 5pm	6 Kern County Scholarship Night	7 Chapter Officer Election	8	9 Chapter Banquet
10 Mother's Day	11	12	13	14	15	16
17	18	19 American Degree Scoring-Tulare 5pm	20 Final American Degree Scoring-Fresno State	21	22	23
24	25 Memorial Day	26	27	28	29	30

June 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 State Staff Mtg-Galt	3	4	5	6
				→		
7	8	9	10	11	12	13
14 Father's Day	15	16 SJR FFA Officer Retreat-Morro Bay	17	18	19	20
					→	
21 CATA Governing Board	22 CATA Conference-SLO	23	24	25	26	27
				→		
28	29	30				

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 2013-2014 School Foothill High School

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	X	
Attended Regional Meeting	X	
Attended Regional Leadership Conference	X	
Attended Greenhand Conference	X	
Attended Made for Excellence Conference	X	
Attended Advanced Leadership Academy	X	
Attended Sacramento Experience		X
Participated in Opening-Closing Contest - Sectional	X	
Participated in Best Informed Contest - Sectional	X	
Participated in Parliamentary Pro Contests - Sectional	X	
Participated in Prepared Public Speaking - Sectional	X	
Participated in Extemporaneous Speaking - Sectional	X	
Participated in Creed Recitation - Sectional	X	
Participated in Job Interview Contest - Sectional	X	
Participated in Agricultural COOP Quiz Contest - Sectional	X	
Submitted State FFA Degree Application	X	
Submitted American FFA Degree Application	X	
Submitted Proficiency Application - Sectional or Regional	X	
Submitted Chapter Award Application - Sectional or Regional	X	
Participated in Project Competition - Sectional		X
Participated in any FFA Judging Activity (other than above)	X	
Participated in any other FFA Sectional Activity	X	
Participated in Local Leadership Activities (3 maximum - list below)		
1. Ranch Breakfast	X	
2. Hosted Parliamentary Procedure Contest	X	
3. Garden Project	X	
TOTAL AREAS MET	21	

U

Professional Growth & Development Activities

List of Professional Growth Activities

Below is a list of Professional Development Activities I have or will be participating in this year.

- 1.) California Agriculture Teachers Association Conference (June 2014)
 - a. Conference and workshop participant
- 2.) San Joaquin Fall and Spring Regional Meeting and Road Show (November 2014)
- 3.) San Joaquin Regional Road Show Workshop Presenter (Fall 2014)
 - a. Topic- *Chapter Meeting and FFA Week*
- 4.) New Professionals Conference (November 2014)
- 5.) Teach Like a Champion Workshops (Spring 2013-2014)
 - a. Kern High School District
- 6.) Chapter Officer Leadership Conference Workshop Presenter (Fall 2014)
 - a. Topic- *POA and Chapter Scrapbook*
- 7.) Associated Feed and Feeding Seminar (Spring 2014)
 - a. Ag Pavilion in Bakersfield, Ca.
- 8.) Livestock Show Clinic
 - a. Round Up Feed Store- Bakersfield, Ca.
- 9.) Kern County Farm Bureau Member
 - a. Farmers and Ranchers Member

V

R-2 Report

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

R2 Teacher Information
Foothill HS,Bakersfield
Year: 2014

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Paulisich	Jessica	N	Female	White	3	Agriculture Specialist	51136	10027	0	0	Y
Freeman	Clay		Male	White	14	Agriculture Specialist	87767	15382	0	1538	Y

Freeman, Clay					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:35	Ag Biology	34	Ag Biology
1	2	8:39	Ag Biology	36	Ag Biology
1	3	9:43	Ag Business Management	38	Ag Bus Mgt
1	4	10:47	Prep	1	Prep
1	6	12:28	Ag Government/Econ	27	Ag Bus Mgt
1	7	1:32	Project Supervision	0	SAE

Paulisich, Jessica					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:35	Ag Earth	32	Forestry/NR
1	2	8:39	Ag Earth	34	Forestry/NR
1	3	9:43	Ag Mechanics	28	Ag Mechanics
1	4	10:47	Prep	1	Prep
1	6	12:28	Ag Earth	34	Forestry/NR
1	7	1:32	Ag Mechanics	28	Ag Mechanics
1	8	2:35	Project Supervision	0	SAE

Printed: 2/12/2015 1:58:11 PM

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

Select a school: << Select a School >>

Data for Year: 2014-2015

School:

