

Internship for AgEd 539

Quality 12 Criteria

539 Project—Planter Bed



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Quality Criteria for Ag Incentive

1 - Curriculum and Instruction

Curriculum and instruction are very important in agricultural education. They encompass all three facets of agricultural: classroom instruction, FFA Leadership development, and hands-on learning with Student Agricultural Experiences (SAE). These three phases develop educational courses as a whole for career educational development. The model curriculum is a standard-based learning objective by industry sectors. There are currently seven industry sectors: Agricultural Business, Forestry & Natural Resources, Agriscience, Agricultural Mechanics, Ornamental Horticulture, Animal Science, and Plant & Soil Science. These sectors, with their courses offered to high school students, will benefit the students as a career guidance process.

Career paths are critical in the development of ag education in high school students. They get to build upon what they've learned in one class to gain experience and knowledge in the next course. This tiered structure helps to build their experience, knowledge, and skill set in high school. Our goal is to have them graduate from high school with a skill level that will lead to an entry-level job position. This could be a career in the real world whether it's education, welding, or plant soil science.

There are three career paths offered at Reedley Middle College Charter High School (RMCHS). They are limited because of their size and scope, so they offer Agricultural Business or Agriscience or Business. The charter high school does not offer the same types of electives or pathways that other schools do. This hinders the full realm of the ag education program to empower students to get a full grasp of careers. However, at the same time it spearheads the students into college readiness with a college degree that is available to them. The limited electives take some of the more hands-on courses away from students. An example is in the field of welding, ornamental horticulture, or animal science. However, they do get the experience with hands-on work with animals and in the plant science fields by utilizing the grounds and species through the Reedley College ag program. One class per semester is offered through the college, and allows RMCHS students access to their program at the college level.

Careers in agriculture are discussed in every course taught in our program. RMCHS students have careers highlighted in each course. Some are more specific to an area or course, where we try to emphasize that course to more specific career awareness for students. They are taught about the business aspect in each course, whether it's animal science or computer

science or the leadership classes. Students get to look at the other career opportunities offered through the FFA from the Career Development Event (CDE). These skills are offered in 52 areas of career development. Each class is taught the benefit of participating in CDEs to utilize student learning experiences to put them into practical applications.

Being a charter school enables RMCHS to receive specialized funding to utilize modern equipment such as a laptop computer for every student. Having each student with their own laptop enables us to do more computer-oriented learning with the students. We can access more directly with websites that pertain to the current learning objectives and be able to search and seek new ideas to use from others resources instead of just the school textbooks.

The agriculture curriculum utilizes the use of computer-aided instruction by developing the usage of computerized record books and state standards. Other uses for computers in agriculture classes at RMCHS are writing and researching science reports in biology, Agriscience commodity reports for freshman, and searching for job career information for research for writing business cover letters and resumes. In student's senior classes of ag government and ag economics, they will be working with developing portfolios and letters of introductions for job enrollments. Also in their senior year, students do a cohesive term paper in conjunction with their English courses.

Utilization of the new iBook, the Cloud based-FFA record book, will benefit students from now on in the FFA. They are now be able to update their books anywhere they are that they have access to a computer, whether at their house, school, or on their phones. The new process will allow greater reliability for the students to maintain their books on their own time, instead of relying on class time during the school year. What I perceive as a downfall with the iBook is the fact that students will not be doing their own multiplication, addition, subtraction, or other mathematical problems. The computer will take over those tasks.

The agricultural courses taught at RMCHS are part of the Kings Canyon Unified School District (KCUSD). The courses that were brought over from RHS are UC approved and include Ag Biology and Ag Government and Economics. We will soon have the ag science one for freshman approved this year.

2 - Leadership and Citizenship Development.

RMCHS is a charter school and applied for its FFA Charter in February

2012. For the new program, we had to fill out the appropriate paperwork, get applicable signatures, and follow timelines. We had everything processed and were recognized at that year's FFA State Conference in Fresno to receive the charter.

Being a new chapter made it difficult at times to follow through the chapter program of work (also called activities & POA) because no one, from the students to administration, was familiar with the FFA program and what it required. So in the process, I was able to introduce them to the same procedures and Program of Activities that were utilized at RHS. We were able to cultivate a new FFA Officer team and they developed their own POAs from the RHS program.

The officers learned about using the program as a road map for the chapter and how it paved the way for the year's involvement for its members. Since RMCHS is in its third year, we've had two sets of completed chapter POAs which students and officers have worked together in designing, planning, and building during their summer Officer Leadership Retreat. Being a new chapter it was important for the students to understand the components of the FFA activities and how they had to participate in such activities in order to maintain an FFA program. It also meant they had to understand the co-mingling of FFA activities and the grade they are in. Being in the third year of our program, the upperclassmen have shown the in-coming students the benefits of the FFA and helped them to understand the components as part of their grade. Being a smaller chapter, RMCHS has only 40 students per class year, every student that is in the program is automatically enrolled as an FFA member and is part of the State FFA Association.

The student's dues are paid in part from ASB funds and from local area funding control financing or LAFCO. Since we do not receive Ag Incentive monies, we utilize what the school district will give us to pay for dues and participation in the FFA. Since beginning the first year of activities, the FFA members have typically participated in 18 or more CDEs or activity events throughout the state. They range from attending sectional activities, regional activities, and state CDEs. The students also travel to state leadership conferences for the Green Hand Conference, Made For Excellence, Advanced Leadership Academy, and attend the FFA State Leadership Conference. This year we're hoping to have students attend the National FFA Conference as part of their senior year. The records of the activities are in the Ag Incentive checklist which we submit every year in October to our regional supervisor. This checklist verifies the events and activities that we participate in.

Being a smaller FFA program, we do have a minimum of 80% of our students that participate in at least three leadership development activities annually. These activities are verified in their record books. We've had great success in getting the freshman involved with BIG contest and at CDE activities throughout the state. In the sectional opening and closing contest we were the number one officer team in East Fresno Madera section, surprising many.

We have participated in and have completed the local program of work with several committees. These are started at the beginning of the year, and members are added as their interest grows with the program. Subsequently, we will put it all together at the summer officer retreat. We hope to attend local Agri Science fairs, as our sophomores discover issues in their ag biology course to do a science fair exhibit concerning what they learn the class. Also, the freshmen participate in a California Commodities Project which showcases a commodity that's grown in California and locally in Fresno County, too. They present their work to the class, utilizing public speaking skills. We also participate each year in local creed contests and have a co-op team. We participate in various public speaking contests throughout the year, both at the sectional level and at the regional level.

We meet monthly on the third Thursday for our FFA meetings. The meetings are followed by an activity of some sort to keep our members entertained and involved. They range from attending local events such as baseball, softball, or mush-ball games to taking busloads of students to areas in Fresno. We attend ice-skating, roller skating, pizza nights, and local basketball games.

3 - Practical Applications of Agricultural Skills

Student participation in the supervised agricultural experience, or SAE, is a big part of the grading aspect in the classroom. Students' grades are based on 10% of their participation in an SAE program. Each year we try to develop SAE programs for the students, either with market animals which can be shown at the fair or with their own individual projects. At the freshman and sophomore levels, we focus on the fair side because these students are too young to work in most agricultural ventures. Some will fit as Placement SAE while doing yard work at their homes or other homes.

Students are informed about the SAE and FFA participation as part of their grades in the class syllabus, with each being 10% of their grade. So upfront they're informed about participating in FFA events. However, some procrastinate until it's too late in the year to earn their points and face the consequences of having their grades drop. At RMCHS, being a smaller school and having upperclassmen that are quite heavily involved, makes the task of having students involved in SAE easier. The upperclassmen are a good representation and presentation of what needs be done and how to do it.

The freshmen are inclined to follow the examples of the upper classmen and they want to be involved. This year we had 40 incoming freshmen, with 75% of them having their first SAE showing poultry at the Fresno County fair. Many of the students enjoyed their first experience at showing an animal at the fair. Several of them already talked about getting a larger species for next year to continue their SAE. We live in an agricultural area that grows mainly tree fruit. We try to pair our students with jobs in the packing shed industry or as a field worker harvesting or pruning the trees. Some problems we encounter with SAEs are that kids are embarrassed about the work they do. We inform them that any type of work in which they learn a skill in agriculture is an integral job and can be used as their SAE, even if their wages go to supporting their families.

At RMCHS this year we have 81 students enrolled. It is easy for us to maintain 80% of the members being engaged in an SAE project. As we grow each year, the students are getting more and more involved with both the FFA and SAE projects. We do have another 10 to 12 students who are actively involved in their own entrepreneur's program of raising chickens for farmer's markets to sell eggs and fresh chickens. Another set of students are actively working in the agricultural fields, ranging from fruit production, vegetable production, to working in the packing industry. This information can be verified

in their record books, paper fashion or the new e-book. The books are kept in each student's file in the agricultural office at RMCHS or can be looked up online to see their updated information. We try to use at least one day per month of class time to ensure students have the opportunity to work on their books to maintain them. It is proposed that as the freshmen become comfortable with the new e-books and progress to seniors, less class time will be needed to be devoted to the updates.

The majority of our students with an animal project keep them at the Reedley College campus. This is because most of our students live within the city limits and therefore, cannot have an SAE animal project at their homes. We make regular SAE visitations during the school year and summer to see the students in action. Students record their details on forms, which are kept in their career files at the school. The forms keep a record of what the project is, the scope, weight of the animals or appearance, if we can't weigh them plus the visual aspects of the pen area. We want to ensure that the animals have a clean and safe environment. We try to visit the student's projects during their season at least twice and sometimes more depending on the size and scope of the project, especially if the projects are for the fair. With market projects we need to insure market weights and training, therefore, they must be visited every couple of weeks as the fair gets closer. We will have the opportunity to visit our first senior group and observe them working in agriculture industries this summer.

Several students have their projects of growing summer squash and vegetables to sell at two local road-side markets. The students are also growing about 15 various vegetables to be shown and marketed at the local fair in hopes of winning ribbons and sweepstakes with it.

We are a relatively new program and don't have our own agricultural vehicle to utilize right now. However, the school district does have vehicles available in transportation which we can use after filing out a Trip Request form online. We have access to Yukon's, vans, trucks, and school buses. The process of using an online form streamlines the process and makes it less than 2-hour process. Before, it could take up to a week to have a transportation request processed. We are working with our district in hopes of purchasing one of their vehicles to use.

4 - Qualified and Professional Personnel

A - Being a single department at RMCHS, I do hold the appropriate credential for high school teaching along with my specialized certificate. A copy is kept on file in the Ag Incentive Program binder along with the other records that are required for the annual Ag Incentive Review. It can only benefit a program to have teachers qualified to teach the appropriate courses for which they feel qualified. It's not do a student or program any good to have someone who does not know the material well enough to teach it comfortable to students. I would not recommend to any teacher to take on an assignment they did not feel to be knowledgeable in. One way to prevent this is to have teachers attend the SKILL classes offered every summer through CATA. It is even best sometimes to attend the Cal Poly summer classes to increase ones experiences or knowledge.

B & C - I have attended at least five of the related Ag teacher professional development activities throughout the year. They range from in-service for record books, Fall Regional meeting, Spring Regional meeting, the CATA State Leadership Conference in San Luis Obispo, along with several minor events throughout the year. These are important to attend, because we are professionals, we need to be kept informed on the changing aspects of Ag education. It also offers the opportunity to visit and get ideas from fellow teachers. As the industry changes, new battles come out of the legislature; we need to be able to react as a united front. By attending these in-services, it allows all concerned stakeholder just that opportunity.

As a single person department I do not hold monthly departmental meetings. I do, however, sit down and talk with my administrators at least once every couple of weeks. These meetings are held so the administrators are informed as to what I am doing with the FFA program and what the students are competing in and are involved in. I do keep minutes or an agenda when I meet with administrators to maintain a record of accords. This way I have a means of reminding myself of what we talk about and what issues concern the development of our program. When one adds another teacher, the logistics change greatly. Instead of one person doing everything, sharing becomes the norm and knowing what each other is doing is critical. The department responsibility chart is a big help in setting up duties. This way, there is a written document and all parties agree to what they need or want to be in charge. This will help with students concerning the projects or areas on the farm should questions arise what to do where. The jobs are not set in stone and can be re-evaluated each summer or at least every two years.

D & E - Attending agricultural teacher in-services and other meetings, we sometimes have to pay for fees out of our own pockets to avoid late payment. The district will reimburse employees if the proper paper work has been completed prior to the event. Our district would prefer most charges for conferences be paid up front with a purchasing order. By using a PO, it streamlines the process and both the district and county offices know where the funds are being used. We are allowed reimbursement of \$52 per day for meals and full motel cost. Most districts enforce that two staff members share motel rooms if attending the same function. With us, we are allowed to have our own rooms, if we use cheaper motels than the required conference. Also, when I travel, I try to save the district and my Ag Incentive funds, by utilizing cheaper but comfortable motels. The district has switched to reducing direct payments to businesses by issuing each department an approved credit card. This is to reduce the payments directly to an employee and to cut back of overspending for meal vouchers. On larger expenses, for motels with multiple nights, we are expected to use a purchase order to follow Fresno County accounting procedures. With all conferences or travel to any CATA event, either one day or multiple, we must turn in appropriate requisitions which include dates, cost of registration, who, what, where and why we are attending. This also includes which account or funding the trip is being paid from. The district will not accept a travel request without a funding source on the form. When requesting reimbursement, a copy of these required forms are needed to support the payout as double filing for the district office.

5 - Facilities, Equipment and Materials

Modification of facilities and equipment has occurred when necessary, based on the needs of the students, including specials populations.

A - Being a new program we are modifying the facilities every year as we add classrooms to meet the needs of students. We have grown from one classroom at the college to three classrooms this year, and by next year we will be up to five classrooms. Eventually, RMCHS will encompass its own section of buildings on the campus, depending on grant money and allocation of land from the college. The campus could be completed to scale by 2019 or 2020. The rooms are equipped with modern LCD projectors, desktop computers, wireless internet, speaker systems and AC units in each classroom. Maintenance of the units are shared between KCUSD and RC.

There is adequate storage space for materials, record, equipment and supplies.

B - Being a program within the college space is limited to where we can store and keep our equipment at this point. We have moved twice in the last two years from one classroom site to another with more additional rooms. Now, all four classrooms are in the same linear block. We do have an office which is located adjacent to the classroom block inside the library. It is about 400 sq-ft. of space and contains the learning director, campus security officer, who doubles as the secretary, and the Reedley College coordinator. All files, paper supplies, and storage are allocated here. We did receive a small storage area within the RC Ag department for our animal supplies. As the school grows, it will require more storage space which should be in a secured room on the campus.

At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE projects.

C - We do have several opportunities within the two schools to keep students' SAE projects either through KCUSD or Reedley College. The district purchased over 60 acres of land for future development of school sites. The FFA programs are promised 8-10 acres to develop a joint operating farm. Funds earned from this venture will go to both programs, shared equally between them. The open space will be developed for SAE programs to grow vegetables and fruits for the students. They will try to market them on the RC campus and around the district. The students will be able to use one of the RC greenhouses for production of nursery stock and bedding plants. We will also

utilize a growing area next to the school's senior garden sites. There is no agricultural shop/lab available because there are no mechanics or welding classes offered. RMCHS is focusing on Ag Business and Business degrees for the students. We are currently working with RC personnel David Lopes and David Clark in securing a two acre parcel of the college's land for RMCHS's own development for livestock (sheep, swine, Boer goats, dairy goats, poultry, and beef projects). We are utilizing a space of 30-ft by 120-ft right now for animals projects. Because we are part of the college, we were able to use some of their remaining funds from the previous year to purchase a pen structure. RMCHS gets to use it, but it belongs to the college.

The Ag department, along with the school district, all has email capabilities. Therefore, we're able to communicate on a daily basis to discuss needs and requirements for both the FFA and Ag programs. We use the email and our school web site to facilitate all transportation requests, funding requests, and to stay in tune with district news.

E & F The reviewer verifies any visual observation that the agriculture facilities are neat, clean and orderly.

Our facilities and reports are verified by a member of our advisory board on a yearly basis, whether it's required by the annual review or not. Since we are still in the early stage of developing our program, we continually view and discuss with all parties what we need to do for facilities and site appearance. It is always beneficial to have some outside eyes review and give input on your facilities. Items you think are okay, might not be the best. So having someone else see them will give a department a new insight and clearer vision on what should be done. Also, if teachers have the time, visiting other school sites is a great idea to see, learn, and borrow ideas to improve or implement at their site.

6 - Business and Industry Involvement

A & B The Advisory Committee is operational and reflects the committee membership as outline in the "Agriculture Education Advisory Committee manual." This group meets at least twice a year.

-The advisory committee is an important aspect of any agricultural program. RMCHS diverse advisory committee is made up of both college members, high school members, parents, and community business members. They all have the commitment and buy-in to the success of the program. It is vital you select committee members and at-large members that will support your agricultural development of industry career pathways and curriculum. There are two main areas of concern in our program: local area growth and the State's changing educational procedures to Common Core. We also want to incorporate the big picture of what agriculture is doing as a world leader in science and to better prepare our students for a career in agriculture.

C The Agricultural Advisory Committee has assisted in the development o revision of the following components of the Comprehensive program Plan: - Advisory committee brings into focus our area's current job market, helps to develop our program's goal, and stabilize the curriculum. We meet three times a year; mid-October, early February, and a wrap-up in April to set our goals for the following year regarding curriculum, sites, improvements, and staff usage. During the meeting we cover the basics of what we are doing as a program, what our needs are currently, and forecast for the future five years. We try to target whatever new careers might be feasible in our growth area. Our agricultural area is known for production in tree fruit commodities of peaches, nectarines, plums, pluots, apricots, prunes, pomegranates, and citrus.

In the Ag community of RMCHS, we try to stress to our members and/or students about the other aspects of agribusiness and careers in agriculture, not just the farming phase of it. Other Ag careers include being a CPA or a PCA for the area. Students are also shown that they can become an engineer or share their ideas of how to innovate the technological aspect of agriculture. During our spring meetings we cover results of FFA judging events and their career development teams.

So at the end of every year during the April meeting, we go over the current budget, utilize this year's numbers and forecast what we will need for next year. This is our time to adjust the budget in our favor with input from all participants. As stated before, a majority of our budget comes from the local accounting funds, so we have to actively know what and where we are going to

be spending. This enables us to get an accurate amount of the funds awarded to us. All advisory minutes are kept electronically and printed to maintain a record in the files. It is convenient to keep a copy of all records electronically. It is easier to store and retrieve them. If someone needs information, all you need to do is open the computer file and send an email. This makes the sharing of information much faster and efficient. No one has to wait for the mail or longer than two days to receive what they needed to review.

7 - Career Guidance

A - Students are counseled regarding: Under career guidance the students have the opportunity to have counselors from both the high school and the college to help them settle into careers and select the appropriate coursework. Of course, in each class that we offer to the students we give career guidance as to what is out there for careers in the agricultural field. The students will research various aspects of careers over their Agricultural courses. In their junior and senior years we cover how to appropriately fill out job applications, write cover letters, and write resumes for careers. This makes students better prepared when they graduate from high school and are looking for jobs. Having these skills will make them better suited than other applicants for the same position. Throughout our coursework we bring in various guest speakers from careers in agriculture and nonagricultural positions so that students receive a better idea from someone in the field as to what this career might offer them. Having this actual viewpoint of what it's like to work in the career or the job market opens their eyes and gives them a more well-rounded aspect of what's out there for them.

Being at the college, the students receive more direct contact at what the college is seeking for older students. This enables our high school students to view what is required and they get an earlier start on their career because of this. During the year, the school brings in 10 different guest speakers from various agriculture careers to discuss options, education requirements for their positions, needs and employment forecast to help them decide what careers they might like to learn more about. Once a year, we have the members fill out their career plan which is kept inside their files in the office.

B - All students have a completed career plan and it is update annually. We review these files at least once a year to check whether the students are continuing on that pathway or if they've decided to change. Then the college and course plans are reviewed as well. Each plan is kept in the student's FFA file which is maintained yearly and kept in the office.

C- Efforts have been made, or completed, to articulate with Community Colleges and/or Universities.

Presently, all 2+2 articulation agreements are no longer utilized, and were dropped by the community college chancellor's office. Instead, colleges are moving to dual enrollment courses between a high school and college. We are offering two classes that can be offered as dual enrollment: floral design and Beg Ag Mechanics. What is being required now is the instructor of the class MUST possess the minimum standard or degree on the college side in order to

teach that course at the high school level. This gives the college an instructor with college credentials, teaching at the high school level. The paperwork is completed with the floral class, and we have started the process to get the Ag Mechanic class for next year approved. However, neither of these courses will be taught at RMCHS because of the limited accessibility to electives and that they don't fit into the business curriculum.

8 - Program Promotion

A & C An Agricultural Education program recruitment brochure or similar document is used to promote the program.

Our promotional program to promote the school is a little different than a normal high school. Since we are a charter school, we use various means to promote ourselves and sell the program. We take our FFA members out to the junior high campuses, the sites they came from, to promote the program. The students promote RMCHS both as a charter school with the aspect of being able to complete a college degree while in high school, plus the merits of being at a charter high school as an active member of the FFA program. With RMCHS, we are able to choose students from the various junior highs, send them back out to those sites where they can promote and develop our classes and work with the FFA. Because the junior high students see a familiar face, they are able to be comfortable and receive the promotional information with more of an open mind. We do have several brochures that highlight the benefits of the charter school itself and how it relates to the FFA and the student members.

We are limited to bringing in 40 students a year. Every student who hopes to attend the school must go through a paper application process. The learning director and principal look through the applications. Then the prospective students are brought in for a thorough personal interview, written assessment, and communication skills. After the interview process, students are notified within two weeks if they will be enrolled in the program or not. Everyone receives a personnel letter and a phone call to their home.

B - Students have alternative means of overcoming financials barriers to participate in the program activities.

For our members to be active and attend the FFA leadership events, we must fundraise throughout the year to help offset registration fee charges. We utilize our ASB funds to cover fun FFA activities for about 25-30% of the cost of doing of a business. However, we rely on our LAFCO funding to cover the remaining amount. When attending leadership events, we feel that if the students don't pay some of the registration fee, they won't have a total buy-in to what we want them to do. This has also stopped students from backing out from attending at the last minute. We do attempt to pay for student meals and motel rooms on trips because they are doing business or representing the chapter.

As with leadership and CDE events we try to cover students SAE programs if needed. We have built up funds over the years with donations, which are in an ASB account, to help cover students' projects. We have

developed a larger pool of funds by charging students a 2% fee for being supported by the department. We have allowed sponsorship of various students with faculty members and advisory members who have stepped up to help cover or support the students. We do have the students make restitution to the supporter along with a thank you note. If not, some kids do not have a full buy-in of ownership because it was given to them instead of them having to work for it.

The major cost for the students attending FFA leadership activities, whether it be Green Hand, ALA, MFA, or especially the state conferences, is not the registration fee, but the cost of motel rooms for the overnight excursions and transportation costs. We support our students with departmental funds that help our members to attend these activities. We know that in order for the chapter to grow our students must also grow and learn from these different activities. To ensure students 'earn' what they are attending, we charge them 30% of the registration fee. This gives most student's a commitment to attend and learn. If not, some see it as a "get out of school" event and don't support the event the way we would want them too. They are learning how to become a better leader, how to represent the chapter, and to develop their own skills for public speaking and developing a CDE team.

9 - Program Accountability and Planning

A & B A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files. Updates of the Program Plan are sent to Regional Supervisor by November 15th.

In developing a program plan on a yearly basis it is always sent to a regional supervisor for verification. The accountability of the report maintains the factors of what Ag departments need to do, what we've done, and what our students are doing as members of the FFA and their SAE participation. This document helps to solidify to the California Department of Education, and anybody else who wants to check on an Ag department, the structure of what we have done over the year to maintain Agricultural Incentive program and the promotion of FFA leadership.

Contained inside the program's accountability is a five-year equipment acquisition plan which covers future equipment purchases. This helps in keeping the department focused as to what equipment and materials it might need currently and in the near future in order for it to fully develop its programs. This can be as simple as replacing laptops or old office equipment to updating equipment for science labs, welding equipment and other classes. This needs to happen because of the changing technology that happens every year. If not done, most departments would be functioning on a year-by-year basis of what they should purchase. We need to keep abreast of the new, modern equipment to keep pace with what the industry is using.

The chart of responsibilities for a multi-person department enables everyone to know what their positions are and what the responsibilities are in the various areas of the department for FFA and maintenance of growth. However, in a single person department as we have at RMCHS, that individual has to do all aspects of running and operating the entire department along with all the FFA functions. There is not a staff sheet of responsibilities here, but it's always good to know how to do one and what it's for, in case you get the opportunity to increase to a second teacher.

With us, a program of work is very important to establish so we can document what we have accomplished through the year and also what work we could be doing if the allotment of time and membership were available. The plan also covers the advisory committee roster which should consist of community members that help shape and support your programs' development. Minutes of each meeting need to be kept on hand and in both a printed and electronic form. This way, you can easily access them or send

them to others in support of your program.

C, D & E – A follow-up system is used which gathers the following information from program. The Graduate Follow Up data was entered with the On-line R2/FFA Roster. The Agriculture Department analyze their student retention numbers each year and develops strategies to help increase retention within the program.

Being a new program at Reedley Middle College we do not have the follow-up program installed yet, since we have not had a graduating class. However, it is important to keep tabs on the status of your FFA members after they leave high school to know what career fields they went into or what colleges they attended. Getting their feedback determines if we need to change our course syllabus to improve them or add other courses to complete their needs at the next level. Any improvement or outside recommendations from former members is greatly appreciated, especially because after they leave, they see a bigger picture and know what they could have done or should have done in your program. So we do rely on their feedback, especially now with electronic emails, Facebook, and other ways to collect information we need. We also need to keep former students in mind to use as FFA Alumni and for further awards.

In the retention number information we analyze it to try to compare and see what's going on from freshman year to sophomore year, to junior year and finally their senior year. The retention numbers show how members are leaving and what we might need to do to correct or understand this movement. However, at RMCHS, the students are always in the FFA program and retention has not been an issue. Because students have to be in an agricultural class during the program at RMCHS, they are basically locked into being an FFA member and into the ag program for all four years.

F - All yearly reports are sent in on time to Regional Supervisor and can be verified with a call to him. It is important to keep these records updated and filed on time. It helps to define a time-management style while filling out the forms all year long, and not waiting until the last week to complete them. It is best to complete the forms as soon as possible to turn in early. The deadline is the final day for completion. There is nothing wrong to turn them in a month before the due date.

Quality Criteria 10, 11 and 12

A – Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.

For classroom laboratory enrollment, one would like to see the 20 student ratio kept for both safety and teaching environment. Most schools don't have enough space or equipment in mechanic shops to hold or have those higher numbers working efficiently. Typically, they don't have enough power to operate all the welding, grinders, power tools if all members were working at the same time. All Ag teachers would like to see 20 students enrolled in their courses for safety reasons but administration sees it as too costly per ratio of classroom size. At RMCHS, we don't have laboratory courses except for biology. So we don't need to worry about seating, however we do maintain only 20 students per classroom for the high school side of teacher course work. We utilize the smaller size for more one-on-one teaching with students who need it and with group work. On the college side, the class can range from 20 to 40 students, depending on the overall enrollment of graduating class. With the lower number students we are better able to serve each member and be more responsive to their needs. It also lends to helping those who might be behind or need extra structure.

B The total number of students enrolled in agriculture classes does not exceed 75 students per teacher.

As for quality partner of classroom students we are locked into one part-time teacher with the enrollment of 88 students. After next year, our fourth, when enrollment will increase it to 128 members, we will be at one full-time agricultural instructor. With these numbers, played with freshmen that count only as a half a point, then the school maintains the proper ratio of one full-time teacher per 75 members. However, as the school increases the number of incoming freshmen, that ratio will increase to about 90. Only if a greater influx of students is allowed, will another part-time teacher be added. All districts look at numbers as efficiency; more students in a classroom, less cost to the district. So they are not apt to add someone just because our funding site state that. The one-on-one or the smaller numbers contribute to a better learning environment for the students and also as instructors. With these numbers, teachers are able to see firsthand and develop and help those students that are behind or don't seem to be getting it. At the same time, with your advanced students teachers are able to give them the extra work they deserve to challenge them or an extra incentive they need to pursue a more

rigorous work atmosphere in the classroom.

11 A -- A full-time equivalents teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2000 & B -- Each teacher is offered an SAE teaching period

Being a third-year program of development, we basically have a 66% full-time Ag teacher and will grow to a full-time, year-round employment in the fall with the next level of incoming freshmen. It will come with a summer extended contract for 24 days and be compensated for it with 10% of their annual pay up to \$5000 per year. Our district understands the fact that Ag programs don't operate on the same level as school and requires more time between June and September.

Being at the charter school with only one full-time instructor and 89 students, there is no room with courses to allow for a paid supervision period. Mainly we can't because we lack the open time period or free period to enable a supervision period. The staff will have six sections to teach and one prep. There is no room for an additional period without someone coming in to teach it. If the school were to increase its enrollment numbers to allow for more class periods, then a part-time teacher would be needed, thus maybe allowing for a supervision period. However, at this time, it is not available. Having a supervisory period is a great benefit for the Ag teacher. It enables them more time during school to get paperwork completed for FFA competitions, make class visitations with the students, see students more one-on-one and help them with scholarship applications. It also allows for time to work on FFA State and American degrees and proficiencies as well. It enables them to make more contact during business hours with the National FFA, the State FFA, or any ongoing business which needs to be done during this time frame. As everyone knows, everybody is really busy, especially Ag teachers, during the school day. Trying to make those business calls or connections from 3:30 to 5:00 pm is very difficult to do. Yet, all Ag teachers do the very best they can and do the best for their students and Ag programs.

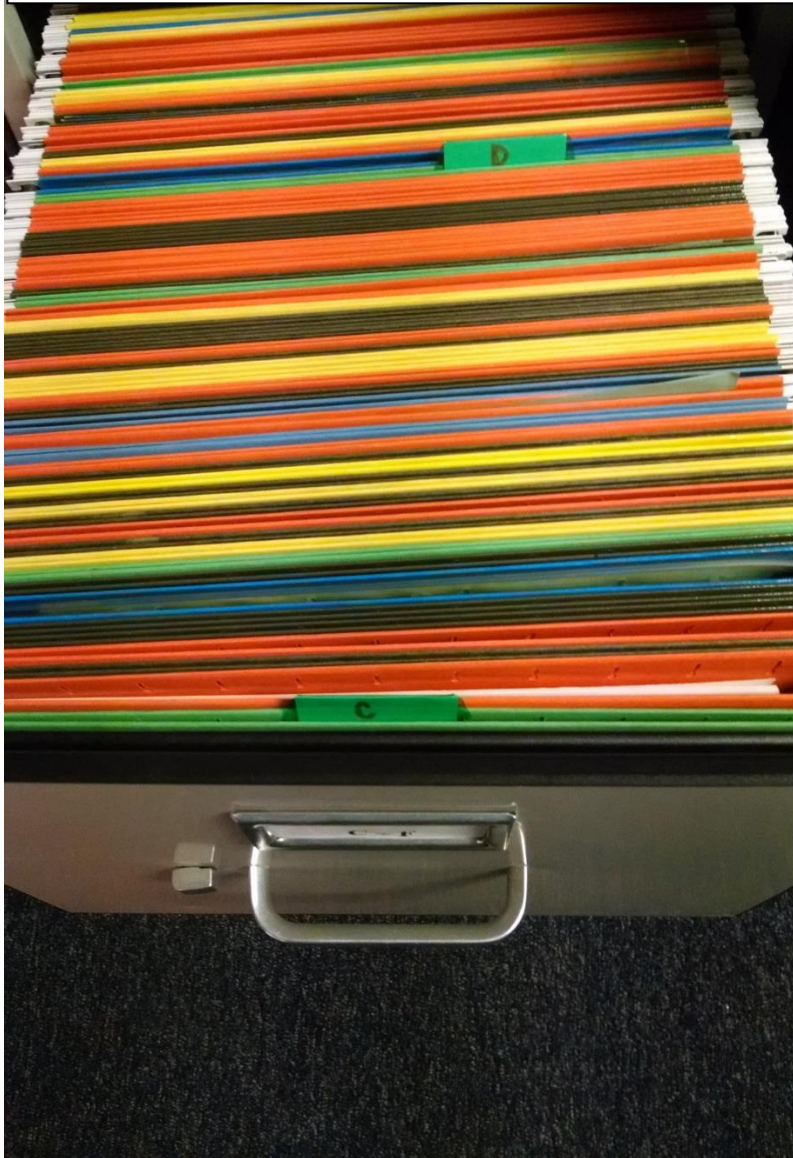


scrapbook RMCHS.pub2.pub

Section: 7(A) Ag Business Leadership and Management

| S1 | Jr booth | Angus | Jr booth | FFA Quiz | FFA m/p | Calif work | business | FFA motto- budget | SAE project | FFA points |
|--------|----------|-------|----------|----------|---------|------------|----------|-------------------|-------------|------------|
| C 77% | 8 | 16 | 7.5 | 20 | 6 | 9 | 8.5 | 11 | 3 | 15 |
| B- 83% | 7.5 | 17 | 8 | 25 | 13 | 9 | 8.5 | 12 | 2 | 10 |
| B- 80% | 9 | 18 | 8.5 | 15.5 | 13 | 9 | 8.5 | 13 | 3 | 15 |
| C 76% | 7.5 | 17 | 8 | 23 | 5 | 9 | 8.5 | 11 | 4 | 20 |
| B 88% | 9.5 | 18 | 8 | 25 | 14 | 9 | 8.5 | 13 | 4 | 20 |
| A- 92% | 9 | 19 | 9 | 29 | 15 | 9 | 8.5 | 14 | 3 | 15 |
| C 78% | 8 | 17 | 7 | 13 | 12 | 9 | 8.5 | 12 | 3 | 15 |
| B- 81% | 7 | 17 | 8 | 21 | 13 | 9 | 8.5 | 11 | 2 | 10 |
| A- 91% | 9.2 | 18 | 9 | 31 | 15 | 9 | 8.5 | 13 | 4 | 20 |
| A- 94% | 10 | 18 | 9 | 34 | 15 | 9 | 8.5 | 12 | 4 | 20 |
| C+ 79% | 8 | 16 | 8 | 26 | 11 | 9 | 8.5 | 12 | 3 | 15 |
| C+ 79% | 9.3 | 19 | 9 | 16 | 6 | 9 | 8.5 | 12 | 3 | 15 |
| C 75% | 8 | 17 | 8.5 | 12 | 9 | 9 | 8.5 | 12 | 4 | 20 |
| B+ 89% | 9 | 18 | 9 | 27 | 15 | 9 | 8.5 | 12 | 4 | 20 |
| A- 91% | 9.5 | 19 | 9 | 30 | 13 | 9 | 8.5 | 13 | 5 | 25 |
| A- 93% | 10 | 19 | 9 | 33 | 13 | 9 | 8.5 | 13 | 5 | 25 |
| B- 81% | 9 | 17.5 | 8.5 | 25 | 13 | 9 | 8.5 | 12 | 4 | 20 |
| C- 72% | 9 | 18 | 9 | 10 | 5 | 9 | 8.5 | 11 | 3 | 15 |
| B 85% | 8 | 17 | 8 | 26 | 15 | 9 | 8.5 | 13 | 2 | 10 |

The filing system used is a color coded sequence where each class is assigned a colored file for their entire stay in the FFA program. Example, the current juniors are BLUE, sophomores are orange and the freshmen are yellow. After graduation, students who still can earn their State Degree or are striving for their American degree are removed into a separate file. Then all other graduating seniors' files are pulled and used for the next year's incoming freshmen.



Agriculture Leadership & Business

Reedley Middle College Agriculture Department

- I. Course Description: The purpose of this course is to teach leadership skills based on the National FFA Life Skills program. In addition, each student will have a Supervised Agricultural Experience Project, will be an active member of the FFA Program and will participate in leadership training activities including Career Development Events with the National FFA Organization.
- II. Course Content:

- a. California agriculture and careers
- b. Lifeskills Lessons
 - i. Premier Leadership
 - 1. Work independently and in groups to get things done
 - 2. Identify and use resources
 - 3. Communicate effectively with others
 - 4. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening.
 - 5. Adapt to opportunities and obstacles
 - 6. Accept responsibility for personal actions
 - 7. Perform leadership tasks associated with citizenship
 - 8. Participate in activities that promote appreciation of diversity
 - 9. Adapt to emerging technologies
 - ii. Personal Growth
 - 1. Set goals for long term health
 - 2. Develop and maintain relationships
 - 3. Plan and implement professional goals and priorities
 - 4. Demonstrate professional ethics
 - 5. Demonstrate exemplary employability skills
 - 6. Think critically and creatively
 - iii. Career Success
 - 1. Demonstrate technical and business writing skills
 - 2. Demonstrate professional job seeking skills
 - 3. Make effective business presentations
 - 4. Communicates appropriately with co-workers and supervisors
 - 5. Demonstrates problem-solving skills
- c. Local, State and National FFA organizations
- d. Career Development Events:
 - i. Parliamentary Procedure
 - ii. Public Speaking
 - iii. Job Interview
 - iv. Other events as students deem to participate in
- e. Business aspects
 - i– feature job careers in agriculture business
 - ii- types of business:
 - 1. ownership,
 - 2. partnership,
 - 3. proprietorship
- f. Resume writing
- g. Cover letter

- h. Interview skills
- III. Agriculture record keeping
- IV. General Class Information
 - a. Notebooks:
 - i. Every student will have a notebook (3 ring binder)
 - ii. All class work and other information shall be neatly filed in it (NO LOOSE PAPERS)
 - iii. Notebooks will be graded at the end of each quarter
 - iv. Keep the cover clean. Do not use the cover of your notebook as a scratch pad
 - b. Classroom Policy
 - i. Class begins when the bell rings (instructor will not ask for your attention)
 - ii. Students will respect the property of others and school property
 - iii. There will be no hats worn inside
 - iv. Each student will come to class prepared to learn (bring your notebook, pen or pencil)
 - v. Return all tools and materials to their proper place
 - vi. Do not leave until you are excused (the instructor signals the end of class, not the bell)
 - c. Assignments: Students will be expected to fulfill all class assignments
 - d. Career Development Events: all students will be required to participate on one of the CDE competition teams in addition to parliamentary procedure, job interview and public speaking. Choices of competition teams include agriculture mechanics, floriculture, horse judging or vegetables. Additional teams may be formed based upon the needs of the students and the availability of a coach.
 - e. FFA Participation: Each student is required to be involved with the FFA by participating in 3 FFA activities per quarter. These activities may consist of the Arroyo Grande FFA monthly meetings, fundraisers and community FFA activities. Students that participate in more than 3 activities per quarter may choose to turn the extra points into extra credit or save them for the next quarter.

- f. Supervised Agriculture Experience (SAE) Projects: Each student will have an ongoing SAE Project. Example projects include taking a project to the county fair, landscape maintenance at home or work experience that is agriculture related. Students will keep track of their profits, expenses and time on their projects in an FFA Recordbook that will be kept in the classroom. Occasional home or project visits will be made by the instructor.
- g. Homework:
 - i. Periodic homework assignments will be made throughout the course
 - ii. Late homework and/or assignments will be docked points for each day it is late
 - iii. Assignments are due at the beginning of the period, the day they are due
- h. Make-up Work:
 - i. Students are allowed 2 days for every one day of excused absence
 - ii. No make-up work is allowed on any unexcused absence. Students are responsible for making up their own work
 - iii. Students may make up work or get extra help at break, lunch or after school

V. Grading and Evaluation Criteria

- a. Grading will be determined by:
 - i. 30% tests and quizzes
 - ii. 15% notebook
 - iii. 35% Class participation, cooperation and attitude
 - iv. 10% FFA
 - v. 10% Record book, SAE project
- b. Your points will be totaled up. Your grade will be determined on the percentage as follows:
 - i. A = 90-100
 - ii. B = 80-89
 - iii. C = 70-79
 - iv. D = 60-69
 - v. F = 59% or below

Reedley Middle College High School Agriculture Department

Agriculture Leadership

Please take this course information sheet home, sign it, have your parents sign it and return it at the next class meeting. Thank you.

I have read and understood the above course information:

Student Name (print name) _____

Period taking class _____

Student Signature _____

Parent Signature _____

Date _____





*Reedley Agriculture Department
Reedley High School*



AGRICULTURE SCIENCE 1

OVERVIEW

This class is an introductory course which provides a basis for further courses in the agriculture curriculum. It is designed for freshman, but other students entering their first year of agriculture are encouraged to enroll in this course. Other advanced courses shall build on this basic course continuing the agriculture pathway of study.

Students will be given the opportunity to experience hands-on learning as it relates to skills used in agriculture. Practical application of skills will take place at the high school farm facilities, or in laboratory assignments. Students will be enrolled and expected to be active FFA members of the Reedley Chapter, participate in FFA activities and have an Supervised Agriculture Experience or will have one during the year. Both are part of the students semester grades.