CA0354 Bakersfield - Foothill
Foothill HS
501 Park Dr.
Bakersfield, CA 93306
[Get Map](#)

Teachers: 2

Courses Offered:

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u> <u>UC Credit</u>
Ag Biology	Ag Biology	34	Life Science
Ag Biology	Ag Biology	36	Life Science
Ag Bus Mgt	Ag Business Management	38	Other
Ag Bus Mgt	Ag Government/Econ	27	History/Gov't
Ag Mechanics	Ag Mechanics	28	Other
Ag Mechanics	Ag Mechanics	28	Other
Forestry/NR	Ag Earth	34	Physical/Earth Sci.
Forestry/NR	Ag Earth	32	Physical/Earth Sci.
Forestry/NR	Ag Earth	34	Physical/Earth Sci.
	TOTAL	291	
	Average Class Size	32.3	

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	10
Ag Mech.	70
Agriscience	258
	338

FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
9	127
10	79
11	68
12	49
13	13
14	2
Total	338

FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	189
2	67

3	44
4	23
5	13
6	2
Total	338
Average Years	1.8

Freshman Persistence:

Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	33	34%
2	29	30%
3	13	13%
4	23	23%
Freshman Cohort Students	98	
Average Years Completed	2.3	

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

[View Ed Data](#)

Congressional District 23
Assembly District 34
State Senate District 16
County Kern
County-District-School Code 15635291532605

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W

Travel Request

Kern High School District
Transportation Request

Requests for out-of-town trips are to be made 10 days in advance. Requests for local trips are to be made at least 5 days in advance. THIS REQUEST COVERS THE DESIGNATED TRIP ONLY.

School	Department	Originator	No. of Passengers	No. of Buses	Today's Date	Funding (Account #)
Foothill	Agriculture	Paulisich	30	1	9/9/14	06.7220.0.1110.1000.5718.017.6551.02 (Acad Grant)

☒ School Budget
☐ Student Paid

Class or Activity Greenhand Leadership Conference

Destination Laurelglen Bible Church, 2801 Ashe Rd, Bakersfield, 93309

Type of Transportation ☒ school bus ☐ school car ☐ other type _____
(Please explain other type of transportation)

Specific Location of Departure Foothill High School Bus Pickup zone WE NEED TO LEAVE AT 7:30!!!

Date of Departure 10/8/14 Date of Return 10/8/14

Time of Departure (from above location) 7:30 a.m. xx p.m.

Time of Return (to above location) 3:30 a.m. _____ p.m. xx

Will bus make any stops en route to or from destination? ☐ Yes ☒ No

If yes, location of extra stop _____
(deviation must be approved by the Transportation Department)

Chaperone(s) Jessica Paulisich 661-366-4491

Approved _____ Approved _____
Principal/Designee Supervisor of Transportation

OFFICE OF INSTRUCTION

REQUEST FOR APPROVAL OF FIELD TRIP, OUT OF AREA TRIP,
AND/OR OVERNIGHT TRIP

☒ Local Field Trip or Co-Curricular Trip (School Site Administrative approval)	* Submit this form to local school administration at least ten (10) days in advance of trip
☐ Out of Area Trip over 150 miles or overnight (Assoc. Supt./Director of Instruction approval)	* complete form and return at least thirty (30**) school days in advance of trip
☐ Trip Out of State (incl. Mexico and/or longer than 3 school days)	*Complete form and return at least sixty days in advance of trip
☐ Trip to foreign country (except Mexico) (Assoc. Supt./Director of Instruction approval)	*Complete form and return at least one year in advance of trip

* See back of sheet for additional forms

** Trips earned in competition are exempt from this 30 day limit, but should be turned in as soon as possible

(Please Complete All Questions)

SCHOOL:	Foothill High School	REQUEST DATE:	August 22, 2014
Person in charge:	Jessica Paulisich	Group:	Foothill Ag Dept/FFA
Destination:	Kern County Fair	Distance/one way:	10
Purpose of Trip:	Kern Co. Fair 9th Graders Visit	Estimated Cost:	none to district
Proposed Means of Transportation:	1 Bus	# of Students	40
Day/Date of Leaving	Sept 22 2014	Time of leaving	7:00am
Day/Date of Return	Sept 22 2014	Time of Return	1pm
Group Responsible for Financing:	Foothill Ag Dept/FFA		
Chaperons:	Freeman and Paulisich		
List any stops enroute:	None		
Additional Comments:			