Course study shall include, but is not limited to:

- FFA Leadership
- FFA Record Books
- SAE (Supervised Agriculture Experience)
- Parliamentary Procedure
- California Agriculture
- Agriculture Careers
- Basic Animal Science
- Basic Plant Science
- Earth and Life Sciences

GRADING

Student grading will be based on the following criteria:

| | |
|-----|------------------------------|
| 20% | Class Participation and Labs |
| 30% | Class Assignments |
| 30% | Student Assessment |
| 10% | Leadership Activities |
| 10% | FFA Record Book |

In addition to course work, students shall be expected to participate in various FFA activities, which include chapter meetings, sectional meetings, regional meetings, sectional and regional activities, on-campus FFA activities, fund raisers, judging teams, etc. These leadership activities occur out of class, and are associated with the FFA.

Students who wish to achieve a full 10% for leadership activities must attend at least 6 FFA activities throughout the academic year. A calendar will be supplied to each student. Activities occur during the week and on weekends, during the day and in the evenings. The Record Book must also be complete, according to the teacher's specifications, at the end of each semester to earn a complete grade as well.

Ag classes are known for hands-on activities, labs, field trips, group activities, etc. The student must show an attitude of interest in his learning by participating in such activities.

In class work including, but not limited to, projects, reports, and homework, shall be assigned as well as practical activities. Participation grades may be accompanied by an assignment such as games, lab write-ups or a report as well.

Due to the nature of agriculture courses and skills learned, various forms of assessment shall be used to determine student knowledge and understanding of a various subject, topic, or skill, written tests and quizzes, practical hands-on exercises, and oral presentations may be utilized.

MAKE-UP WORK

Students who miss class work must be responsible enough to ask the teacher what was missed. Students shall have as many days as they were absent to make up the missing assignments without suffering a penalty. If a student misses an activity where participation is graded, that student must make arrangements with the teacher to make up a comparable activity, (most likely during the Tutorial, lunch or after school by arrangement), or take a zero. Tests are to be made up by special arrangement with the teacher. Test make-ups may be in a different format such as essay or oral exams.

Students who report to class tardy are disrupting class. Students may earn three tardies before they earn a step on the Responsibility Record. For each tardy after, they will earn another step. When a student receives a total of five steps, they will be removed from class. Students not prepared for class with items needed for the day such as a book, pencils, or worksheets, may also earn a step. Students need to be prepared and come to class on time as defined in the classroom rules.

For any questions regarding this course, or about a student enrolled in this course, I may be contacted at the Ag Department at 637-1250 ext. 2335, or by email at desmond-e@kcusd.com.

| Calif work board Oct 1, 2014 PTS 10 x 1.00 | business work Oct 8, 2014 PTS 10 x 1.00 | FFA motto- pledge Oct 21, 2014 PTS 15 x 1.00 | budget items Oct 31, 2014 PTS 20 x 1.00 | SAE project | FFA points |
|--|--|--|--|----------------|---------------|
| 9 | 8.5 | 11 | | 3 | 15 |
| 9 | 8.5 | 12 | | 2 | 10 |
| 9 | 8.5 | 13 | | 3 | 15 |
| 9 | 8.5 | 11 | | 4 | 20 |
| 9 | 8.5 | 13 | | 4 | 20 |
| 9 | 8.5 | 14 | | 3 | 15 |
| 9 | 8.5 | 12 | | 3 | 15 |
| 9 | 8.5 | 11 | | 2 | 10 |
| 9 | 8.5 | 13 | | 4 | 20 |
| 9 | 8.5 | 12 | | 4 | 20 |
| 9 | 8.5 | 12 | | 3 | 15 |
| 9 | 8.5 | 12 | | 3 | 15 |
| 9 | 8.5 | 12 | | 4 | 20 |
| 9 | 8.5 | 12 | | 4 | 20 |
| 9 | 8.5 | 13 | | 5 | 25 |
| 9 | 8.5 | 13 | | 5 | 25 |
| 9 | 8.5 | 12 | | 4 | 20 |
| 9 | 8.5 | 11 | | 3 | 15 |

B 85%

Section: 3(A) Agriculture Science 1

| | History quiz Oct 10, 2014 PTS 25 x 1.00 | Officer/degree quiz Oct 12, 2014 PTS 25 x 1.00 | ch 6 terms Oct 16, 2014 PTS 20 x 1.00 | ch 6 questions Oct 17, 2014 PTS 20 x 1.00 | FFA motto- pledge Oct 21, 2014 PTS 15 x 1.00 | creed questions Oct 31, 2014 PTS 10 x 1.00 | FFA credits Dec 19, 2014 PTS 3 x 1.00 | FFA grade scale Dec 19, 2014 PTS 0 x 1.00 | SAE project |
|------|--|--|---|--|--|---|--|---|----------------|
| S1 | | | | | | | | | |
| B | | | | | | | | | |
| 85% | 12 | 21 | 20 | 15 | 10 | | 3 | 12 | 4 |
| A- | | | | | | | | | |
| 94% | 11 | 24 | 20 | 20 | 14 | | 3 | 12 | 4 |
| A- | | | | | | | | | |
| 91% | | 24 | 20 | 5 | | | 3 | 10 | 4 |
| B | | | | | | | | | |
| 86% | 11 | 19 | 20 | 5 | 12 | | 3 | 12 | 3 |
| A | | | | | | | | | |
| 97% | 15 | 24 | 20 | 20 | 15 | | 3 | 12 | 4 |
| A- | | | | | | | | | |
| 91% | 12 | 22.5 | 20 | 13 | 16 | | 3 | 11 | 4 |
| B | | | | | | | | | |
| 86% | 15 | 12 | 18 | 18 | 9 | | 3 | 12 | 3 |
| A- | | | | | | | | | |
| 94% | 13 | 24 | 20 | 18 | 9 | | 3 | 12 | 4 |
| B- | | | | | | | | | |
| 83% | 18 | 13 | 20 | 5 | 9 | | 3 | 12 | 3 |
| C | | | | | | | | | |
| 76% | 12 | 22 | 18 | 0 | 16 | | 3 | 12 | 3 |
| A- | | | | | | | | | |
| 90% | 12 | | 20 | 15 | 16 | | 3 | 11 | 4 |
| C- | | | | | | | | | |
| 73% | 10 | 15 | 0 | 0 | 9 | | 3 | 12 | 3 |
| B+ | | | | | | | | | |
| 89% | 14 | | 20 | 15 | 9 | | 3 | 11 | 4 |
| C | | | | | | | | | |
| 77% | 7 | 17 | 20 | 0 | 10 | | 3 | 11 | 4 |
| A- | | | | | | | | | |
| 91% | 18 | 23 | 20 | 15 | 13 | | 3 | 11 | 3 |
| A- | | | | | | | | | |
| 90% | 10 | 25 | 20 | 15 | 9 | | 3 | 12 | 3 |
| C | | | | | | | | | |
| 78% | 12 | 22 | 0 | 0 | 9 | | 3 | 12 | 3 |
| C+ | | | | | | | | | |
| 79% | 4 | 24 | 0 | 0 | 16 | | 3 | 12 | 3 |
| A- | | | | | | | | | |
| 90% | 16 | 24 | 20 | 15 | 9 | | 3 | 12 | 4 |
| B+89 | 12 | 15 | 20 | 20 | 16 | | 3 | 11 | 4 |



Ingredients for Life

Agriculture: Ingredients For Excellence

**Reedley Middle College FFA Chapter & Agriculture
Department**

Program of Activities

2014-2015

Table of Contents

| Title | Page |
|--|------|
| Introductions | |
| President's Message | 3 |
| Officer Team Introductions | 4 |
| FFA Executive Committee Members | 5 |
| Advisory Committee Members | 5 |
| Agriculture Department Class Offerings | 5 |
| Agriculture Department Staff | 5 |
| FFA Information | |
| Mission Statement | 6 |
| Official Dress | 6 |
| FFA Emblem | 7 |
| Livestock Show Attire | 7 |
| FFA Motto | 7 |
| FFA Creed | 8 |
| FFA members, why are we here? | 8 |
| Degree Requirements | 9 |

Budgets

| | |
|--------------------|----|
| FFA Budget | 10 |
| Livestock Projects | 11 |

Chapter Goals and Objectives

| | |
|------------------------------------|----|
| Community Service Activities | 13 |
| Career Development Events | 13 |
| Supervised Agricultural Experience | 16 |
| Proficiency Award Areas | 17 |
| San Joaquin Region Chapters | 18 |
| Achievement Point Award System | 19 |

| | |
|--------------|----|
| Constitution | 21 |
|--------------|----|

Chapter Applications

| | |
|-----------------------|----|
| Greenhand Degree | 28 |
| Chapter Farmer Degree | 29 |
| Point Chart Record | 30 |
| Chapter Officer | 31 |
| Junior Officer | 33 |

| | |
|-----------------------------|----|
| Reedley FFA Chapter History | 35 |
|-----------------------------|----|

Calendar of Activities 2011-2012

President's Message

Dear FFA Members, Parents, and Supporters,

I am honored and excited to be leader the Reedley Middle College officer team this year. On behalf of the Officer Team, I want to welcome everyone to the chapter and encourage you to embrace and help enhance the Reedley FFA chapter as well as participate in this year's activities.

"Agriculture, True Ingredients... No Excuses," is what the officer team chose to represent each one of you, as a member, in the chapter. The RMC FFA theme is not about being the same but showing individuality. Some of our activities, such as ice breaker games, are ways to get to know your fellow members as well as yourself.

We will participate in many fundraisers to raise money for FFA trips, banquets, and other fun activities for our members. We will also be reaching out and be participating in community service. Some of our services will include Change Bandits, teddy bear backpacks to be donated to the police department for children going through a traumatic event, and many more that will better our community.

Again, we want to welcome you into the FFA Organization and look forward to a great year of "Showing your own true colors" with us.

Sincerely,



Moises Pineda

President

Class: Junior

Moises Pineda

RMCHS FFA

Chapter President

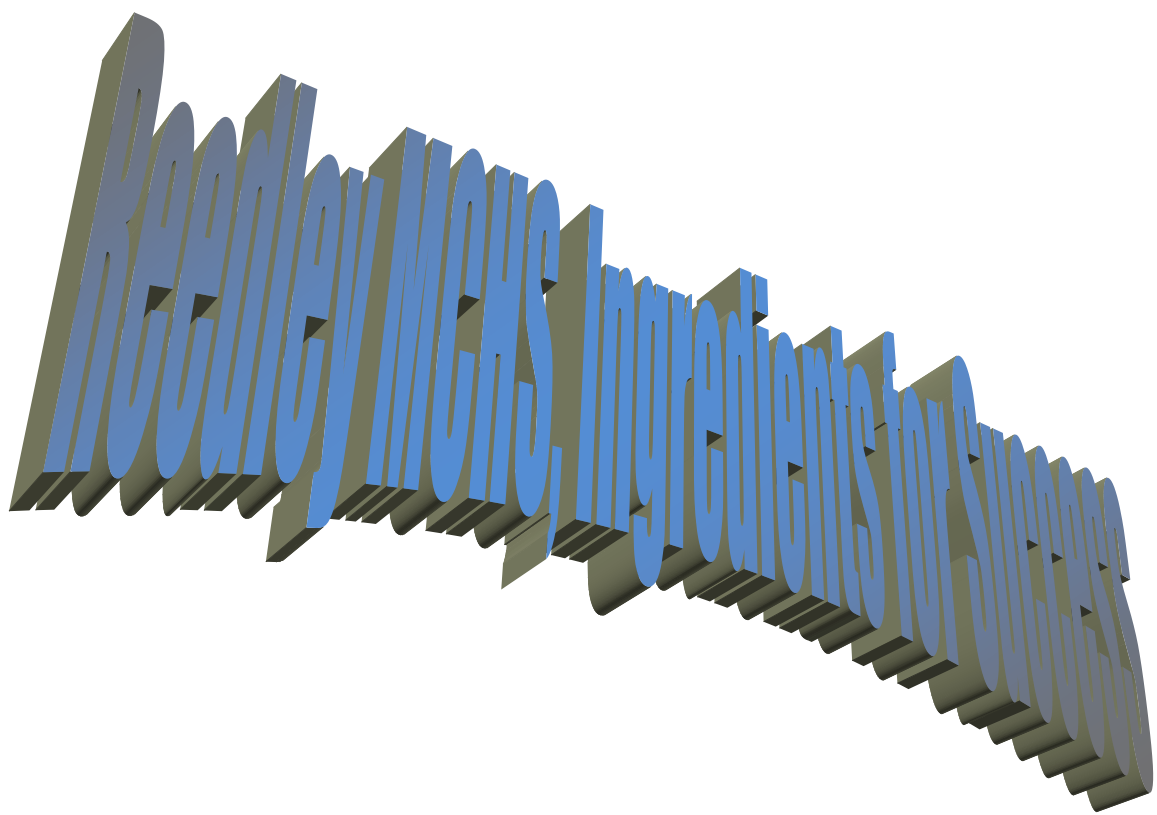
2014 - 2015

Bandy

Chapter Advisors

Mr. Ronald Sa

Mr. Martin Castro



RMCHS FFA Executive Committee Members
2014-2015

President

Moises Pineda

Vice President

Josh Finke

Bandy

| | |
|------------|-------------------------|
| Treasurer | Carlos Barojas |
| Secretary | Andrea Segovia |
| Reporter | Maggie Sanchez |
| Sentinel | Rigo Medrano |
| Historian | Pedro Flores |
| Sweetheart | Amber Santos |
| Advisors | Mr. Ronald Sa |
| | Asst. Mr. Martin Castro |

Advisory Committee Members

2014-2015

| | |
|------------------|--|
| David Finke | Business owner |
| Tudy Tritch | RMCHS counselor |
| Moises Pineda | FFA President |
| Ron Nishinaka | Trustee, State Center Community College District |
| Ronald Sa | Chairperson, RMCHS Ag Department Head |
| David Clark | Reedley College Dean of Agriculture |
| Lori Botkin | RMCHS Principal |
| Adelfa Lorenzano | RC Coordinator |
| Steve Williams | Bank Manager, RABO Bank |
| Gail Webb | Veterinarian |

Agriculture Department Class Offerings

Agriculture Science I, Agriculture Biology, Ag Business and Leadership and Agriculture Economics and Government.

Agriculture Department Staff

Mr. Ronald Sa ~ Mr. Martin Castro

FFA Information

Reedley Middle College FFA Mission

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

To accomplish this mission, FFA

- Develops competent and assertive agricultural leadership
- Increases awareness of the global and technological importance of agriculture and its contribution to our well being
- Strengthens the confidence of agriculture students in themselves and their work
- Promotes the intelligent choice and establishment of an agricultural career
- Encourages achievement in supervised occupational experience programs
- Encourages wise management of economic, environmental, and human resources of the community
- Develops interpersonal skills in teamwork, communications, human relations, and social interaction
- Builds character and promotes citizenship, volunteerism, and patriotism
- Promotes cooperation and cooperative attitudes among all people
- Promotes healthy lifestyles
- Encourages excellence in scholarship

Agriculture Education Mission

The mission of Agricultural Education is to prepare and support individuals for careers, build awareness, and develop leadership for the food, fiber, and natural resource system.

FFA Dress



Students must be dressed according to the National FFA Manual for all official FFA events when specified.

Official dress for females includes FFA jacket, zipped to the top; FFA scarf; white collared blouse; black, business-style, knee-length skirt; black, closed toe shoes; and natural or nude colored nylons.

Male's attire includes FFA jacket, zipped to the top; FFA tie; white collared shirt; black dress slacks; black shoes and black socks.

Certain events may allow for a modification of the official dress. Please contact the advisors for any questions.

The FFA Emblem

The National FFA Emblem is a representative of the history, goals, and future of the Organization. Each of the five elements possesses a unique significance.

The Cross Section of the Ear of Corn provides the foundation of the emblem, just as corn has served as the foundation crop of American agriculture. It signifies unity, as corn is grown in every state of the nation.

The Rising Sun signifies progress and holds promise that tomorrow will bring a new day glowing with opportunity.

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

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

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

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

FFA Livestock Show Attire

Students involved in any livestock show must be outfitted for safety and proper FFA attire to be allowed in the show ring. Students must meet all Official Dress requirements with the FFA jacket, FFA scarf or tie, and white collared shirt. White pants are substituted for black pants and skirts. Shoes must be appropriate for working with livestock.

FFA Motto

FFA Creed

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

I believe in the FFA Creed, born not of words, but of deeds - achievements wrought by the hands 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.

FFA Members Pledge

FFA members, why are we here....

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



Reedley Middle College FFA Membership

Active members in the RMC FFA strive to obtain the four degrees of active membership. Graduates of Reedley Middle College High School and the FFA Chapter may be eligible for Alumni membership status.

FFA Active Membership Degree Requirements

Greenhand Degree

1. Be enrolled in a Vocational Agriculture course
2. Have in existence, or have plans for, an Supervised Agricultural Experience Project
3. Demonstrate knowledge of FFA History, Creed, Motto, and other leadership information by obtaining a score of 70% or higher on the FFA Leadership Exam

Chapter Farmer Degree

1. Hold the Greenhand Degree
2. Be enrolled in a Vocational Agriculture course
3. Be actively involved in the workings of the chapter
4. Have in place an active Supervised Agricultural Experience Project
5. Earn and invest at least \$150, or work at least 45 unpaid hours in a SAE
6. Give a 4-6 minute speech on an agriculture related topic, or lead a 15 minute group discussion
7. Demonstrate knowledge of Parliamentary Procedure
8. Complete application by deadline
9. Community service hours totaling 10 minimum.

State Farmer Degree

1. Hold the Chapter FFA Degree
2. Be an active member for at least 24 months
3. Complete at least 2 years of agricultural course work
4. Earn or invest at least \$1000, or work at least 300 unpaid hours in a SAE
5. Demonstrate knowledge of Parliamentary Procedure
6. Give a 6 minute speech on an agriculture topic, or lead a group discussion for 40 minutes
7. Serve as an officer, committee chairperson, or a participating member of a committee
8. Community service hours totaling 30 minimum in three separate activities/events.
9. Complete application by deadline

American Farmer Degree

1. Hold the State FFA Degree
2. Be an active FFA Member for at least 36 months
3. Complete at least 3 years of agricultural course work
4. Graduate from high school at least 12 months prior to receiving the degree
5. Have in operation, with accurate records substantiating, an SAE
6. Earn \$9500, or earn and invest \$1500 and work at least 2250 unpaid hours in the SAE
7. Community service hours totaling 50 minimum in three separate activities/events.
8. Complete application by deadline.

FFA Budget

FFA Activities Budget

Income/Fundraisers

| | |
|---|----------------------|
| Poinsettias | 150.00 |
| Food Snack Sales - 1 st semester | 3500.00* part floral |

| | |
|--|------------------|
| <i>Chocolate sales – 2nd semester</i> | <i>3500.00**</i> |
| Fruit Fair Display | 1500.00 |
| Second semester fundraiser | (1000.00) |
| Farm Show truck sales | 100.00 |

| | |
|-------|-----------|
| Total | \$8500.00 |
|-------|-----------|

Expenses

| | |
|-------------------------------|---------|
| Meeting Activities | 500.00 |
| Transportation | 1400.00 |
| Slide Show/Photos | 150.00 |
| Greenhand Banquet | 300.00 |
| (awards, cake, decorations) | |
| Annual Awards Banquet | 700.00 |
| (awards, dinner, decorations) | |
| COLC | 125.00 |
| Leadership Workshops | 500.00 |
| National Convention | 800.00 |
| MFE/AFA Conference | 500.00 |
| T-shirts, Polo for members | 850.00 |

| | |
|-------|-----------|
| Total | \$6350.00 |
|-------|-----------|

Estimated carry-over to year 2013-14 ***\$4750.00***



Market Swine

Expenses

| | |
|--------------------------|--------|
| Purchase of feeder pig | 250.00 |
| Feed | 150.00 |
| Vet supplies | 10.00 |
| Fair Entry | 18.00 |
| Show Supplies | 20.00 |
| Misc. & animal insurance | 30.00 |
| TOTAL estimate | 478.00 |

Receipts

| | |
|--|--------|
| Sale of Market Hog 230 lbs @ \$2.25/lb | 517.50 |
|--|--------|

Profit/ (Loss) *\$39.50*

Market Lamb

Expenses

| | |
|-------------------|--------|
| Purchase of lamb | 250.00 |
| Feed/alfalfa | 100.00 |
| Vet supplies | 10.00 |
| Fair Entry | 18.00 |
| Show Supplies | 20.00 |
| Misc. – insurance | 30.00 |
| TOTAL estimate | 428.00 |

Receipts

| | |
|----------------------------------|--------|
| Sale of Lamb 135 lbs @ \$3.50/lb | 475.00 |
|----------------------------------|--------|

Profit/ (Loss)

\$47.00

Market Goat

Expenses

| | |
|-------------------|--------|
| Purchase of goat | 150.00 |
| Feed /alfalfa | 50.00 |
| Vet supplies | 10.00 |
| Fair Entry | 8.00 |
| Show Supplies | 20.00 |
| Misc. - insurance | 30.00 |
| TOTAL estimate | 268.00 |

Receipts

| | |
|---|--------|
| Sale of Market Goat 105 lbs @ \$2.50/lb | 290.00 |
|---|--------|

Profit/ (Loss)

\$22.00

Breeding Swine (Reedley Ag Dept. Sow, 6 month)

Expenses

| | |
|------------------|--------|
| Sow Lease | 1.00 |
| Feed | 300.00 |
| Vet supplies | 50.00 |
| Semen / Breeding | 150.00 |
| Misc. | 10.00 |
| | |

Receipts

| | |
|---|----------------|
| Sale of litter 10 feeder pigs at \$60 ea. | 600.00 |
| <i>Profit/ (Loss)</i> | <i>\$89.00</i> |

Beef - market

Expenses

| | |
|-------------------|---------|
| Purchase of beef | 625.00 |
| Feed | 750.00 |
| Vet supplies | 90.00 |
| Fair Entry | 8.00 |
| Show Supplies | 45.00 |
| Misc. - insurance | 30.00 |
| TOTAL estimate | 1548.00 |

Receipts

| | |
|-------------------------------------|------------------|
| Sale of animal 1200 lbs @ \$1.25/lb | 1500.00 |
| <i>Profit/ (Loss)</i> | <i>(\$48.00)</i> |

Poultry

Expenses

| | |
|----------------------------|--------------------------|
| Purchase (market chickens) | 25.00 |
| Feed | (included with purchase) |
| Vet supplies | 2.00 |
| Fair Entry | 6.00 |
| Show Supplies | 2.00 |
| Total estimate | 35.00 |

Receipts

| | |
|--------------------------------|--------------|
| Sale of poultry 5-6 lbs @ \$50 | 50.00 |
| <i>Profit/ (Loss)</i> | <i>15.00</i> |

There are many other potential projects for FFA Members, including Work Experience. Any paid or unpaid work related to agriculture may qualify as an SAE. Please speak with an advisor if you have any questions regarding these budgets, or have questions about a different project not listed. You can have projects dealing with poultry, birds, beef, and other types of livestock or work in any job related to agriculture.



Reedley Middle College FFA Goals and Objectives

Students in the RMC FFA chapter have the opportunity to become an active member through many types of activities. From Livestock projects, to community service activities, to judging teams, to fundraising, students may be involved in many different ways. The following is a partial list of activities:

Community Service Activities

Goal: To encourage students to become involved in community activities by becoming a part of the community.

The Reedley FFA has been involved in these activities and hopes to continue to support the community that supports us.

Local Community Service Organization Speaking Engagements
School and Community Awareness and Ag Literacy
Farm Tours
Kid's Day – Valley Children's Hospital

Rails to Trails cleanup
Reedley Ag Community Booth at the Fresno Fair
Lion's Club Bike Rally

Judging Teams & Contests (CDEs = Career Development Evens)

Goal: To train students in Vocational Agriculture skills through competition in the various judging areas and to expand members' understanding and knowledge in agriculture with practical training.

The Reedley FFA offers the following Judging Teams and Contests at this time. With interest, there are over 47 contests to get involved in.

| | | |
|-------------------|------------------------------------|--------------------------|
| Tree Pruning | Creed Speaking (freshmen only) | |
| Vine Pruning | Opening-Closing | |
| Citrus Judging | Best Informed Greenhand (9th Only) | |
| Specialty Animals | Agronomy | |
| Tree Judging | Vine Judging | |
| | | Job Interview |
| | | Public Speaking |
| | | Cooperative Marketing |
| | Agri-Science Contest | |
| | | Farm Records |
| | | Farm Business Management |
| | | Poultry Judging |
| | | Natural Resources |

CAREER DEVELOPMENT EVENTS

AGRICULTURAL MECHANICS

Students take a written examination; demonstrate their arc welding skills, plumbing skills, electrical wiring skills, tool sharpening skills, wood working skills, and their skills in working with electric motors and controls.

AGRICULTURAL PEST CONTROL

Activity consists of two parts; an objective type examination on twenty-four insects of California and oral presentations of two insects and one vertebrate pest.

AGRICULTURAL SALES CONTEST

Students will have the opportunity to prepare for careers in sales by completing a sales presentation, taking an objective test, developing a customer relations scenario, and conducting an advertising and promotion activity.

AGRISCEINCE FAIR

Recognizes students who excel in the application of scientific principles and emerging technologies in their agriculture enterprise.

AGRONOMY

Contestants will judge seeds and alfalfa hay as well as take part in an extensive identification exam.

BEST INFORMED GREENHAND

Written test for ninth grade students based on their knowledge of the FFA.

CITRUS JUDGING

Students evaluate various aspects of the citrus industry. They judge classes of fruit, nursery stock, and complete an identification section.

COMPUTER APPLICATIONS

Participants take part in a written exam on general computer knowledge, complete a computer application problem, and present an oral presentation on a computer topic.

COTTON JUDGING

Members evaluate cotton plants, seeds, and lint before taking a one hundred point exam emphasizing the practical aspects of cotton growing, harvesting, ginning, and marketing.

CREED RECITATION

Event is designed to recognize ninth grade members for their ability to present the FFA Creed from memory and answer questions on the meaning and purpose of the FFA.

DAIRY CATTLE JUDGING

Participants evaluate dairy cattle on physical characteristics using linear classification and pedigrees and give oral reasons explaining their placing in each class.

EXTEMPORANEOUS PUBLIC SPEAKING

Students are given thirty minutes to prepare a speech on an agriculture topic selected through a random selection process. The students then

deliver the presentation and answer questions related to the topic.

FARM BUSINESS MANAGEMENT

Members demonstrate knowledge and abilities in applying economic principles to agriculture and agri-business by completing a written test and solving farm analysis problems.

FARM POWER AND MACHINERY

Designed to test a student's mechanical skills and abilities relating to power equipment used in agriculture.

FARM RECORD BOOK

Tests a participant's knowledge on the adopted California Record Book. Students complete a journal problem, budget problem and depreciation problem. They also take a test on common practices throughout the record book.

FLORICULTURE

Students demonstrate proficiency in plant identification, judgment of flora and foliage arrangements and problem solving. They also demonstrate skills that include flower arranging, propagation, and preparation of floral and foliage products.

FORESTRY

Members demonstrate knowledge of basic forestry principles and practices, identification of trees and equipment, as well as demonstration of forestry skills.

FRUIT TREE JUDGING

Participants judge classes of almonds, apples, apricots, peaches, pears, and plums and present reasons for their selections.

FRUIT TREE PRUNING

Members take a written examination on pruning deciduous fruit trees and demonstrate their skills in pruning a plum tree and peach tree.

GRAPEVINE JUDGING

Students evaluate classes of vines used for the production of wine or table grapes. Following the judging, the students then provide reasons for their selections.

GRAPEVINE PRUNING

Following a written examination, the participants demonstrate their ability to prune vines for wine, table, and raisins.

JOB INTERVIEW

Students develop a resume and a letter of introduction geared to a selected career. Contestants then participate in an oral interview.

LAND JUDGING

Participants evaluate land sites and develop a determination of the type of soil at the site.

LIGHT HORSE JUDGING

Contestants evaluate horses on breed characteristics, conformation and performance and present oral reasons on placement of classes.

LIVESTOCK JUDGING

Members evaluate beef cattle, sheep and swine on physical characteristics and records for marketing and breeding usage.

MARKETING PLAN

Participants develop marketing skills through the development and presentation of a plan that promotes a current or proposed product, supply or service.

MEAT JUDGING

Students judge quality, yield and grade of beef carcasses, and evaluate and place beef, lamb, and pork carcasses.

MILK QUALITY AND DAIRY FOODS

Participants evaluate milk samples for flavor and quality, identify cheeses, and demonstrate problem-solving skills in distinguishing real and artificial dairy foods.

NATURAL RESOURCES

Event is designed to measure the ability of students to identify common fauna and flora of California and to test the students' ability to develop and explain the pros and cons concerning natural resource issues.

ORNAMENTAL HORTICULTURE

Students evaluate classes of trees, shrubs, bedding plants, and take an identification exam on plants and tools common in the horticulture industry.

PARLIAMENTARY PROCEDURE

Members complete a written examination and then demonstrate their proficiency at using correct parliamentary procedures in conducting meetings.

POULTRY JUDGING

Students evaluate live birds, ready-to-cook birds, eggs, and take a general knowledge written examination.

PREPARED PUBLIC SPEAKING

Students are given the opportunity to develop a prepared speech on an agriculture topic. The students deliver the speech based on a written manuscript then answer related questions.

SCRAPBOOK

A chapter scrapbook will be evaluated on neatness, historical content, diversity of media, quality of content, logical pattern, and general appearance.

SMALL ENGINES

Students gain an appreciation for the skills and safety practices needed in diagnosing engine malfunctions.

SPECIALTY ANIMAL JUDGING

The event will include a written examination based on surgical instruments, grooming equipment and breed identification. Students will also judge rabbits and present their evaluations to a judge.

VEGETABLE CROP JUDGING

The participants will judge classes of vegetables and take an identification exam.

Supervised Agricultural Experience Projects (SAEs)

Goal: To improve the hands on aspect of any field of agricultural endeavor and encourage more students to become involved in FFA by participating in projects they find interest in.

Examples:

Market Swine

Breeding Swine

Market Lamb

Market Goat

Poultry

Work Experience

Nursery Development

Fruit Tree Experience

Vegetable Crops

Ornamental Horticulture

Nursery work – moving lawns, weeding yards, landscape work

Packing house work – packing fruit, picking fruit, driving forklifts for sheds,

Fruit trees – pruning trees, shredding trees, tying trees, harvesting and packing shed work.

Tractor work – disking, vineyard, trees, alfalfa, corn, wheat, oats

Work experience – welding, yard work, office work, tire service, shop mechanic



Proficiency Award Areas

Agricultural Communications (Entrepreneurship/Placement)
Agricultural Education (Entrepreneurship/Placement)
Agricultural Mechanics Design and Fabrication (Entrepreneurship/Placement)
Agricultural Mechanics Energy Systems (Entrepreneurship/Placement)
Agricultural Mechanics Repair and Maintenance (Entrepreneurship/Placement)
Agricultural Processing (Entrepreneurship/Placement)
Agricultural Sales (Entrepreneurship)
Agricultural Sales (Placement)
Agricultural Services (Entrepreneurship/Placement)
Aquaculture (Entrepreneurship/Placement)
Beef Production (Entrepreneurship)
Beef Production (Placement)
Dairy Production (Entrepreneurship)
Dairy Production (Placement)
Diversified Agricultural Production (Entrepreneurship/Placement)
Diversified Crop Production (Entrepreneurship)
Diversified Crop Production (Placement)
Diversified Horticulture (Entrepreneurship)
Diversified Horticulture (Placement)
Diversified Livestock Production (Entrepreneurship)
Diversified Livestock Production (Placement)
Emerging Agricultural Technology (Entrepreneurship/Placement)
Environmental Science and Natural Resources Management (Entrepreneurship/Placement)
Equine Science (Entrepreneurship)
Equine Science (Placement)
Fiber/Oil Crop Production (Entrepreneurship/Placement)
Floriculture (Entrepreneurship/Placement)
Food Science and Technology (Entrepreneurship/Placement)
Forage Production (Entrepreneurship/Placement)
Forest Management and Products (Entrepreneurship/Placement)
Grain Production (Entrepreneurship)
Grain Production (Placement)
Home and/or Community Development (Entrepreneurship/Placement)
Landscape Management (Entrepreneurship/Placement)
Nursery Operations (Entrepreneurship/Placement)
Outdoor Recreation
Pomology Production (Entrepreneurship)
Pomology Production (Placement)
Poultry Production (Entrepreneurship/Placement)
Sheep Production (Entrepreneurship/Placement)
Small Animal Production and Care
(Entrepreneurship/Placement)
Specialty Animal Production
(Entrepreneurship/Placement)
Specialty Crop Production
(Entrepreneurship/Placement)
Swine Production (Entrepreneurship)
Turf Grass Management (Entrepreneurship/Placement)
Vegetable Production (Entrepreneurship)
Vegetable Production (Placement)
Viticulture Production (Entrepreneurship)
Viticulture Production (Placement)

San Joaquin Region
(7 Sections in our Region)

East Fresno-Madera

| | |
|----|-------------------|
| 1 | Clovis |
| 2 | Fowler |
| 3 | Fresno-Duncan |
| 4 | Kingsburg |
| 5 | Madera-Liberty |
| 6 | Minarets |
| 7 | Oakhurst-Yosemite |
| 8 | Parlier |
| 9 | Reedley |
| 10 | Sanger |
| 11 | Selma |
| 12 | Tollhouse-Sierra |

West Fresno-Madera

| | |
|---|-----------------|
| 1 | Caruthers |
| 2 | Chowchilla |
| 3 | Coalinga |
| 4 | Firebaugh |
| 5 | Fresno-Central |
| 6 | Fresno-Pershing |

| | |
|----|---------------------------|
| 4 | Lindsey |
| 5 | Orosi |
| 6 | Porterville |
| 7 | Porterville-Citrus |
| 8 | Porterville-Granite Hills |
| 9 | Porterville-Monache |
| 10 | Strathmore |
| 11 | Visalia-El Diamante |
| 12 | Visalia-Golden West |
| 13 | Visalia-Mt. Whitney |
| 14 | Visalia-Redwood |
| 15 | Woodlake |

South Valley

| | |
|---|-------------------------|
| 1 | Bakersfield-Frontier |
| 2 | Bakersfield-Liberty |
| 3 | Bakersfield-North |
| 4 | Bakersfield-Ridgeview |
| 5 | Delano |
| 6 | Delano-Paramount - Bard |
| 7 | Lebec-Frazier Mountain |

| | |
|----|-------------------------|
| 7 | Fresno-Washington Union |
| 8 | Kerman |
| 9 | Laton |
| 10 | Madera-South |
| 11 | Mendota |
| 12 | Riverdale |
| 13 | Tranquility |

Tulare-Kings

| | |
|---|----------|
| 1 | Avenal |
| 2 | Corcoran |
| 3 | Hanford |
| 4 | Lemoore |
| 5 | Tulare |

Sequoia

| | |
|---|--------------|
| 1 | Dinuba |
| 2 | Exeter |
| 3 | Farmersville |

| | |
|----|-----------|
| 8 | McFarland |
| 9 | Shafter |
| 10 | Taft |
| 11 | Wasco |

Kern-Inyo

| | |
|---|---------------------------|
| 1 | Arvin |
| 2 | Bakersfield-Foothill |
| 3 | Bakersfield-Golden Valley |
| 4 | Bakersfield-Highland |
| 5 | Bakersfield-Mira Monte |
| 6 | Bakersfield-ROC |
| 7 | Bakersfield-South |
| 8 | Lake Isabella-Kern Valley |

Eastern Sierra

| | |
|---|--------------------|
| 1 | Benton-High Desert |
| 2 | Bishop |
| 3 | Lone Pine |

Achievement Points Award System

The Point Award System was developed to influence members to be active participants in the RMC FFA Chapter, and will be used to recognize members that are extremely active. The top 14 members in the chapter, identified at the end of the school year at the Annual Awards Banquet in May, will be awarded with a recreational trip to be determined by the Advisor(s) and Executive Committee. It is the responsibility of the FFA member to track their activities in their FFA Record Book. It is the responsibility of the member to make sure their points are accurate, complete the application and submit (by the designated due date) their application.

To be qualified, the member MUST have participated in at **LEAST 2** fund-raising activities or projects.

I. Leadership

A. Degrees (current year only)

| | |
|-------------------|-----|
| 1. Greenhand | 20 |
| 2. Chapter Farmer | 20 |
| 3. State Farmer | 100 |

B. Proficiency Awards

| | |
|----------------------|-----|
| 1. Local Application | 10 |
| Silver recipient | 15 |
| Gold recipient | 20 |
| 2. Sectional Winner | |
| Silver recipient | 25 |
| Gold recipient | 30 |
| 3. Regional Winner | 50 |
| 4. State finalist | 50 |
| Winner | 100 |
| 5. National Finalist | 150 |
| 6. National Winner | 200 |

C. Offices Held

| | |
|---------------------------------|----|
| 1. Applied for Chapter Office | 15 |
| 2. Chapter Officer | 25 |
| 3. Applied for Sectional Office | 20 |
| 4. Sectional Officer | 30 |
| 5. Applied for Regional Office | 35 |

| | |
|--------------------------------------|-----|
| 6. Regional Officer | 50 |
| 7. Applied for State Office | 50 |
| 8. State Officer | 150 |
| D. Conventions | |
| 1. Attend State Convention – ONE day | 20 |
| Full participant | 50 |
| Delegate | 60 |
| 2. Attend National Convention | 100 |
| Delegate | 200 |
| E. Committees | |
| 1. Active Committee Member | 20 |
| 2. Active Committee Chairperson | 40 |
| F. Meetings | |
| 1. Attend Chapter Meeting | |
| Officer | 20 |
| FFA member (Non-officer) | 50 |
| In FFA shirt - non-officer | 60 |
| In full dress uniform (non-officer) | 100 |
| 2. Attend Sectional Meeting | |
| Officer | 20 |
| Non-officer | 40 |
| 3. Attend Regional Meeting | |
| Officer | 25 |
| FFA member, non-officer | 50 |

II. Fairs and Shows

(Limited to three shows/Jackpot events per year & ONLY 'Best' single animal. Otherwise it qualifies under SAE project.)

A. Exhibitor

- | | |
|--------------------------------------|-----|
| 1. Show an animal at the Fresno Fair | 100 |
| 2. Any Breed or FFA Champion | 50 |

B. Outstanding Showman

- | | |
|---|----|
| 1. Top 10 in Showmanship Division (overall) | 75 |
| 2. Top 5 in Showmanship Division (class) | 50 |
| 2. Top 5 in Market class | 50 |

III. Judging Teams and Speaking Contests

- | | |
|---|-----|
| A. Participate as an active team member | 100 |
| B. Member of 1 st High Team at Contest | 50 |
| C. 1 st High Individual at Contest | 50 |
| D. Member of State Winning Team | 100 |
| E. Member of National Team | 200 |
| F. National Winners | 300 |

IV. Activity Points

- | | |
|--|----|
| A. Community Service Activity – each one | 30 |
| B. Fund Raiser Activity – each one | 25 |

V. SAE Projects

| | |
|--|-----|
| A. SAE Project – work experience | 100 |
| B. SAE Project – Ownership (non fair animal) | 100 |

VI. Scholarship

| | |
|---|----|
| A. GPA by Semester (must be verified by administration) | |
| 1. 4.0 – 3.5 | 40 |
| 2. 3.49 – 3.0 | 30 |
| 3. 2.99 – 2.5 | 15 |

Reedley Middle College FFA

Chapter Constitution

ARTICLE I NAME AND PURPOSES

Section A The name of this organization shall be the “Reedley Middle College Chapter of the Future Farmers of America,” or the letters “FFA” & “RMCHS” may be used to designate the chapter, its activities, or members thereof.

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

1. To develop competent, aggressive agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of agriculture education in themselves and their work.
4. To create more interest in agricultural occupations.
5. To encourage member to improve their home and its surroundings.
6. To encourage members in the development of Supervised Agricultural Experience Programs (SAEP).
7. To participate in worthy undertakings for the improvement of agriculture.

8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative efforts.
10. To encourage improvement in scholarship.
11. To encourage and practice thrift.
12. To provide and encourage the development of organized recreational activities.

ARTICLE II ORGANIZATION

Section A The Reedley Middle College Chapter of the FFA is a chartered local unit of the California Association of FFA, Chapter #0556, which is chartered by the National FFA Organization.

Section B This chapter accepts in full the provisions in the constitution and its bylaw of the California Association of FFA as well as those of the National FFA organization.

ARTICLE III MEMBERSHIP

Section A Membership in this chapter shall be of three kinds: (1) Active, (2) Alumni, and (3) Honorary as defined by the constitution of the National FFA Organization.