Approved:

Director of Activities/Transportation

Date

Principal/Assistant Principal

Date

Director/School Support Services, Athletics (if athletics)

Date

Associate Superintendent and/or Director of Instruction

Date

Superintendent/Secretary, Board of Trustees

Date

(Submit in Duplicate of Office of Instruction)

X

CATA Membership Card

152
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Jessica Paulsich

SERVING AGRICULTURE BY TEACHING
2014/2015 ACTIVE MEMBER

Y

Report to Administration

Foothill Agri-Business Academy

Foothill High School
Gail Bentley, Principal

501 Park Drive
Bakersfield CA, 93306
(661)366-4491, FAX (661)363-6223

Staff

Jessica Paulisich
Agriculture

Clay Freeman
Agriculture
Dept-Chair

Scott Manzer
Business

Annette Williams
Science/Chemistry

Jennifer Morey
English

Denise James
Counseling

Dear Mr. Geivet,

California Agriculture Teachers Association Conference Recap

I recently attended the annual California Agriculture Teachers Association (CATA) Conference on June 23th -June 27th, 2014 at Cal Poly, San Luis Obispo. At this conference I participated in two four hour workshops. One of the most valuable workshops for me was on Ag Mechanics. The presenter was very knowledgeable and willing to share some great material. I was able to take notes on ideas and things that I would like to incorporate into my class this upcoming year. The second workshop focused on Cooperative Supervised Agricultural Experience (SAE) ideas that other chapters could integrate into their program. The idea behind the Cooperative SAE is to get more students to work together and get involved in an SAE.

During the week there were numerous social activities that allowed for dialog amongst professionals. I attended the softball game, registration social, and the annual Banquet. The Banquet is a great experience where chapters and teachers are recognized for their excellence and achievements throughout the year. It is an honor to be recognized at this event and a privilege to attend.

Overall, I found the conference extremely valuable and I appreciate you allowing me to attend this professional development activity.

Sincerely,

Jessica Paulisich
Foothill FFA
Foothill High School

Z

Department Wish List

Foothill High School Agriculture Dept.
Equipment and Facilities
Acquisition Schedule 2014-15
(5 year Plan)

2014-2015

1. Truck Purchase Plan	\$2,500
2. AC dual pack unit for the shop	22,000
3. Vet equipment	1,000
4. Smart Boards for classrooms	<u>3,000</u>

2015-2016

1. Truck purchase plan	\$ 2,500
2. Replace Digital Camera	1,000
3. Shop Equipment for Metal/Wood Ag Mech	3,000
4. Departmental Copying machine	5,000
5. Greenhouse equipment/supplies	<u>\$24,000</u>

2016-2017

1. Ag Mechanics test books	\$12,500
2. Truck purchase plan	2,500
3. Sound systems for Ag classes	1,000
4. Laptop computers with cabinet and printer	41,000
5. Shop tools	<u>3,000</u>

2017-2018

1. Biology Textbooks	\$9,500
2. Truck purchase plan	2,500
3. Digital Livestock Scale	1,000
4. Upgrade computers in H7	20,000
5. Shop tools	<u>3,000</u>

2018-2019

1. Ag Business Textbooks	\$9,500
2. Truck purchase plan	2,500
3. Ag Gov/Econ Textbooks	10,000
4. CNC Plasma Table	20,000
5. Shop tools	<u>3,000</u>

AA

Department Operating Budget

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2014-15 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Foothill

(School Site)

Kern High School District

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Ralph Mendes

Title

Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number: 661-808-3447

Date of Approval of Local Agency Board:

7/31/2014

Funds Requested - Part I

\$4,500.00

Part II

\$2,320.00

Part III

\$8,000.00

Part IV

\$0.00

Total

\$14,820.00

Number of Different Agriculture Teachers at Site:

2

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	\$4,500.00
Three Teachers or More	\$5,000	

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013-14 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	290	\$2,320.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 2

List the Names of the Agriculture Teachers:

1. Clay Freeman	4.
2. Jessica Paulisich	5.
3.	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		\$0.00
Criterion 11A - Year-Round Employment	2	\$4,000.00
Criterion 11B - Project Supervision Period	2	\$4,000.00
TOTAL FUNDS REQUESTED PART IV		\$8,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