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

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

Section D Active members in good standing may vote on all business before the chapter. An active member shall be considered in good standing when they meet the following criteria:

1. They will be a current student enrolled in Agriculture Education at Reedley Middle College High School.
2. They participate in 66% of the current year's local chapter activities.
 - a. Activities include chapter meetings, fundraisers, team events and all other events with open participation.
3. They show interest in and take part in the affairs of the chapter.
4. Maintain a 2.43 overall GPA or higher.
5. In order to serve as a chapter delegate for the State FFA Conference, a member must have at least 60% participation in chapter activities.
The chapter will pay the entire cost of the member as the delegate.

ARTICLE IV EMBLEM

Section A The emblem of the National FFA Organization shall be the emblem of this chapter.

ARTICLE V MEMBERSHIP DEGREES AND PRIVILEGES

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

1. Greenhand Degree
2. Chapter Degree
3. State FFA Degree
4. American Farmer Degree

Section B Members who achieve each degree shall be entitled to wear the award pin for that degree as outlined in the constitution of the National FFA Organization.

Section C Qualifications for each degree shall be those outlined in the constitution of the National FFA Organization, which are found in the Reedley FFA Program of Activities.

ARTICLE VI

OFFICERS

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

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Reporter
6. Sentinel

The officers shall perform the regular duties of their respective office as outlined in the Official FFA Manual.

Section B Additional Officers may be appointed as deemed necessary by the Executive Committee. Those selected must have gone through an application and interview process. Offices may include:

Historian – helps to maintain the year's activities and slideshows

Parliamentarian – Assist with the rules governing meetings

Chaplain/Sweetheart - Celebrate special occasions of the chapter members

ASB Representative - responsible for attending all ASB meetings and reporting back to the Executive Committee

School Board Representative – responsible for submitting a written report each month of the Chapter's activities and achievements. Twice each year, requesting an appearance of the Chapter and planning a presentation for the board.

Section C Officer Expectations include mandatory appearance at all chapter meetings, COLC, and regional meetings. In the case of an unforeseen event, and an officer cannot attend any given function, notice must be given immediately to an Advisor. Any other conflicts must be given at least 48 hours before the event. A "3 strikes and you're out" rule has been implemented by this chapter. The following is a list of strikes:

- 1- *1 strike each offense* = missing an executive meeting, or FFA activity; if current GPA falls below 2.0 for a semester.
2 strikes each offense = missing a mandatory activity

(mandatory activity includes but not limited to: COLC, regional meetings or Opening Closing Contest)

- 2 - Officers are also expected to be an active member, to maintain at least a 2.0 overall GPA and incur absolutely no off campus suspensions. Officers will also maintain a GPA of 2.0 at the end of each grading semester period.

- 3 – Officers shall be held to the highest standard before all FFA members and should act accordingly. Failure to be a solid & good, role model WILL result in an officer being removed.

A - Facebook or other social media sites should reflect positive light on the FFA or other officers.

B – the FFA, RMCHS FFA or any officers must NOT be placed on any social sites without prior approval of the members or FFA Advisors.

C- Any postings on personal sites should reflect a positive role from the officers and themselves. Members should not be shown in provocative clothing or inappropriate poses.

Section D Junior Officers may be elected each Fall or in May to assist in the executive committee's tasks for the year. These Junior Officer positions are geared to under classmen, but any student may submit to apply.

These Junior Officers will be selected via special application screening by the Executive Committee and Advisor(s). Application due dates will be set by the Advisor(s). There may be any number of junior officers elected by the committee, but not to exceed six.

Junior Officers will be required to attend all Chapter Meetings and Executive committee meetings. Sectional and Regional Meetings and COLC will be optional but encouraged. Participation in all other local activities will be highly encouraged. Missing 3 or more local events may result in termination from office.

- Section D The local advisor(s) shall be a teacher of Agriculture Education appointed by the KCUSD school board at RMCHS.
- Section E Officers shall be elected annually, as slated by an Interview Committee, and if needed, by a majority vote of the members in good standing at the April meeting.
- Section F The Officers and Advisors of the chapter shall constitute the Chapter Executive Committee. The Chapter Executive Committee shall have the power to act for the chapter in the following situations only:
1. Approval for all expenditures.
 2. Appointment of Sub-Officers, Junior Officers or Officer replacements/vacancies.
 3. Occasional situations when urgent or immediate action is necessary.
 4. Impeachment proceedings, if deemed necessary, with Advisor approval and 2/3 officer team vote.
- Section G Honorary and Alumni Members shall not vote nor hold any office in the chapter.
- Section H Only an active member of the RMCHS FFA in good standing who holds at least the Chapter FFA degree shall be qualified for election to chapter office. Only in the event that no Chapter FFA degree holder applies or otherwise qualifies for chapter office, a holder of the Greenhand FFA degree will be qualified to run chapter office with Advisor recommendation.
- Section I Potential Chapter Officer Candidates shall complete a written application by a specified due date. They shall take part in an interview held on a specified date. Failure to complete either of these tasks will result in ineligibility.
1. If any previous officer applying for a position has two or more strikes, or GPA below 2.43, they may NOT apply for an officer position for the next year.

- Section J Applicants for chapter office must be interviewed and slated for a chapter office by a Chapter Officer Interview Committee. This committee shall be made up of a combination of the following: chapter FFA advisor(s), a RMCHS FFA booster member, a RMCHS FFA alumni member, a RMCHS administrator and/or counselor, or others associated with the RMCHS FFA and agriculture. The Advisor shall serve as the committee chair.
- Section K The Chapter Officer Interview Committee may slate at least two candidates for each of the six chapter offices, if there are enough students qualified, before slating additional candidates for any office.
- Section L During an election, no nominations from the floor will be allowed. Only active members will be allowed to vote. Ballots will be counted by at least two non-partisan adults; in MOST cases this will be the FFA advisors.
- Section M In the event an officer is impeached from his/her office or is terminated due to the “3 strikes rule,” that person shall become ineligible to run for office the following year.

ARTICLE VII MEETINGS

- Section A Regular chapter meeting shall be held once a month or as needed at such time and place as is designated by the RMCHS FFA Executive Committee.
- Section B Standard meeting paraphernalia shall be used at each meeting. All regular meetings shall open and close with the official FFA ceremonies. Parliamentary Procedure, as outlined in Robert’s Rules of Order, shall be used in transacting all business at each meeting.

ARTICLE VIII SECTIONAL, REGIONAL, AND STATE REPRESENTATION

Section A Delegates, as specified by the State FFA constitutions, shall be elected annually from the active membership to represent the chapter at the respective meetings and conventions. Sectional and Regional delegates will be elected at an Executive meeting.

Section B Delegates must be active members of the RMCHS FFA in good standing, hold at least the Chapter FFA Degree, and are sophomores or juniors. An active member in good standing who holds the Greenhand degree may be elected as a delegate if no Chapter FFA degree holder is available to represent the chapter.

ARTICLE IX DUES

Section A State membership dues will be paid from the RMCHS, Agriculture Department or/and the FFA/ASB account.

ARTICLE X MEMBERSHIP QUALIFICATIONS

Section A Only a student regularly enrolled in a class of the RMCHS Agriculture Department shall be entitled to become an active member of the RMCHS FFA.

Section B Honorary membership shall be limited to the recipients of the Honorary Chapter FFA Degree. Honorary Chapter FFA degree recipients shall be selected by the Executive Committee under the guidelines set forth by the constitution of the National FFA Organization.

Section C Alumni membership shall be limited to those individuals who have graduated from RMCHS and have been an active member of the RMCHS FFA for at least two years.

ARTICLE XI AMENDMENTS

- Section A This constitution may be amended by a vote of two-thirds (2/3) of the active members in good standing present at a regular chapter meeting providing a quorum is present. Amendments may in no way conflict with the constitutions of either the State FFA or National FFA Organization.
- Section B Bylaws or amendments may be adopted by a vote of two-thirds (2/3) of the active members in good standing present at a regular chapter meeting providing a quorum is present. Bylaws may in no way conflict with the constitutions of either the State FFA or National FFA Organization.



Greenhand Degree Application

(Open to all first year Agriculture Students)

SAE Project or Planned SAE Project:

Please list current Agriculture Class(s):

Please list all FFA activities you have participated in to date:

What would you like to accomplish in the FFA? (activities, conferences, degrees, offices held, etc.)

Name as you want it to appear on Certificate:

Applicant Signature _____

Parent Signature _____

Chapter FFA Degree Application

Name _____ Date _____

Date Greenhand Degree Earned _____

***This application is due 2 weeks prior to the Annual Awards Banquet.**

Please list all the Agriculture Courses you have taken:

Please Explain your SAE Project:

Please list all FFA Activities you have attended and explain your involvement:

Please list any other involvement in activities which are NON FFA.

Please list any offices, committee chair positions, or committee member positions held:

List the Community Service hours and the organizations names. The candidate MUST have at least 10 hours.

Please make sure your Record Book is up to date and turn it in with this application to your advisor for approval.

Applicant Signature _____

Parent Signature _____

Student Point Chart Record

***Due 2 weeks prior to Annual Awards Banquet**

Name _____ School Year _____

| Date | Specific Activity | Point Value |
|------|-------------------|-------------|
| | | |
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Total Points

Member Signature _____ Date _____

Attach additional pages if needed. This form must be verified by a Chapter Officer or Advisor by Annual Awards Banquet in May. You must have participated in at LEAST ONE FFA fundraising event for consideration.

RMCHS FFA Chapter Officer Application

Name _____

Date _____

Phone Number(s) _____

Please type or print neatly in ink. Attach additional sheets if necessary.

Completing this application is no guarantee of being selected as a candidate for Reedley Middle College FFA Chapter Office. All qualifications must be met prior to nomination or election to office. Please see Constitution for additional information regarding Chapter Officers.

FFA Degrees Held (please check the boxes)

Greenhand

Chapter Farmer

State Farmer

GPA (to be verified by an administrator or counselor) _____

Verifier Signature _____ Date _____

Personal Experience

Please list all agriculture courses taken or are currently enrolled in:

Please list and explain your involvement in past FFA Activities:

Please list any school or community activities you are involved in.

What are three (3) top characteristics you possess that would make a positive contribution to the Chapter and Officer Team?

What office would you like to hold and why?

First choice _____ Second choice _____

Final selection of office position will be determined by the interview panel.

Will you accept any officer position offered to you by the committee? YES or NO If No, PLEASE explain your reason.

What are some events or ideas you have to benefit and promote our Chapter and recruit new members?

By signing this application, you understand the expectations of a RMCHS FFA Chapter Officer as outlined by the Constitution, and agree to uphold the requirements demanded by the Chapter to maintain this status of Chapter Officer.

Applicant Signature _____

Parent Signature _____

RMCHS FFA Junior Officer Application

Name _____

Date _____

Phone Number(s) _____

Please type or print neatly in ink. Attach additional sheets if necessary.

*DATE DUE TO ADVISOR FOR CONSIDERATION:

Completing this application is no guarantee of being selected as a candidate for RMCHS FFA Chapter Junior Office. All qualifications must be met prior to promotion to office. Please see Constitution for additional information regarding Junior Officers.

Please list any school or community activities you are involved in.

What are some characteristics you possess that would make a positive contribution to the Chapter and Officer Team?

If you had a choice, which office would you prefer to hold and why?

Why do you wish to be a part of the RMCHS FFA Chapter Officer Team?

Which type of SAE project do you wish to pursue?

What are your future goals in high school and the FFA?

By signing this application, you understand the expectations of a RMCHS FFA Chapter Junior Officer as outlined by the Constitution, and agree to uphold the requirements demanded by the Chapter to maintain this status of Junior Officer.

Applicant Signature_____

Parent Signature _____

Reedley Middle College FFA Chapter History

The Reedley Middle College FFA Chapter was chartered in April 2012, thus starting a rich tradition of leadership and awards. This list has been compiled to honor those who started our rich tradition, and those who keep it going.

State Champion Career Development Events

State Officers

Regional Officers

Sectional Officers

2014-15 Moises Pineda, Reporter

Josh Finke, Historian

State FFA Degree Recipients

Star Chapter Farmer
Carlos Barojas

Star Greenhand
2013 Devrie Montgomery

Outstanding Freshmen
Katelyn Luna

Outstanding Sophomore
2013 Moises Pineda

Outstanding Junior
N/A
DeKalb Award Winners (Top Overall Student
2013 Carlos Barojas

Outstanding Senior
2013 N/A

Honorary Chapter Degree

Chapter Supporter Award

Proficiency Awards, honors won by FFA members above the sectional level__

FFA Officers:

2012-13 Moises Pineda, President; Maggi Sanchez, Vice-president; Andrea Segovia, secretary; Pedro Rueles, treasurer; Freddy Rodriguez, reporter; Carlos Barojas, sentinel

2013-14 Moises Pineda, President; Maggi Sanchez, Vice-president; Andrea Segovia, secretary; Pedro Rueles, treasurer; Josh Finke, reporter; Carlos Barojas, sentinel

2014-15 Moises Pineda, President; Josh Finke, Vice-president; Andrea Segovia, secretary; Rigo Medrano, treasurer; Maggi Sanchez, reporter; Carlos Barojas, sentinel; Pedro Rueles, Historian; Amber Santos, Sweetheart.

Recruitment Program

The recruitment program for Reedley Middle College has been very successful these past two years. RMCHS is a small charter school with a limit of 40 students entering each fall. In the future, they are hoping to be a full-scale school with 400 students.

The staff selects four to five students from each of the areas junior high schools, to return as ambassadors. The learning directors take the students and prep them on what aspects to discuss and pump up to the prospective candidates. Each stop, the students present to the entire student body about the benefits of being in the smaller situation, the cozier relationship with staff, administrators and the students. The class size for freshmen and sophomores are 20 students per class, while the junior and seniors have classes with 40 students; giving them the college life of class size and more lectures. The students bring with them four handouts touting the classes, community service, the technology and the benefits of attending a school on a junior college campus. Students are encouraged to visit the campus to see what's going on.

At the smaller campuses, students are allowed a question and answer time with the perspective members. Usually, these visits will last 60–90 minutes. At the larger schools, they are allowed 30–45 minutes for the presentations, and then stick around during their lunch times for answers and questions,

We also have neighboring cities whose students can attend RMCSH. At these, we don't get the full time to present, but are there at lunch time to visit one-on-one. Because there are no sports at RMCHS, students get to participate at their local campus, which is a positive reason for some to attend.

Students have to apply via a written application, touting why they want to attend and benefits they can bring to the school.

JUNE

| Sun | Mon | Tue | Wed | Thu | Fri |
|---|--|-----|-----|--|--------------------------------------|
| 3 | 4 | 5 | 6 | 7 <i>Last Day of class</i> | 8 <i>Staff part grades du</i> |
| 10 | 11 <i>Review open PO to complete spending</i> | 12 | 13 | 14 <i>Meet students to pick out goats and sheep</i> | 15 <i>Meet stud out goats</i> |
| 17 <i>CATA Governing Board Meeting</i> | 18 <i>CATA Conference</i> | 19 | 20 | 21 <i>Skills Week</i> | 22 |

| | | | | | |
|----|---|---|---|----|------------------------------------|
| 24 | 25 <i>Finalize PO for the year. Start new PO for new school year</i> | 26 <i>Fill out trip request forms for leadership summer trips for board approval</i> | 27 <i>Farm work—discing trees and weed control</i> | 28 | 29 <i>Visit swine for hog p</i> |
|----|---|---|---|----|------------------------------------|

JULY

| Sun | Mon | Tue | Wed | Thu | Fri |
|---------------|--|--|--|---|----------------|
| 1 | 2 GLC Registration Opens | 3 | 4 Independence Day | 5 Holiday | 6 Vacation |
| 8 vacation | 9 Vacation | 10 vacation | 11 vacation | 12 vacation | 13 Vacation |
| 15 | 16 <i>Planning date with FFA officers for retreat</i> | 17 <i>Visit student projects for Fresno Fair</i> | 18 <i>Work fruit trees and open ground on new farm land</i> | 19 <i>Meet with principal to discuss events for the year for FFA and support</i> | 20 |
| 22 | 23 | 24 <i>{aren't meeting to finalize Fresno Fair entry forms</i> | 25 | 26 <i>Clean out green house and lathe house of overgrown plants</i> | 27 |
| 29 | 30 | 31 <i>Officer Retreat planning Camp</i> | | | |

AUGUST

| Sun | Mon | Tue | Wed | Thu | Fri |
|-----------------------|---|---|---|--|---|
| | | | 1 <i>Officer Retreat</i> | 2 <i>Officer Retreat</i> | 3 |
| 5 | 6 Check on SAE animal projects for Fresno Fair | 7 Sheep and Goat practice at the school 6 pm | 8 <i>Swine practice 6 pm</i> | 9 <i>Vacation</i> | 10 <i>Vacation</i> |
| 12 <i>Vacation</i> | 13 <i>Department Chair meeting with principal from 8 to noon</i> | 14 | 15 <i>Staff meeting All District 8 am in PAT</i> | 16 <i>Staff buyback days</i> <i>Sheep & goat practice</i> | 17 <i>Staff buyback classroom</i> <i>Swine practice</i> |
| 19 | 20 <i>First Day of School</i> | 21 | 22 | 23 FFA barbeque get together for all new members Sheep & goat practice | 24 Swine practice |
| 26 | 27 <i>Poultry form due for Fresno Fair projects</i> | 28 | 29 | 30 <i>Sheep & goat practice 6 pm</i> | 31 <i>Swine practice</i> |



ADVISORY BOARD MEETING NOTES

February 26, 2014 – LRC 104

- I. Welcome – Lori Botkin, Principal & Adelfa Lorenzano, Program Coordinator
- II. In Attendance: Amber Balakian, Monica Benner, Lori Botkin, Martin Castro, David Clark, David Finke, Kent Kinney, Adelfa Lorenzano, Ron Sa, Dalia Sanchez (student), Tanya Sanchez, Dustin Sperling, Robin Tyler, Michael White,
- III. Working Dinner
- IV. Program Updates – SPRING 2014
 1. ***LCAP – Local Control and Accountability: The LCAP is an important component of the LCFF. Under the LCFF (Local Control Funding Formula) all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC Section 52060(d). (Available via KCUSD: <http://kcusd.com/Page/1845>)***
 2. ***School Site Safety Plan***
 - a.) ***RMCHS staff attended active shooter training on February 4.***
 - b.) ***RMCHS students will receive active shooter training on March 28.***
 - c.) ***KCUSD Safety Binder was sent to KCUSD Board of Trustees for approval.***
 3. ***Pathway Development: Mr. Clark shared the proposed pathways for Agricultural Business and Business Administration coursework for the Fall 2014 semester.***

4. Year Three Recruitment: RMCHS staff and students have been visiting all eighth grades sites within KCUSD to inform students of the application and interview process. Two parent nights were hosted at Citrus and at Grant Middle Schools. An Open House was also Students have until March 21 to submit their applications.

a. Pathway Development – Spring 2014 Change

- **Intern class will be moved to senior year for insurance requirements due to age. Sophomores will be taking BUS 47-Careers in Business, in order to prepare for pathway declaration at end of spring 2014 term.**

V. Spring Events that RMCHS students have attended and will attend or participate in:

- 1. World Ag Expo, February 13**
- 2. Greater Reedley Chamber of Commerce, February 28**
- 3. Young Entrepreneurship Conference, @ Radisson Hotel in Fresno, March 4**
- 4. NOW Faire at Reedley College, March 19**
- 5. Safari Days/Spring FFA Field Day at Reedley College; Events include an "Elevator Pitch", ROP Competition, April 4-5**
- 6. STEM Conference, April 26**

VI. Group Discussion

- a. Regional FFA Meeting, as reported by FFA Advisor Ron Sa: Joshua Finke and Moises Pineda made their first attempt at becoming regional officers. Were recommended to try when they are in their junior year of high school.**
- b. Instructor Amber Balakian, shared the benefits of RMCHS students having a lap-top with Microsoft Office, rather than Google Chrome to avoid having student conflicts as they submit their online assignments.**

VII. Closing

VIII. Next Meeting: May 2014



REEDLEY MIDDLE COLLEGE HIGH SCHOOL

ADVISORY BOARD NOTES

October 15, 2014

LRC 104 - 6:00 p.m.

- IX. Attendance: Lori Botkin, Martin Castro, David Clark, David Finke, Pam Gilmore, Claudia Habib, Carlos Lopez, Adelfa Lorenzano, Kent Kinney, Tiffany Reimer, Ron Sa, Dalia Sanchez (Student), Tanya Sanchez, Bill Williams
- X. Working Dinner
 - b. Administrative Introductions: Self introductions to the entire advisory board and introduction of the new Learning Director, Richard Ishimaru.
 - c. Program Updates – Fall 2014
 - a. 2014-15 RMCHS Student Body/Faculty Growth: RMCHS has grown from 54 students to 85. There are now three grade levels. Faculty has also grown from seven to twelve high school faculty.
 - b. WASC Documentation Submission: Official documents have been sent to the WASC state office. The first unofficial visit will take place on October 20. The official Initial Visit will take place on November 20.
 - c. Pathway Development: RMCHS is progressing with the Agricultural Business pathway and Business Administration with Entrepreneurship option. Discussion has been taking place, in regards to adding another pathway, perhaps in the STEM field. It has been indicated that an additional pathway would allow students more of an option, if they attended RMCHS. Dean Clark indicated that the specific pathways were designated to set students on-course to at minimum, earn a certificate from the program. He also expressed concern about how the students would be split into various courses and how would that work if another pathway was introduced? Ms. Botkin indicated that at this point, it was a matter of discussion only.
- XI. Fall Events

a. FFA

1. Fresno Fair Student awards:
 - Champion Rate of Gain (Market Goats): Claudia Botello
 - Reserve Champion Dairy (Market Goats): Amber Santos
 - 2nd Place in Yorkshire Class (Gilt): Katelyn Ramirez
 - Reserve Supreme Champion (Rabbit Pen): Anna Sipes
 - Reserve Champion Feeder Steer: David Manjarrez
2. Projects at Reedley College
 - FFA animal projects were raised on the RC farm, under AG19V, during the summer term.
 - RMCHS instructor, M. Castro, has begun the process of an egg-laying enterprise to be established on the RC farm. Foster Farms has donated an egg incubator that can hold 816 eggs. Hens will also be donated by Foster Farms as well. The enterprise is anticipated to begin in December.
3. Opening /Closing
 - The annual event will take place on the Reedley College campus on November 12.
4. College Fair/Visits
 - RMCHS juniors/sophomores attended the annual Fresno County College Night on September 11. The freshman class attended the annual college Transfer Day on September 12. Both events have various college and university representatives who come to the Central Valley to inform students of their private/public institutions.
5. Athletics
 - Currently there are eight student athletes participating in KCUSD sports and three students participating at Parlier High School.
6. Community Events
 - KCUSD District Faire, Reedley Red Ribbon Carnival, Food Pantry Drive for RC, Hopeful Hugs for the Holidays with Reedley Police Department.
7. Group Discussion – Board Members
 - a. Internship Rules and Regulations – How does your company address underage interns? Please provide any supporting documentation you may have.
 - RMCHS is seeking to establish a list of internship availability for 12th grade students during the 2015-16 year. Internships in both AG/BUS are encouraged. Also, to establish guidelines that students and business owners may follow.
 - b. Establishing a scholarship program for RMCHS students. Board Member ideas are encouraged.
 - Ideas needed to establish a scholarship program for graduates of RMCHS. Ideas include a foundation account, a yearly event, seeking donations from donors, etc.
8. Closing
9. Next Meeting: January 2015

Constitution & Bylaws

ARTICLE 1. Reedley Middle College Advisory Committee

The name of this society shall be the RMCHS Advisory Committee.

ARTICLE II. OBJECT

The object of this society shall be to support and promote the FFA, FFA activities, and agricultural education on local, state and national levels; to provide engagement opportunities to former FFA members and supporters of FFA and agricultural education; to promote greater knowledge of the agricultural industry and support education in agriculture; to cooperate with the local FFA chapter, and FFA at the state and national level; to promote and maintain an appreciation of the American free enterprise system; and to promote the personal development aspect of FFA.

ARTICLE III. MEMBERS

Section 1. Membership shall be open to all who support agricultural education and FFA.

Section 2. There will be no dues for members, who are selected from the community and help in the development of the program.

ARTICLE IV. OFFICERS

Section 1. Officers and Duties. The officers of the society shall be a President, Vice President, Secretary, and Treasurer. Other officers may be elected as needed. The officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the society.

Section 2. Nomination Procedure, Time of Elections. Nominations and election of officers shall occur at the annual Spring meeting, usually in April.

Section 3. Ballot Election, Term of Office. The officers shall be elected by ballot to serve for one (2) year or until their successor is elected and their term of office shall begin at the close of the annual meeting at which they are elected.

Section 4. Office-Holding Limitations. No member shall serve for more than three (3) terms in the same office.

ARTICLE V. MEETINGS

Section 1. Regular Meetings. The regular meetings of the society shall be held on the third week in October and April, otherwise ordered by the society.

Section 2. Annual Meetings. The regular meeting in May shall be known as the annual meeting and shall be for the purpose of electing officers, receiving reports of officers and committees and for any other business that may arise.

Section 3. Special Meetings. Special meetings may be called by the President, the Executive Board, or a quorum of the members with two weeks' notice. No business should be conducted except those items stated in the call of the special meeting.

Section 4. Quorum. A quorum shall consist of a majority of members of the affiliate in good standing.

ARTICLE VI. EXECUTIVE BOARD

Section 1. Board Composition. The officers of the society, an ex officio current representative from the FFA chapter, and an ex officio local chapter advisor shall constitute the Executive Board.

Section 2. Board Duties and Powers. The Executive Board shall have general supervision of the affairs of the society between its business meetings, fix the hours and place of

meetings, make recommendations to the society, and perform such other duties as are specified in these bylaws. The Board shall be subject to the orders of the society, and none of its acts shall conflict with action taken by the society.

Section 3. Board Meetings. Unless otherwise ordered by the Board, regular and special meetings of the Executive Board shall be held immediately preceding regular and special meetings of the society. Additional special meetings of the Board may be called by the President.

ARTICLE VII. COMMITTEES

Standing or special committees shall be appointed by the President as the society or Executive Board shall from time to time deem necessary to carry on the work of the society. The President shall be ex officio a member of all committees.

ARTICLE VIII. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the society in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the society may adopt.

ARTICLE IX. AMENDMENT OF BYLAWS

These bylaws may be amended at the April regular meeting of the society by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting or at least three weeks prior to all members of the society.

CONSTITUTION OF:

1. Reedley Middle College High School Advisory Committee

2. Aim

The aim of this society shall be to support and promote the FFA, FFA activities, and agricultural education on local, state and national levels; to provide engagement opportunities to FFA members and supporters of FFA and agricultural education; and to promote the personal development aspect of FFA.

3. Objectives

* The object of this society shall be to support and promote the FFA, FFA activities, and agricultural education on local, state and national levels; to provide engagement opportunities to former FFA members and supporters of FFA and agricultural education; to promote greater knowledge of the agricultural industry and support education in agriculture; to cooperate with the local FFA chapter, and FFA at the state and national level; to promote and maintain an appreciation of the American free enterprise system; and to promote the personal development aspect of FFA.

Promoting the health and well-being of the residents of the area and working together as residents regardless of age, ethnic origin, ability, sex, belief or political affiliation recognising the value of our many differences.

* Involving local people in improving the area.

* To raise funds and receive contributions where appropriate to finance the work.

* Open bank accounts.

* Make rules and standing orders for categories of members and their rights.

* Take out insurance.

* Organise meetings, training courses and events.

* Work with similar groups and exchange information and advice with them.

* Take any action that is lawful, which would help it to fulfil its aims.

4. Membership

- (a) Membership shall be open to anyone who is interested in helping the group to achieve its aim and willing to abide by the rules of the group.
- (b) Every member shall have one vote at general meetings.
- (c) The Management Committee shall have the power to refuse membership to an applicant, where it is considered such membership would be detrimental to the aims, purposes or activities of the group.
- (d) Registration and termination of membership.

* Any member of the association may resign his/her membership and any representative of a member organisation or section may resign such position, by giving to the secretary of the association written notice to that effect.

* The Management Committee may, by resolution passed at a meeting thereof, terminate or suspend the membership of any member, if in its opinion his/her conduct is prejudicial to the interests and objects of the association, PROVIDED THAT the individual member or representative of the member organisation (as the case may be) shall have the right to be heard by the General Committee before the final decision is made. There shall be a right of appeal to an independent arbitrator appointed by mutual agreement.

5. Management

- (a) The RMCHS Advisory Committee shall be administered by a Management Committee of not less than three (3) people and not more than fifteen (15) members elected at the group's Annual General Meeting, Committee Members must be at least 18 years old.
- (b) The officers of the Management Committee shall be:

The Chairperson
The Treasurer
The Secretary

and such other officers the group shall deem necessary at the meeting.

- (c) The Management Committee shall meet at least twice a year.
- (d) At least five (5) Management Committee members must be present for the Management Committee meeting to take place.
- (e) Voting at Management Committee meetings shall be by show of hands on a majority basis. If there is a tied vote then the chairperson shall have a second vote.
- (f) Power to set up sub-groups and working parties as deemed necessary who shall be accountable to the committee.

6. Finance

- (a) Any money obtained by the group shall be used only for the group.
- (b) Any bank accounts opened for the group shall be in the name of the group.
- (c) Any cheque issued shall be signed by at least two of any three nominated signatures.
- (d) The Management Committee will ensure that the group stays within the budget.

7. Committee Meetings

- (a) The committee shall meet at least twice (2) times each year.
- (b) The quorum for a meeting shall be five (5).
- (c) The committee shall be accountable to the members at all times.
- (d) All meetings must be minuted and available to any interested party.
- (e) All committee members shall be given at least seven (7) days' notice of a meeting unless it is deemed an emergency meeting.

8. General Public Meetings

- (a) The committee shall call at least two general public meetings each year, the purpose of these meetings is for the group to account for its actions

and consider the regeneration and development of according to the group's objectives.

- (b) The Chair of the group shall normally chair these meetings.
- (c) At least fourteen (14) days' notice of such a meeting must be given.
- (d) All meetings, including AGMs, must be minuted and available to any interested party.
- (e) The quorum for a General Meeting is six (6).

9. Annual General Meeting

- (a) The RMCHS Advisory Committee shall hold an Annual General Meeting (AGM) at not more than six month intervals.
- (b) Where possible members shall be notified personally, otherwise notice will be deemed served by advertising the meetings in at two public places giving at least 14 days' notice of the AGM.
- (c) The business of the AGM shall include:
 - * Receiving a report from the Chairperson of the group's activities over the year.
 - * Receiving a report and presentation of the last financial year's accounts from the Treasurer on the finances of the group.
 - * Electing a new Management Committee and considering any other matter as may be appropriate at such a meeting.
- (d) The quorum for Annual General Meeting shall be at least eight (8) persons of which no more than four (4) shall be committee members.

10. Alteration of the Constitution

- (a) Proposals for amendments to this constitution or dissolution (see Clause 11) must be delivered to the secretary in writing. The secretary in conjunction with all other officers shall then decide on the date of a forum meeting to discuss such proposals, giving at least four weeks (28 days) clear notice.

- (b) Any changes to this constitution must be agreed by at least two thirds of those members present and voting at any general meeting.

11. Dissolution

The group may be wound up at any time if agreed by two thirds of those members present and voting at any general meeting. Any assets shall be returned to their providers, if they require it, or shall be passed to another group with similar aims.

12. Adoption of the Constitution

This constitution was adopted by the members present at the AGM held on:

..... 200

Signed:

.....
(Chair)

..... (Secretary)

..... (Treasurer)

..... (Member)

..... (Member)

..... (Member)

SAN JOAQUIN REGION

MASTER

CALENDAR

2014-

2015 (Updated

5/14/14)



June 2014

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

July 2014

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|-------------------------------|-----------------------------------|---------|----------------------------|---------------------------------------|------------------------|----------|
| | 1 | 2 | 3 | 4 Independence Day Kings County | 5 | 6 |
| 7 Kings County Fair | 8 ROLC-SLO | 9 | 10 State Fair Livestock | 11 | 12 | 13 |
| 14 State Fair Livestock | 15 | 16 | 17 | 18 | 19 State Fair Dairy | 20 |
| 21 State Fair Dairy | 22 State Presidents Conference | 23 | 24 | 25 | 26 | 27 |
| 28 SJR FFA Officer Meeting | 29 | 30 | 31 | | | |

August 2014

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|----------------------------|--------|---|---|-------------------|-----------------------------------|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 RMCHS Officer Leadership Retreat | 7  | 8 Morro Bay SP | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 SJR FFA Boot Camp-Scicon | 17  |
| 18 SJR FFA Boot Camp | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 E/WFM COLC/CATA- Clovis HS 5pm | 29 | 30 | 31 |

September 2014

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------------------------|----------------|---------|--------------------------|-------------------------|--------|----------|
| 1 | 2 Labor Day | 3 | 4 | 5 Madera County Fair | 6 | 7 |
| 8 Madera County Fair | 9 | 10 | 11 Tulare County Fair | 12 | 13 | 14 |
| 15 Tulare County Fair | 16 | 17 | 18 EFM FFA Activity? | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 Caruthers Fair | 26 | 27 | 28 |
| 29 Caruthers Fair | 30 | | | | | |

October 2014

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------------------|----------------------------|--------------------|---------------------------|--------------------------|--------|----------|
| Poultry to Fair | | 1 Goats to Fair | 2 Fresno County Fair | 3 | 4 | 5 |
| 6 | 7 Swine & sheep to fair | 8 | 9 | 10 | 11 | 12 |
| Fresno County Fair | | | | | | |
| 13 | 14 Columbus Day | 15 | 16 Cow Palace | 17 | 18 | 19 |
| Fresno County Fair | | | | | | |
| 20 | 21 | 22 GHC-Visalia | 23 GHC-Lemoore | 24 GHC-Clovis East HS | 25 | 26 |
| Cow Palace | | | | | | |
| 27 | 28 | 29 | 30 National Convention | 31 Halloween | | |

November 2014

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|---------------------------------|---------|--|----------------------------|---|--|
| | | | | | 1 National Convention | 2  |
| 3 | 4 | 5 | 6 Tranquility O/C? | 7 | 8 | 9 Cotton State Finals-Fresno State |
| 10 | 11 Veterans Day NO SCHOOL | 12 | 13 EFM O/C- Reedley College 4pm | 14 | 15 SJR CATA Road Show-Bass Lake | 16 SJR CATA Meeting-Bass Lake |
| 17 | 18 | 19 | 20 | 21 New Prof.- Fresno | 22  | 23 |
| 24 | 25 | 26 | 27 | 28 Thanksgiving | 29  | 30 Clovis Natural Resources 8am |

December 2014

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|--------|--------------------------------------|-----------------|--|--|------------------------------------|
| 1 | 2 | 3 NAAE Convention-Las Vegas | 4 | 5 EFM Banking/BIG- Sanger 5pm | 6 | 7 WFM FFA Activity? |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 Golden West Citrus 8:30am |
| 15 | 16 | 17 | 18 | 19 | 20 Last Day of Semester Out at 1 pm | 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 | 6 | 7 | 8 | 9 | 10 | 11 Reedley Tree P. 8am Fowler Vine P. 9am |
| 12 | 13 | 14 | 15 E/WFM Record Books-Madera 5pm | 16 | 17 | 18 Tulare Citrus 8am Dinuba Vine P. 8am Coalinga Nat |
| 19 | 20 MLK Holiday | 21 | 22 WFM BIG/Banking- Central West 5pm | 23 Student Teach. Conf. EFM Manuscripts Due | 24 SJR FFA Officer Apps Due | 25 Reedley → College Field Day/Nat Res 7:30am Hanford Citrus 8:30am |
| 26 | 27 | 28 | 29 EFM/WFM Record Book- Kingsburg 5pm | 30 | 31 | |

February 2015

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|---|--|---|--|--|---|
| | | | | | | 1 Winter State Finals-Fresno State |
| 2 | 3 | 4 | 5 Due | 6 EFM Speaking- Clovis | 7 WFM FFA Activity? | 8 |
| 9 | 10 SJR Proficiency Scoring-Fresno Washington's B-Day NO SCHOOL | 11 World Ag Expo | 12 E/WFM CoOp- Laton 5pm | 13 | 14 MFE/ALA → Visalia SJR FFA Officer Interviews- Visalia | 15 → |
| 16 | 17 Presidents Day NO SCHOOL | 18 | 19 EFM FFA Activity? | 20 | 21 | 22 SJR FFA/CATA Meeting- Frontier HS |
| 23 | 24 | 25 State Prof Scoring- Bakersfield 9am | 26 State Prof Scoring-Galt 9am | 27 Record Book Scoring-Galt 9am | 28 | |

March 2015

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|-----------------------------------|--------|---------|-------------------------------------|----------|--|---|
| | | | | | | 1 Western Dairy Classic |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 UC Davis Field Day Dinuba Spec Animals |
| 9 | 10 | 11 | 12 E/WFM Parli Pro-Sierra 4pm | 13 | 14 | 15 Merced College Field Day |
| 16 SJR State Officer Candidate | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 SJR Speaking-COS Speaking Contests | 29 MJC Field Day |
| 30 | 31 | | | | | |

April 2015

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|-----------------------------------|------------------------|-------------------------|-----------|---|---------------------------------|--|
| | | 1 EFM/WFM Banquet | 2 | 3 | 4 | 5 CRC FD/Ag Sales Reedley College FD |
| 6 | 7 | 8 | 9 | 10 State Speaking Finals State Exec Mtg. | 11 State Parli Pro Finals | 12 Fresno State Field Day Clovis East Weld/Spec Animals |
| 13 FFA State Conference | 14 SPRING BREAK | 15 | 16 | 17 | 18 | 19 |
| 20 Easter | 21 | 22 | 23 | 24 | 25 | 26 Hanford Field Day |
| 27 | 28 | 29 | 30 | | | |

May 2015

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|-------------------------------------|---|--|--|---|-----------------------|----------------------------|
| | | | | 1 | 2 EFM Off Apps Due | 3 State Finals-Cal Poly |
| 4 | 5 EFM Off Screening | 6 | 7 | 8 E/WFM CATA Planning/FFA Off Elect-Kingsburg 4:30pm | 9 | 10 |
| 11 Mother's Day | 12 Porterville & Chowchilla Fairs | 13 | 14 | 15 | 16 | 17 |
| 18 Porterville & Chowchilla Fair | 19 American Degree Scoring-Kingsburg 5pm | 20 American Degree Scoring-Tulare 5pm | 21 | 22 | 23 | 24 |
| 25 | 26 Memorial Day NO SCHOOL | 27 | 28 Final American Degree Scoring-Fresno | 29 | 30 | 31 |

June 2015

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|----------------------------------|----------------------------------|---|----------------------------|-----------------------------|---------------------------------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 LAST DAY OF SCHOOL | 13 Summer vacation starts | 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 Kings County Fair | 26 | 27 | 28 |
| 29 Kings County Fair | 30 | | | | | |

Data for Year: 2013-2014**School:**

CA0556 Reedley Middle College
Reedley Middle College HS
995 North Reed Avenue
675 West manning Avenue
Reedley, CA 93654
[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 | 38 | Life Science | |
| Ag Bus Mgt | AG 110: Survey of Agriculture | 38 | Other | |
| Ag Bus Mgt | AG 5: Sales & Communication | 24 | Other | |
| | TOTAL | 100 | | |
| | Average Class Size | 33.3 | | |

FFA Students by Pathway:

| <u>Pathway</u> | <u>Count</u> |
|----------------|--------------|
| Ag Bus Mgt | 48 |
| Agriscience | 6 |
| | 54 |

FFA Students by Grade Level:

| <u>Grade Level</u> | <u>Count</u> |
|--------------------|--------------|
| 9 | 32 |
| 10 | 22 |
| Total | 54 |

FFA Students by Years in Ag:

| <u>Years in Ag</u> | <u>Count</u> |
|--------------------|--------------|
|--------------------|--------------|

| | |
|---|----|
| 1 | 34 |
|---|----|

| | |
|---|----|
| 2 | 20 |
|---|----|

| | |
|-------|----|
| Total | 54 |
|-------|----|

Average Years 1.4

Freshman Persistence:

Cohort Year: 2010-2011

| <u>Years in Ag Completed</u> | <u>Count</u> | <u>Percent</u> |
|------------------------------|--------------|----------------|
|------------------------------|--------------|----------------|

Freshman Cohort Students 0

Average Years Completed

Ed Data provides demographic data for schools in California. To view this data click on the link.