\$0.00

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C
3	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		12,320.00		19,820.00
2			Subtotal for 4000	\$12,320.00		\$19,820.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel-Conf	2,500.00		2,500.00
4			2.			
5			3.			
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	\$2,500.00		\$2,500.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.			
10			2.			
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	\$0.00		\$0.00
14			Total for 4000-6000 Lines 2, 8, 13	\$14,820.00		\$22,320.00

TOTAL 2014-15 Incentive Grant Allocation:

\$14,820.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			\$0.00

TOTAL Amount of Waiver Requested:

none

2014–15 California Partnership Academy
PROPOSED BUDGET

HIGH SCHOOL NAME: Foothill High School
ACADEMY NAME: Foothill Agri-Business Academy
ACADEMY ID #: 0060

- A. Signatures below are required.
B. A description of proposed expenditures must be included for each column. See sample Budget Narrative.
C. The District & Business match should total the grant amount; however, line-item totals may vary.

Budget Classification Number	Budget Classification Description	CPA Grant Budget Provide narrative on separate sheet.	District Match (100% required) Provide narrative on separate sheet.	Business Partner Match (100% required) Provide narrative on separate sheet.
1000	Certificated Personnel Salaries (Dist.) or Partner Time (Bus.)	\$10,250	\$20,250	\$22,400
2000	Classified Personnel Salaries	\$0	\$4,000	
3000	Employee Benefits	\$4,500	\$5,750	
4000	Books and Supplies	\$22,750	\$23,250	\$20,000
5000	Services and Other Operating Expenses/Travel and Conferences	\$16,000	\$17,000	\$11,500
6000 *Indirect costs do not apply	Capital Outlay (Refer to district for capital outlay dollar threshold.)	\$14,500	\$15,000	\$25,000

7000	Indirect Rate: (CDE approved rates apply. Visit CDE Web site at: http://www.cde.ca.gov/fg/ac/ic/)	\$3,060		
Grand Totals:		\$71,060	\$85,250	\$78,900

Required Signatures:

Prepared by (please print): Clay Freeman Signature: _____ Date: ____/____/____

Principal Name: Brenda Lewis Signature: _____ Date: ____/____/____

District Name: Kern High School District

District Business Manager Name: _____ Signature: _____ Date: ____/____/____

CDE Approval Name (CDE Use Only): _____ Signature: _____ Date: ____/____/____

BB

District/ Department
Budget Process

District/ Department Budget Process

The district budget process in the Kern High School District is complicated because of the size of our district. The district superintendent of business allocates funding to the school sites. At this time, the assistant principal divides categorical funds as needed to the departments on campus that are eligible for funding. Once our department receives funding we begin developing our budget funding based on the priorities of our department. Funding comes in different forms such as Incentive Grant funds, Carl Perkins funds, Ag Academy funds, FFA/ASB funds (derived through fundraisers). Some of the funding is predestined to areas like salary and transportation costs. The remainder of the funding is then slated into the other categories like supplies, textbooks, and capital expenditures. Having multiple funding sources has afforded us a lot of flexibility in how we spend the categorical and discretionary funds we have available.

CC

Chart of
Responsibilities

Foothill Agriculture Department Chart of Responsibilities 2014-2015

Area of Responsibility	Freeman	Paulisich
I. Department		
A. Department Chair	x	
B. Incentive Grant Reports		
1.) Application	x	
2.) Report of Expenses	x	
3.) Program Plan		x
4.) Review	x	
C. Transportation Requests	(x)	x
D. 8th Grade Recruitment		x
E. Budget Preparation	(x)	x
F. Textbook Ordering	x	
G. Curriculum Council	x	
H. Equipment purchase/maintenance		
1.) Copier		x
2.) Computer/ Technology	x	
3.) Shop Equipment	x	
4.) Vehicles/ Trailers	(x)	(x)
5.) Vehicle Condition Reports	(x)	
I. Award Applications		
1.) FFA Superior Chapter Awards		x
2.) National FFA Chapter Award		x
3.) FFA Advisor, Counselor, Admin	x	
4.) Star Reporter		x
5.) Chapter Scrapbook		x
J. Ordering Supplies		
1.) Officer Supplies	x	
2.) Lab Supplies		x
3.) Shop Supplies	x	
K. Address List		x
L. Graduate Follow-up	x	
M. Scholarship Application	x	
N. Request to be Absent	(x)	(x)
O. Student Absent List	(x)	(x)
P. Master Scheduling	x	
Q. Photography		x
R. Hosting Sectional Parli Pro	(x)	x
S. R-2 Report	x	
T. Advisory Committee	x	
U. Student E-files		x
V. Calendar		x