[View Ed Data](#)

| | |
|------------------------|----|
| Congressional District | 22 |
|------------------------|----|

| | |
|-------------------|--------------------|
| Assembly District | 31 |
|-------------------|--------------------|

| | |
|-----------------------|--------------------|
| State Senate District | 14 |
|-----------------------|--------------------|

| | |
|--------|--------|
| County | Fresno |
|--------|--------|

County-District-School Code

Portal Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

**Reedley Middle College HS
R2 Student Report
Year:2014**

Gender

| Schnum | ProgName | Male | Female |
|--------|-------------|------|--------|
| 506 | Ag Bus Mgt | 35 | 34 |
| 506 | Ag Mech. | 1 | 0 |
| 506 | Agriscience | 15 | 4 |

Hispanic

| ProgName | Hispanic | Non-Hispanic |
|-------------|----------|--------------|
| Ag Bus Mgt | 59 | 10 |
| Ag Mech. | 1 | 0 |
| Agriscience | 15 | 4 |

Race*

| ProgName | White | Black | Hispanic | American Indian | Asian | Native Hawaiian/Pacific Island | 2 or more |
|-------------|-------|-------|----------|-----------------|-------|--------------------------------|-----------|
| Ag Bus Mgt | 33 | 1 | 0 | 0 | 0 | 1 | 33 |
| Ag Mech. | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agriscience | 7 | 0 | 0 | 0 | 0 | 1 | 11 |

Grade Level

| Year In Ag | Grade9 | Grade10 | Grade11 | Grade12 | Grade13 | Grade14 | Grade15 | Grade16 | Total |
|------------|--------|---------|---------|---------|---------|---------|---------|---------|-------|
| 1 | 38 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| 2 | 0 | 31 | 2 | 0 | 0 | 0 | 0 | 0 | 33 |
| 3 | 0 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 17 |
| Total | 38 | 32 | 19 | 0 | 0 | 0 | 0 | 0 | 89 |
| Total 9-12 | | | | | | | | | 89 |

Freshman Persistence:

Cohort Year: 2011-2012

| Years in Ag Completed | Count | Percent |
|--------------------------|-------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| Freshman Cohort Students | 0 | |
| Average Years Completed | | |

*Prior to 2010 Hispanic is listed as a race.

CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Ron Sa

SERVING AGRICULTURE BY TEACHING
2014/2015 ACTIVE MEMBER

Professional Development Growth Report

Professional Development attended: CATA In-service, November 15, 2014

Sessions attended:

I-Recordbook: this session dealt with the new FFA system of maintaining member's SAE data information. In past, we used paper record books or an E-recordbook, which was Microsoft spreadsheet based. This new system allows the students to work on their record books anywhere they have internet. It also allows the FFA Advisors the opportunity to see their books at any time too. Both the student and advisor can view their books in two separate locations and make changes. This will allow greater access to both teacher and student. The only downfall is that FFA members MUST have access to computers and the internet.

FFA Awards Programs: The new system allows for the integration of the paper style to be converted to a computer based with the information coming from the I-Recordbook. There are several changes to the application process, which streamlines the activities and entry process. Now, all applications will be sent via internet with only the front pages being printed for signatures.

Proficiency Award Applications: The new processes will align the process to be more about written comments with skills learned and developed by the members. In the skills area, students will now align with standards, which support what they have learned in the classroom to what they are doing in the field. In the next two years, the FFA Organization hopes to combine the use of the applications to feed off of the I-Recordbook line items. This will allow the transferring of data from one book to the application.

FFA Activities improvement: This session sought out from other chapters what events they did and how they worked from monthly meetings to FFA Week. We shared ideas within, and from the presenters.

5-year Acquisition Listing

2014-2015

A lap top computer

Sets of FFA uniforms for student use

Laboratory equipment

Equipment for fair animals

2016-2017

Sheep shears, clippers

Swine feeders, pens for projects

Storage bins for supplies

Ag Economic and Government books

2017-18

Auto mister system for livestock area

Pens for swine and sheep projects

Area pens for goats

Chicken coop facility for layers & market

2018-19

| RMCHS | | Budget Sources | | | |
|-----------------------------|-----------------------|----------------|------------|----------|--------|
| Event | Site - KCUSD | SD | Perkins | ASB | Ag Inc |
| SJ Leadership Boot Camp | \$150.00 | | \$100.00 | | N/A |
| COLC | \$85.00 | | | | N/A |
| Regional Activity | \$75.00 | | | | N/A |
| Fresno Fair | | | | | N/A |
| transportation | \$500.00 | | | | N/A |
| substitutes | \$850.00 | | | | N/A |
| meals | | | | \$200.00 | N/A |
| National FFA Conference | | | | | N/A |
| Advisor | | | \$1,200.00 | | N/A |
| Members | \$350.00 | | \$200.00 | | N/A |
| CATA In-service | \$100.00 | | \$500.00 | | N/A |
| CATA Regional Meeting | \$100.00 | | | | N/A |
| FFA CDE events | 6 teams x 4 events | | | | N/A |
| registration | \$250.00 | | \$500.00 | | N/A |
| transportation | \$150.00 | | \$1,000.00 | | N/A |
| motels | \$350.00 | | \$250.00 | | N/A |
| FFA Uniforms | \$500.00 | | \$1,250.00 | \$200.00 | N/A |
| State Leadership Conference | | | | | N/A |
| Delegates | \$300.00 | | | \$300.00 | N/A |
| Advisor | | | \$750.00 | | N/A |
| Members | \$350.00 | | | \$150.00 | N/A |
| CATA In-service | 4 events for year | | \$350.00 | | N/A |
| FFA Spring Regional meeting | \$150.00 | | | | N/A |
| CATA Spring meeting | | | \$60.00 | | N/A |
| FFA Election meeting | | | | | N/A |
| CATA Planning meeting | | | | | N/A |
| CATA Annual Summer Meetings | \$250.00 | | 1250 | | |
| TOTAL | \$4,660.00 | | \$7,410.00 | \$850.00 | |

District-Department Budget Process

The way we set our department budgets is off the Ag Incentive Grant work sheets. We have the information from the dates, entry fees, conference cost and advisor fees for ALL FFA conference and CATA conferences.

We go through and separate which conferences we can pay for with the Perkins Grant for both students and advisors. It is limited to what Perkins will pay for the students. We apply more for the advisors because it will cover all of his cost for all events.

With the new local control of spending, it allows the district to secure funds for the Ag Department and FFA. Before, it mainly came from the Ag Incentive and now, they allow more of their regularity budget for the expenditures to the ag conferences and FFA events.

After the budget is finalized at the department level, we forward it to the district office for approval. If they have any questions, they will write or call about clarification. Once they approve it, it is forwarded to the KCUSD Board for final approval. Once approved at their level, it is reported back to us, and then we can utilize it from July 1st to June 10th.

Department Responsibilities

| | Ron Sa | | Sa |
|-------------------------|-----------|-----------------------------|----|
| Market animals | | Department Business | |
| swine | | Purchase orders | x |
| sheep | x | transportation | x |
| goats | x | vehicles | x |
| chicken | | equipment orders | x |
| turkeys | | Staff meetings | x |
| rabbits | | Regional/sectional meetings | x |
| other species | x | board meetings | x |
| | | Program Plan | x |
| Farm maintenance | | POA | x |
| animal pens | x | Fresno fair | x |
| fruit trees | x | Road Show | x |
| vegetable beds | x | Ag Incentive Review | x |
| green house | x | department chair | x |
| hog barn | x | | |
| chicken pens | x | CDE teams | |
| other items | x | Open - close | X |
| | | Banking | X |
| Courses | | Best Informed Grnhd | |
| Ag Science 1 | | Creed Speaking | X |
| Biology | x | Cooperative | X |
| Vet Science | | Tree Pruning | X |
| Animal Science | | Tree Judging | X |
| Env. Hort | x | Vine pruning | X |
| Adv. OH | x | vine juding | X |
| Plant & soil Sci | x | Natural Resources | |
| Ag Econ | x | Recordbook | X |
| Ag Govt | x | Specialty Animals | |
| Ag Leadership | | Small engines | X |
| Forestry | x | Nursery | X |
| Ag Business | | Horse | x |
| Ag Mech | x | Extemp - Prepared | x |
| welding 1 & 2 | x | Job interview | x |
| FFA duties | | Facilities | |
| CDE teams | x | Shop | x |
| officers | x | classroom | x |
| activities | x | | |

| | | | |
|--------------------|---|------------------------|---|
| POA | x | livestock | |
| Officer retreat | x | Orchard | x |
| banquets | x | Greenhouse/lathe house | x |
| board meetings | x | Yukon/GMC truck | x |
| Leaderhip | | | |
| conference | x | animal graveyard | x |
| advisor | x | storage areas | x |
| award's paper work | x | | |

Mr. Sa's SUB notes for Thursday & Friday

Hello and thank you for taking my classes today. All classes have most of the work assigned to them already. Some should be finishing it today BUT all is DUE Friday. Enclosed are seating charts for each class. Please leave a list of absent students from period 1 & 5 ONLY. If any questions, please call me @ 859-2581. Collect any work that is finished and leave in 5A3. I will get it to grade this weekend. You will need to head over to Reedley College at the start of break. Also, the kids need to get their books one row at a time. No one can leave to go to another class, they have work to do. Only if a yellow pass is brought in can a student leave.

1st Period – Welding 1 – rm 5A3

This is for them for both days. THEY are NOT to talk at all during the bulletin. If someone does, just remind them Mr. Arruda has plenty of chairs for them. They were assigned a new chapter on Monday, and need to complete it all by Friday, and turn it in.

2nd period – Beg Mech – rm 5A3

There is a second part to unit 4 they have, plus questions at the end of the chapter they need to have finished by Friday. THEY MUST TURN IN BOTH chapter work by Friday.

Period 3 & 5 – over at Reedley College

They will have a QUIZ tomorrow over the FFA Officer positions and the four degrees award to FFA members and the requirements for EACH. They need to review for the QUIZ by using the FFA manuals located on the small shelf behind the phone. They will have to share the manuals.

Period 5 – Floral

They have been assigned a set of flowers and Chapter 19 History to work on. Remind them the flowers are DUE on Friday as well as the History handout.

Period 7 – Junior leadership class at RC

Most have been at the fair but might have 5-8 kids. Just treat it like a tutorial and let them make up work. They cannot leave the classroom, though,

Mr. Sa's SUB notes for Monday thru Wednesday

Hello, thanks for taking my classes today. Enclosed are seating charts for each class. Please leave a list of absent students from period 1 & 5 ONLY. If any questions, please call me at 859-2581. Collect any work that is finished and leave in 5A3. You will need to head over to Reedley College at the start of break and with 5 minutes remaining at lunch. Also, the kids need to get their books one row at a time and put them back the same way. As they enter, please tell them to get their books. They know I am gone this week. PLEASE WALK around the class in 2nd and 5th period to monitor their work. Some like to waste time, others are writing on the desk. To operate the AC, you MUST increase/decrease the temp using the up/down arrow button and make sure the last button the right, is at the cooling image, also using the button to change. This will keep it on for 3-hours.

1st Period – Welding 1 – rm 5A3

There is to be no talking during the reading of the bulletin. All you have to do is tell them to be quiet, or you will send them over to Mr. Arruda. Bryant and Darren need to head over to the library and bring the TV cart with the bad wheel back and fix it. There is another cart just like it in the ag storage room. They will need to replace tires. You will need the TV with its video for Tuesday or Wednesday for most of the classes. If you can hook it up to run off the LCD projector, then that would be better.

Tell the class they will have a safety quiz on Wednesday about the tools in the shop. They will find the study materials in the black folders, on the chair, near the front white board.

They need to start work on Chapter 9, Shielded Metal Arc Welding by defining the terms and writing out ALL the CAUTION boxes in the chapter. Then they need to copy table 9-1, pg 212 and answer the following two questions: 1-Why do you think there is no wide amperage difference in 1/8" rod of 6011 & 6013? Why do you think 5/16" rod E7018 runs on such amperage?

Then draw and label: 9-25 pg 218; 9-41, pg 224; 9-82, pg 240

When they complete those, then they can answer the questions at the end of the chapter, page 243, 1-20 by writing out the questions and ANSWERS for FULL credit.

2nd Period Beg Basic Mechanic, rm 5A3

Tell this class they will have a tool usage quiz on Wednesday too. It will be the same quiz as above. They can use the black folder to study and take notes. Most have turned in Chapter 3 handout and questions. They are working on Chapter 4 handout with questions. You need to remind them to write out questions and answers if they want FULL credit. They will have Safety Video to watch either Tuesday or Wednesday with a worksheet for it.

3 & 6 Period – Reedley College Portable rm 1

MOST of these students will be with me today. Most were gone last week, too. So they can use today as a catch-up of work from last week. (see folder for their assignment)

Tuesday, they will need to use the FFA manuals, located on the shelves by the computer, to make a HISTORY timeline on the large sheets (11x17) of paper. They can use both sides if needed. They need to cover the items we went over in class last week or so. They will have a QUIZ over this on Thursday. Give them two days to complete and turn it in on QUIZ day.

5th Period, Floral Design, rm 5A3 -

They have been working a HISTORY handout. Only two students have finished. It is DUE by Friday. Today, they need to continue working in it.

Tuesday, they will draw flower #4, chrysanthemums, the standard, daisy and cushion on 8 ½ x 11 paper. On Wednesday, a video over art, , which they need to write two paragraphs about what they learned. The flowers need to be completed by Thursday. *There are five advanced students, which are noted by #2 on the seating chart. They need to gather materials and idea for making Fresh Floral Design for the Fresno Fair on Wednesday. THEY MUST be at school by 6:30 am to get on the bus. The areas are Hawaiian Holiday, Love in Bloom, At the Seashore or Under Glass. They need to be creative and collect materials to match which design they will do. They must bring their own vases, oasis, containers and work tools. They need to see Ms Mendoza to let them in the room or unlock it for them.*

7th Period at Reedley College

This is a junior class, which takes their college classes during noon and three. Most of these will be at the fair this week. Martin Castro will be taking some, 5-8 to help load up animals to go to the fair today. The rest of the week, just treat it like a tutorial, where the students need to work on missing work in their college class.

Substitute Teacher Procedure

The proper procedure to secure a substitute when we are going to be absent is to go online and submit an absence request. On the form, we are able to select the dates to be absent, what the reason is and pick who we want to be the substitute. This gives us a better selection of a substitute who can better serve our students in agriculture.

Once the request is made, it is forwarded to the recipient sub, which then Okays the request. A return authorization is sent back to the teacher, letting them know their request was accepted. If not, it is sent on to another substitute.

Program Completer

A program completer at Reedley Middle College will a FFA member who has completed at least 3-years of classes offered thru the Ag Department. This can include members who graduate, but maintain their SAE work towards their State Degree or American Degree.

2+2 Agreements

These are no longer offered through the junior colleges. They now operate a Dual Enrollment program. In order to meet this program, the teacher has to be able to be on the staff of the junior college. They must hold the appropriate degree for the course offered and give the same final test for the college course.

Reimbursement Process

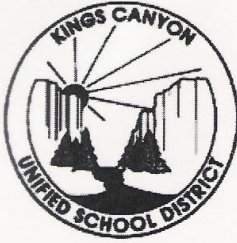
The reimbursement process for Kings Canyon Unified School District follows strict guidelines. If you are attending a conference, professional growth event, a school site function or other school related functions, it MUST be school board approved. If it is NOT, you will not be reimbursed.

To help reduce paper work, seven years ago, the district gave each department a Cal-Card, which is a credit card for each department head. It can used to pay for all meals, hotels and other items needed to operate the FFA, Ag department or other items for the department.

For most expenditures, the district requires a purchase order for payment for registration, hotel rooms, and services and goods to be purchased. So for any FFA and CATA event, the department head will request a purchase order through the districts web account. It takes about two days for approval and about two weeks for the physical PO paper to make its way back to the department. If needed sooner, the DO will send over the PO number once it's generated.

If we attend a function, and know the cost we might pay out of pocket, it MUST be shown on the original conference request for reimbursement. If it is NOT there, the districts will not reimbursement you.

For FFA items or materials needed through the school's ASB account, there must be a PO request first. If there is not one, they will not pay for the merchandise, entry fee for contest or material, food for banquets, etc. Today, no advisor of any club may purchase items with their own money and be expected to be reimbursed. To keep better records for the ASB, they now have several credit cards that can be used. One must request a PO first, then receive the PO number and then get the card to use. The staff member can use the card for 48-hours. On the receipt, the ASB account number and name of the club must appear to help with proper bookkeeping.



Kings Canyon Unified School District
Business Office
675 West Manning Avenue
Reedley, CA 93654

K.C.U.S.D. P.O. #

PERSONAL EXPENSE CLAIM

Name _____
Address _____ City _____, CA Zip _____
School _____ Date of Governing Board Approval _____
Name of Conference _____ City of Event _____

Attach conference form to this expense claim

Registration: Dates Inclusive of Conference _____ - _____ Reg Fees \$ _____
Meals incl in Conference? ☐ Yes ☐ No

Lodging: No. of nights _____ amount per Night \$ _____ Total per Lodging \$ _____
(Attach Lodging receipts to this expense claim)
Was Room Tax Exemption allowed by the hotel? ☐ Yes ☐ No

Meals: \$56 per Diem (No Receipts Required)

| | | | | | |
|-------|---|---------------------------------------|--|------|-------|
| Day 1 | <input type="checkbox"/> Breakfast \$13 | <input type="checkbox"/> Lunch / \$18 | <input type="checkbox"/> Dinner / \$25 | = \$ | _____ |
| Day 2 | <input type="checkbox"/> Breakfast \$13 | <input type="checkbox"/> Lunch / \$18 | <input type="checkbox"/> Dinner / \$25 | = \$ | _____ |
| Day 3 | <input type="checkbox"/> Breakfast \$13 | <input type="checkbox"/> Lunch / \$18 | <input type="checkbox"/> Dinner / \$25 | = \$ | _____ |
| Day 4 | <input type="checkbox"/> Breakfast \$13 | <input type="checkbox"/> Lunch / \$18 | <input type="checkbox"/> Dinner / \$25 | = \$ | _____ |

Total of Meal Receipts \$ _____

Parking: _____ \$ _____
(Attach receipts)

Miscellaneous:
Description _____ Misc \$ _____
Description _____ Misc \$ _____
(Attach misc. receipts to this expense claim)

Account No. _____ **Total Claim \$** _____

Keep a copy of this form and a copy of your receipts for your files

The above expenses were actual and necessary in the performance of my official duty. No part of the above claim has been paid by the District or reimbursed by other entities. I hereby declare under penalty of perjury that the foregoing statements are true and correct.