II. FFA		
A. Officer Training	(x)	x
B. Elections	x	
C. Newsletter/ Mailer		x
D. Scrapbook		x
E. Supply Order (FFA)	(x)	x
F. Banquet	Program	Meal
G. FFA Meetings	(x)	(x)
H. Judging Teams/ Public Speaking		
1.) Ag Cooperatives	x	
2.) Parliamentary Procedure	x	
3.) Ag Banking	x	
4.) Opening & Closing	x Officers	x Freshmen
5.) Best Informed Greenhand		x
6.) Livestock Judging	x	
7.) Vegetable Crop		x
8.) Novice Records		x
9.) Creed	x	
10.) Prepared	x	
11.) Extemp		x
12.) Impromptu		x
13. Job Interview	x	
I. Top Ten Trip		x
J. Poinsettia Fundraiser	Wholesale	Retail
K. Fair Entries	(x)	(x)
L. Awards and Degrees		
1.) Greenhand		x
2.) Chapter	x	
3.) State	(x)	x
4.) American	(x)	x
5.) Proficiency Awards	(x)	(x)
M. Sectionals/ Regional Officer Apps	(x)	x
N. Chapter Scrapbook		x
O. FFA Week		x
P. Field Day Registration	x	
Q. Field Days	(x)	(x)
R. Point Awards Program		x
S. FFA Roster	x	
T. Freshmen BBQ	x	(x)
U. Program of Activities		x
V. Motels and Reservations	x	
W. Leadership Conferences		
1.) ROLC	x	

2.) SOLC		x
3.) COLC	(x)	(x)
4.) Greenhand Conference		x
5.) MFE/ ALA	(x)	x
6.) SLE	x	
7.) State Leadership Conference	(x)	x
8.) National Convention	(x)	x
X. Sectional/ Regional Meetings		
1.) Sectional Advisor		x
2.) Fall Regional Meeting	(x)	(x)
3.) Spring Regional Meeting	(x)	(x)
Y. Ranch Breakfast	(x)	(x)
III. SAE Projects		
A. Beef		x
B. Sheep	x	
C. Swine		x
D. Goats	x	
E. Dairy	x	
F. Poultry		x
G. Rabbits		x
H. Horticulture		x

IV. Academy		
A. Meetings (w/ teachers)	x	
B. Reports, Budget, LOT, Narritive	x	
C. Files	x	
D. Student Files		x
E. Exit Data	x	

DD

Substitute Teacher Procedures & Plans

Substitute Lesson Plans

Instructor: Ms Paulisich
Thursday, November 30, 2014

Thank you for substituting my classes today. Below you will find the schedule of classes, guidelines, announcements, and the lesson plan for the day.

Schedule

<u>Period</u>	<u>Class</u>
1	Ag Earth – H-6
2	Ag Earth – H-6
3	Intro to Ag Mech – H-6
4	Lunch
5	Prep Period
6	Ag Earth – H-6
7	Intro to Ag Mech – H-6

Guidelines

- No food, drinks, or candy.
- Students are to stay in the room or shop and on task.
- In the shop classes, students may not enter the shop for any reason.
- Students are allowed to talk in subdued tones while staying on task.
- No horse play.
- If any student is a discipline problem, please write down his or her name so that I can take appropriate action.
- I would appreciate a daily report at the bottom of each sub plan. If you give me the names of problem students I will call their parents.

1. HOUSEKEEPING ITEMS

Attendance- please take roll by marking absent and/or tardy students in on the attendance sheet provided by the office. Also, please enter the absences/ tardies on the attached sheet for my records.

2. FFA Announcements:

- Canned Food Drive- every 10 cans= 1 activity point
- Kern Inyo Sectional Opening and Closing Contest
- Nov 5th -BC @5pm
- Kern Inyo Skate Night
- Nov 20th Skate Land 6-9pm, \$7

Attendance List for Thursday, Nov 30, 2014

Period 1, 2 & 6 (Ag Earth Science)

Absent

Tardy

[illegible]

Period 3 & 7 (Introduction to Agriculture Mechanics)

Absent

Tardy

[illegible]

EE

Description of Program Completers

Program Completer

In our department a program completer is a student that has taken a series of agriculture classes over the course of their four years. We have our Ag Business Academy pathway that encompasses most of our program completers. We also have the Ag Mechanics pathway that a few of our students complete in addition to other core agriculture classes. Since there are only two Ag Mechanics classes available, students must enroll in other agriculture classes for two years to become a program completer. There is an incentive to being a program completer. Our booster club awards scholarships to these students that qualify. Students also receive and wear an FFA cord during the graduation ceremony.

Program Completer

In our department a program completer is a student that has taken a series of agriculture classes over the course of their four years. We have an Agriculture Mechanics and the Agricultural Business Academy pathway that encompasses most of our program completers. We also have the Ag Mechanics pathway that a few of our students complete in addition to other core agriculture classes. Since there are only two Ag Mechanics classes available, students must enroll in other agriculture classes for two years to become a program completer. There is an incentive to being a program completer. Our booster club awards scholarships to these students that qualify. Students also receive and wear an FFA cord during the graduation ceremony. In addition to being enrolled in an agriculture course for four years, each program completer has an up to date student data sheet on file in the department, as well as their electronic file which contains important documents until the student is no longer eligible for the American FFA Degree.

Completed Student Program Plan

All students that are program completers, have their program plans stored until they are no longer eligible for the American FFA Degree. This file consists of the following:

- 1.) All the student's record books
- 2.) Student Data Sheet
- 3.) Permanent Vo-Ag Student Record
- 4.) Returned Follow Up Survey
- 5.) SOE Program (including filed Supervision Forms)
- 6.) List of Awards and Scholarships Earned
- 7.) Copies of recommendations
- 8.) Applications (Officer, Chapter Delegates,...)
- 9.) Other Information as seen fit by the Ag staff

This file is used as a historical index of what has been accomplished by students of the program. It also serves as an example for the ag teachers to follow in the future.

STANDARD NO. 1--CAREER PLAN

Minimum Compliance Criteria

1. Each student fills out and review annually with the Ag. teacher a career plan on a form called a student sheet that is stored in the Ag. Office.
2. Student, under the Advisor's supervision will update these files annually. These files will contain records of projects, record books of previous years, records of competition, and any other pertinent information for the students history.
3. These career plans will include a career choice and plans to attain that career.

STUDENT CAREER PLAN (DATA SHEET)

AGRICULTURAL EDUCATION

A. Name (print) Last First MI

Male Female

B. Date Age

C. Year in Agriculture Program:

(circle one) 1 2 3 4

D. Year in School:

(circle one) 9 10 11 12

E. Program of Instruction being pursued:
(select only one)

- ___ Ag. Production (1.01)
- ___ Ag. Supplies & Services (1.02)
- ___ Ag. Mechanics (1.03)
- ___ Ag. Products & Processing (1.04)
- ___ Ornamental Horticulture (1.05)
- ___ Ag. Resources & Rural Recreation (1.06)
- ___ Forestry (1.07)
- ___ Intro. to Agriculture (1.08)

F. I am taking this course because:
(select only one)

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

G. Ethnic origin
(circle the appropriate number)

- 1 White
- 2 Hispanic
- 3 Black (except Hispanic)
- 4 Filipino
- 5 Asian or Pacific Islander
- 6 American Indian/Alaskan Native

H. Locator Data:

Street Address

City Zip

Phone Number ()

Parent/Guardian Name
(print full name for each)

Mr.

Miss

Mrs.

Ms.

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

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

1. Go to work full-time

No further education

Some college later

2. Go to college

Community college

Four year college

Full-time

Part-time

Agriculture major

Non-agriculture major

3. Go into military service

STUDENT PR

K. Planned course of study to meet your occupational goal

By school year, list all classes previously taken, currently being taken, or planned to be taken in the future.

[illegible]

L. Supervised Occupational Experience Plan (Project program should be related to your career goal.)

[illegible]

M. Planned Departmental Activities (FFA)

1. Print words "not enrolled" for each year you were not enrolled in a vo-ag class or "no activity" if enrolled but did not participate.
2. For each year, select a minimum of; 1 skill development, 1 recognition, and 1 participation activity.

[illegible]

Parents/Guardians Signature:

FF

Reimbursement Process

Reimbursement Process

In order to receive reimbursement for travel and conferences we need to first submit a 'Request to be absent'. This form must be submitted to our administration and the district for approval. On this form we include estimated expenses such as, Registration, Hotel, Meals, and Private Car. Each of these estimated expenses require proper receipts and statement for reimbursement, except for meals. Our district does not require receipts for meals on travel. There is a set allowance for meals- Breakfast \$9, Lunch \$11, and Dinner \$20, however, the official cost of the meals can be reported with receipts.

Another way of reimbursement for personal expenses is to fill out a Request for Payment and Disbursement Authorization. All distributions over one hundred dollars require authorization. Attach the receipts to the completed form and submit the request for reimbursement to Finance. A check for reimbursement is mailed to our homes usually around the end of the pay period

KERN HIGH SCHOOL DISTRICT
REQUEST TO BE ABSENT

FROM ASSIGNED RESPONSIBILITIES FOR PROFESSIONAL ACTIVITIES

Instructions: This form is to be submitted by all personnel who expect to be absent from duties, other than for personal necessity or other leave. It must be received by the Office of Special Projects 10 days *prior* to absence.

Name: Jessica Paulisich Social Security #: _____

School: Foothill Department: Agriculture

Destination (City/State): Yosemite, CA

Attach letter of explanation for out-of-state travel.

Reason (Explain in detail): San Joaquin Region FFA Meeting and CATA Road Show

Dates: from 11/14/14 to 11/15/14 Total Days for this Activity: 2

Substitute: NO ☒ YES ☒ Dates and Periods: 11/14/14

Funding Source /Substitute: Acct. #: _____ CASE Job # _____

Funding Source/Expenses: Acct #: _____ (Ag Acad)

Estimated Expenses:

☐	Registration	\$
☐	Hotel/Motel Name <u>Tenaya Lodge</u>	<u>170</u>
☒	Meals	<u>80</u>
☒	School Vehicle	<u>no expense</u>
☐	Private Car: _____ est. miles at .345/mile	_____
☐	Other Transportation: _____	_____
☐	Other: _____	_____

TOTAL ESTIMATE:

\$250

Date: 01/09/14

Signature

SFR APPROV:
Karen Allen

SCHOOL AUTHORIZATION

The expenses listed above are approved.

Date: _____ Principal's Signature:

DISTRICT AUTHORIZATION

Date: _____ District Approval: _____

(SEND TO OFFICE OF SPECIAL PROJECTS)

RE: CONFERENCE ATTENDANCE AND TRAVEL REIMBURSEMENT

Your request to attend the professional conference indicated on the attached form has been approved. Please comply with the following directions.

1. The employee is responsible for conference registration, hotel reservations, and submitting expenses for reimbursement.
2. Claims for reimbursement with all supporting documentation must be made within 30 days of the last date of conference.
3. The employee must retain all receipts or tickets for registration, hotels, travel (including air and rental cars). All expenses other than meals and ground transportation must be verified by payment receipt. A copy of your registration form and payment receipt must be submitted with the reimbursement request. This is particularly important when any meals are included in the registration.

4. District will reimburse expenses for employees only.

5. Authorized expenditures:

1. Lodging *
2. Registration fee *
3. Approved air travel and rental car *
4. Meals on overnight travel only – no reimbursement for one day trips
5. Ground transportation (taxi, shuttles)
6. Gratuities and incidentals without receipts -- \$3.00 a day
7. Bridge and freeway tolls
8. Mileage – 56¢ per mile (*effective January 1, 2014*)

*** Reimbursement for lodging, registration fees, air travel and rental car requires a copy of the statement showing payment.**

6. Per diem allowance for meals.

Breakfast	\$ 9.00
Lunch	11.00
Dinner	20.00

Exception

Actual cost of official conference meals may be reported.

Request for Payment and Disbursement Authorization
(Check Request)

Request

Date of Request _____

Amount _____

Date approved by Club or Organization _____

Account Number _____

Mail _____ Box _____

Account Name _____

Vendor No. _____

Purchase Order _____

Payee _____

Address _____

Phone No. _____

Fax No. _____

Federal ID # (Social Security) _____

Purpose _____

Authorized Signatures:

Date:

Student _____

Athletic/Activities Director _____

Advisor _____

Principal _____

Representative _____

All disbursements over one hundred dollars require a signed authorization. Disbursements for student organizations require an authorization signed by a board designated employee, i.e., activities director, an advisor, and a student representative. Disbursements for non-student organizations require an authorization signed by a board designated employee and an approved representative of the organization. Other disbursements, such as scholarship distributions, require and authorization signed by a board designated employee and the principal.

Checks will not be processed without authorized signatures.

KHSD-019

DISTRICT COPY