Dated this _____ day of _____, 20____
Principal/Administrator: _____ Employee or Representative Signature _____
Date _____
Superintendent or Deputy Supt.: _____

SAN JOAQUIN REGION

RMCHS Calendar

2013-2014

August:

| | |
|-----------|---|
| 4 | Past State Officer Reunion – Wilton |
| 9-10 | SJ Region SOLS – Holiday Inn Airport-Fresno |
| 16-17 | SJ Region Boot Camp Session 1 – Scicon |
| 17-18 | SJ Region Boot Camp Session 2 – Scicon |
| 28 | East/West Fresno Madera COLC/CATA – Clovis East HS (5pm) |

September:

| | |
|-----------|---------------------------------|
| 2 | Labor Day |
| 5-8 | Madera District Fair – Madera |
| 10 | RMCHS FFA Meeting – 3:30 |
| 10 | West Fresno Madera FFA Activity |
| 11-15 | Tulare County Fair – Tulare |
| 18 | East Fresno Madera FFA Activity |
| 25-29 | Caruthers Fair – Caruthers |

October:

| | |
|-------------|--|
| 2-14 | Fresno County Fair – Fresno |
| 5 | Sequoia CATA – Scicon (9am) |
| 14 | Columbus Day |
| 15 | RMCHS FFA Meeting – 3:30 |
| 27-30 | National FFA Convention Delegate Trip – Louisville, KY |
| 30-2 | National FFA Convention – Louisville, KY |
| 31 | Halloween |

November:

| | |
|-----------|--|
| 9 | State Cotton Judging Contest – Fresno State |
| 10 | SJ Region FFA Officer Meeting – Fresno |
| 11 | Veterans Day |
| 13 | East Fresno Madera Open/Close Contest – Reedley College (4pm) |
| 15 | SJ Region Road Show – Bass Lake |
| 16 | SJ Region CATA Meeting – Bass Lake |
| 21 | RMCHS FFA Meeting – 3:30 |
| 28 | Thanksgiving |
| 30 | Clovis Natural Resources Contest – Clovis East HS (8am) |

December:

| | |
|-----------|--|
| 3-7 | NAAE Conference – Las Vegas |
| 5 | East Fresno Madera Banking Quiz/BIG – Sanger HS (5pm) |
| 10 | RMCHS FFA Meeting – Greenhand banquet – 6 p.m. |
| 14 | Golden West Citrus Contest – Golden West HS (8:30am) |

14 Kern Inyo Speaking Contests – North HS (1pm)
 15 SJ Region FFA Officer Christmas Meeting
 25 Christmas

January:

1 New Year's Day
 11 **Reedley Tree Pruning Contest – Reedley HS (8am)**
 11 **Fowler Vine Pruning Contest – Fowler HS (9am)**
 11 Oakhurst Natural Resources Contest – Yosemite HS (8am)
 15 East/West Fresno Madera Record Book Scoring – Madera
 18 **Dinuba Vine Pruning Contest (8am)**
 18 **Coalinga Natural Resources Contest (8am)**
 18 **Clovis Tree Pruning Contest (8am)**
 20 Martin Luther King Holiday
 22 West Fresno Madera BIG/Banking Contests – Central West HS (5pm)
 23 **East Fresno Madera Speaking Manuscripts Due**
 25 **Reedley College Winter Field Day & Natural Res. State Finals (7:30am)**
 29 East/West Fresno Madera Record Book Scoring – Kingsburg HS (5pm)

February:

1 Winter State Finals – Fresno State
 6 **East Fresno Madera Speaking Contests – Clovis East HS (3pm)**
 7-8 West Fresno Madera FFA Activity
 10 SJ Region Proficiency Scoring – Fresno State
 11-13 **World Ag Expo – Tulare**
 12 **East/West Fresno Madera CoOp Contest – Laton HS (5 pm)**
 14 **RMCHS FFA Meeting – 3:30 - TBA – needs changed**
 14 Valentine's Day
 14-15 **MFE/ALA – Visalia Airport Holiday Inn**
 14-15 SJ Region FFA Officer Interviews – Visalia Airport Holiday Inn
 17 President's Day
 19 **East Fresno Madera FFA Activity**
 22 **SJ Region CATA/FFA Meetings – Lemoore HS (8 a.m.)**
 State Proficiency Scoring – FFA Center (9am)
 27 State Proficiency Record Book Scoring – FFA Center (9am)

March:

7 UC Davis Parli Pro – Davis
 8 UC Davis Field Day – Davis
 8 Chico State Field Day
 8 Dinuba Specialty Animal Contest
 10 **RMCHS FFA Meeting – 3:30**
 12 East/West Fresno Madera Parli Pro Contests – Sierra HS (5pm)
 15 **Merced College Field Day**
 21 SJ Region Parli Pro Contests – COS Tulare Campus (12n)

28 SJ Region Speaking Contests – COS Tulare Campus (9am)
29 **Modesto JC Field Day – Modesto**

April:

1 **State Degree Banquet, East/West Fresno Madera – Fresno Fair**
5 Consumnes River College Field Day & Ag Sales State Finals
5 **Reedley College Field Day**
5 Madera Welding/Small Engines Contests – Madera South HS (8am)
10 **RMCHS FFA Meeting – 3:30**
10 State Speaking Semi-Finals – Fresno
11 State Parliamentary Procedure Semi-Finals – Fresno
12 **Fresno State Field Day**
12 **Clovis Welding & Specialty Animal Contests – Clovis East HS (8am)**
12-15 **State FFA Leadership Conference – Fresno**
20 Easter
24 COS Ag Mania – Tulare Campus

May:

2 **East Fresno Madera FFA Officer Applications Due**
3 **Cal Poly State Finals – San Luis Obispo**
5 **East Fresno Madera FFA Office Screening**
8 **East/West Fresno Madera CATA Planning Mtg – Kingsb HS (4:30pm)**
8 **East/West Fresno Madera FFA Officer Elections – Kingsburg(4:30pm)**
11 Mother's Day
19 American Degree Scoring – Kingsburg HS (5pm)
22 **RMCHS FFA Year End Awards Banquet Meeting – 6 p.m. - RHS**
26 Memorial Day
28 Final American Degree Scoring – Fresno State

June:

3-5 State Staff Meeting – Galt
15 Father's Day
22 CATA Governing Board Meeting – San Luis Obispo
23-26 CATA Summer Conference – San Luis Obispo
25-29 Kings County Fair – Hanford

SAE Student Visitation Form

Name _____ Date _____

Project type

Ownership _____ Placement _____ Unpaid _____

Scope/size _____

Weight _____ Ear tag # _____ Scrapie # _____

Area appearance

Feed area _____

Pen area _____

Animal or Job appearance:

Other Notes:

SAE Student Visitation Form

Name CARLOS BARRON Date 8/16/19

Project type

Ownership _____ Placement X Unpaid _____

Scope/size 10 Acres of assorted vegetables to be sold at fruit stand

Weight _____ Ear tag # _____ Scrapie # _____

Area appearance

Feed area _____

Pen area _____

Animal or Job appearance:

CLEAN WORK equipment; PICKING BOXES ORDERLY; field watered; Almost end of season

Other Notes: Sales are up; profit good from last year. looking to expand for next year

SAE Student Visitation Form

Name Maggie Sanchez

Date 9-29-14

Project type

Ownership X

Placement _____

Unpaid _____

Scope/size single market Boer GOAT

Weight 99-16

Ear tag # BFF 245

Scrapie # CA 013652

Area appearance

Feed area CLEAN, ORDERLY; half bag plenty to finish out at fair

Pen area needs to be raked of animal waste

Animal or Job appearance:

brush well; clip hair on Saturday for final fair prep - check hooves; wash thoroughly belly

Other Notes: ensure feed for fair; get tack ready, skid clothes

SAE Student Visitation Form

Name CARLOS BARRON Date 8/16/19

Project type

Ownership _____ Placement X Unpaid _____

Scope/size 10 Acres of assorted vegetables to be sold at fruit stand

Weight _____ Ear tag # _____ Scrapie # _____

Area appearance

Feed area _____

Pen area _____

Animal or Job appearance:

CLEAN WORK equipment; PICKING BOXES ORDERLY; field watered; Almost end of season

Other Notes: Sales are up; profit good from last year. looking to expand for next year

SAE Student Visitation Form

Name MAGGIE SANCHEZ

Date 8-21-14

Project type

Ownership X

Placement _____

Unpaid _____

Scope/size single market goat - BDER

Weight 75-15

Ear tag # BFF 245

Scrapie # CA D13652

Area appearance

Feed area CLEAN, BAGS food stored inside tras
can -

Pen area water is clean; feeding electrolytes; has
fan to help keep cool

Animal or Job appearance:

CLEAN & Healthy; hooves & are fine

Other Notes:

SAE Student Visitation Form

Name Maggie Sanchez Date 9-12-15

Project type

Ownership X Placement _____ Unpaid _____

Scope/size single market Boer goat

Weight 85-lb Ear tag # BFF 245 Scrapie # CA013652

Area appearance

Feed area empty bag chewed by goat. Litter of cups/bottle
tray

Pen area litter of cups/water bottles. Too much trash

Animal or Job appearance:

Boer goat looks healthy; walks well on chain
beaces fine. more definition needed on rear hip

Other Notes: Need to clean up area & maintain it!

SAE Student Visitation Form

Name Rebecca Point Date 9-5-14

Project type

Ownership X Placement _____ Unpaid _____

Scope/size single market sheep

Weight 105-1b Ear tag # BFF 416 Scrapie # CA 014218

Area appearance

Feed area CLEAN, feed bag is closed w/ scoop inside
no debris around

Pen area better - water is clean, alfalfa picked up
pen is raked, no

Animal or Job appearance:

healthy - hooves need to be clipped; wash next
week

Other Notes: braiding ok; fix rear legs + keep
head up when walking

SAE Student Visitation Form

Name Rebecca Point Date 8-7-17

Project type

Ownership X Placement _____ Unpaid _____

Scope/size MARKET SHEEP - ONE

AT SCHOOL FARM

Weight 85 Ear tag # BBF 416 Scrapie # CA 014218

Area appearance

Feed area DIRTY WITH empty bags around - ONE FULL,
WATER bucket is half full. Needs to be washed

Pen area TOO MUCH ALFALFA STEMS in PEN. Need to
REDUCE ALFALFA FEED + CLEAN every two days

Animal or Job appearance:

clean, looks Healthy - walks okay - work on
bracing; ROUGH SHEAR next week

Other Notes:

SAE Student Visitation Form

Name Rebecca Date 9/19/14

Project type

Ownership X Placement _____ Unpaid _____

Scope/size single market sheep

Weight 115-lb Ear tag # BFF 416 Scrapie # CA 014218

Area appearance

Feed area CLEAN & neat; organized

Pen area CLEAN, trash not an issue; put away H
tools in proper place

Animal or Job appearance:

walks well off halter; braces; dirty on be
arm pits - clean thoroughly before fair

Other Notes: will final clip animal 3-days out
for fair

SAE Student Visitation Form

Name Rebecca Date 10-3-14

Project type

Ownership 8 Placement _____ Unpaid _____

Scope/size Single market sheep

Weight 131-16 Ear tag # BFF 416 Scrapie # CA 014218

Area appearance

Feed area messy - clean it up - only 4-days to go

Pen area Rake clean; keep clean for health of animal heading to fair

Animal or Job appearance:

exercised wells - walker & brace fine - clip hooves & final clip on SAT/SUN - WASH THOROUGHLY

Other Notes: collect tack; whites for show ring - fair bands - permission slip due Monday

SAE Student Visitation Form

Name Rebecca Date 9/19/14

Project type

Ownership X Placement _____ Unpaid _____

Scope/size single market sheep

Weight 115-lb Ear tag # BFF 416 Scrapie # CA 014218

Area appearance

Feed area CLEAN & neat; organized

Pen area CLEAN, trash not an issue; put away the tools in proper place

Animal or Job appearance:

walks well off halter; braces; dirty on belly
Arm pits - clean thoroughly before fair

Other Notes: will final clip Animal 3-days out
for fair

SAE Student Visitation Form

Name MAGGIE SANCHEZ Date 8-21-14

Project type

Ownership X Placement _____ Unpaid _____

Scope/size single market goat - Boer

Weight 75 lb Ear tag # BFF 245 Scrapie # CA D13652

Area appearance

Feed area CLEAN, BAGS food stored inside trash can -

Pen area water is clean; feeding electrolytes; has fan to help keep cool

Animal or Job appearance:

CLEAN & Healthy; hooves are fine

Other Notes:

SAE Student Visitation Form

Name Carelos Benjamins Date 8-30-14

Project type

Ownership _____ Placement X Unpaid _____

Scope/size 10 Acres of assorted vegetables to be sold
at fruit stand

Weight _____ Ear tag # _____ Scrapie # _____

Area appearance

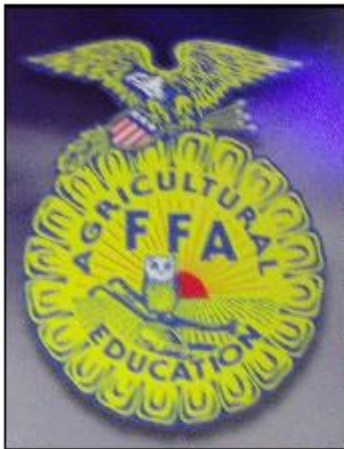
Feed area _____

Pen area _____

Animal or Job appearance:

crop is almost gone - two weeks of sales to go
Will have it all disc. under by Sept 10th

Other Notes: Aphid issue of squash, but too late in
growth to be harmful



**Reedley Middle
College High School
FFA 2014-15**





**Reedley Middle
College High School
FFA 2014-15**



FFA Officer's Retreat—Lopez Lake



The purpose of the Officer's Retreat is to get the team to know each other, how to share laughs, stories and become friends. They will work together to develop the strategy for the up-coming year. They will complete the business of the Program of Activities for the chapter.

Officer's Retreat—leadership, POA planned, work!

The team went camping at Lopez Lake in San Luis Obispo County. Getting away from your local area is key for the team to form a good working bond. Some have never experienced the fun of camping. A new adventure for ALL1



San Joaquin Region Boot Camp—Scicon For FFA Leadership development



The San Joaquin Region has their own leadership development activity where all chapter's are welcome to bring their officers for an intense two-day training sessions.



FFA Monthly Meetings & Activities



FFA Meetings & Activities



Some activities we went to included Hobb's Groove Halloween event, Reedley College Safari Day's and a pie eating contest during FFA Week.

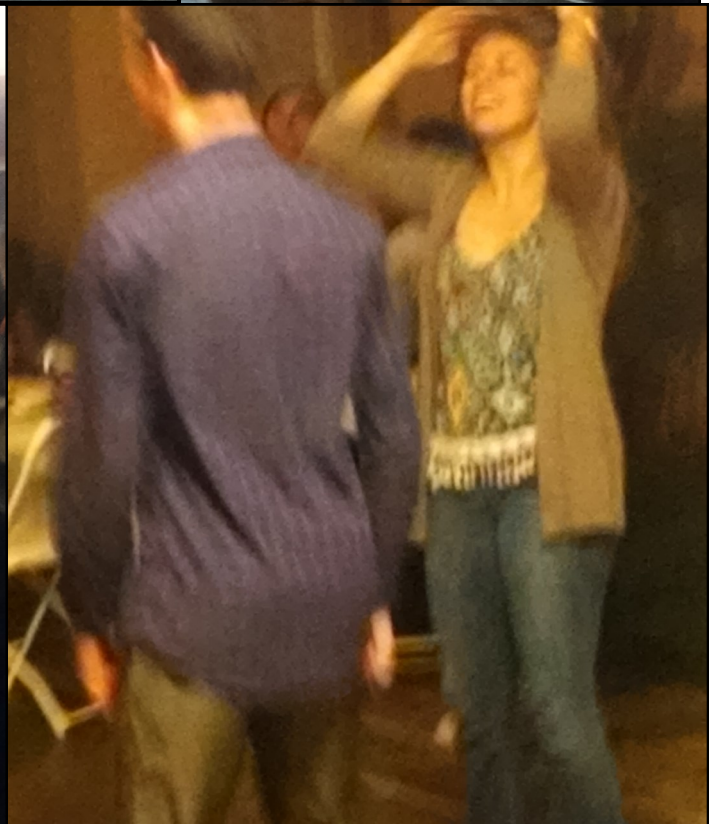


FFA State Officers Visit...

The RMCHS Chapter received their first official visit from the State FFA Officers—



Vice president Haley Warner and treasurer, Roman Waskiewicz, danced, laughed and had a exciting time with the chapter members.



SAE Projects

Fresno Fair



Members showed goats, sheep, beef, swine and poultry for their SAE projects this year. Also, several members displayed fruits and vegetables they grew at the fair.



SAE Projects of market swine, sheep, boer & dairy goats, poultry & rabbits were shown at the fair.



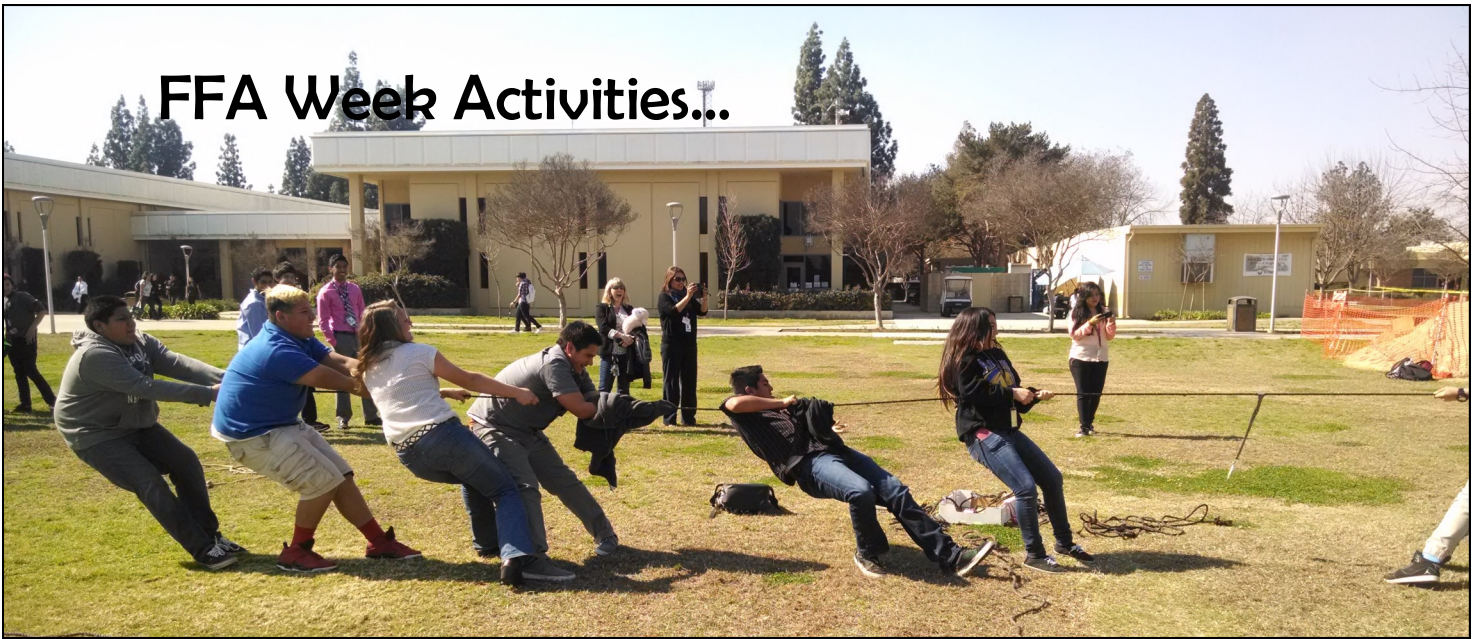
FFA members with their swine before the market show competition, the market meat chicken projects when they first arrived and the entire 2014 show team on display.



A large group of students and staff in school uniforms are gathered on a stage for a Christmas event. A male staff member is speaking at a podium, and a female student is standing next to him. A line of students is standing in front of them. A decorated Christmas tree is visible in the background.



FFA Week Activities...



Members participated in week-long events to promote the FFA.



An egg walk was another event members had a lot of fun with.





F W
F e
A e
k



Monday—Pie Eating
Tuesday—rained out
Wednesday—Tug-of-
War
Thursday—Egg Races
Friday—Sack Races



FFA WEEEEK: Sack Races with old feed bags



FFA Monthly meetings spread the happenings of FFA



SAE projects and CDE at work!

Our members show cased their Supervised Agricultural Experience at the Fresno Fair with their live-stock projects, fruit growing and Ag informational boards.



CDE Competition Teams



FFA State Leadership Conference

FFA members
attend the 87th
Leadership
Conference in
Fresno as dele-
gates



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SAE projects ranged from market animals at the Fresno Fair to vegetable crop production, as shown here. Carlos Barojas is using seven acres of the Ag Department Farm to grow several types of melons and squash for both retail sales and the fair.



Year-end Awards Banquet

Officers for 2015-16

President: Moises Pineda

Vice—Andrea Segovia

Secretary: Hadley Ciceroni

Treasurer: Pedro Flores

Reporter: Lizet Medina

Sentinel: Luis Vargas

Historian: Maggie Sanchez

Sweetheart:: Amber Garcia

Junior Officers

Navneet Sandhu, Macie Cavanaugh

Katelyn Luna, David Arjuna

Awards & Honors won:

Sectional: Open/

Closing First place Team award

O/C First place President—Moises
Pineda.

Sectional Staff Supporter Award:

Mrs. Adelfa Lorenzano

Regional Officer:

Josh Finke, treasurer

Sectional Officers: Josh Finke &
Moises Pineda

Superior Chapter Honor from the
National FFA Assn

DeKalb—Carlos Barojas

Star Chapter—Josh Finke

Star Greenhand—

Jose Amuzcua

Outstanding Junior -

Adrianne Luna

Outstanding Sophomore

Katelyne Ramirez

Outstanding freshmen

Anna Sipes

First State Champion CDE Team

Land Judging 2015



L-R: Assistant coach Martin Castro, Luis Vargas, Marciala Lemus, Macklin Williams & Nauveet Sandhu.
Coached by Dave Smojian.

Agriculture and Natural Resources Industry Sector

Career Pathways

- ◆ Agricultural Business
- ◆ Agricultural Mechanics
- ◆ Agriscience
- ◆ Animal Science
- ◆ Forestry and Natural Resources
- ◆ Ornamental Horticulture
- ◆ Plant and Soil Science

In most Ag Department and FFA Programs, the above listed career paths are available. However, at Reedley High School, RHS, (after this point), we offer a complete program for Agriscience, Animal Science, Ag Mechanics, Plant & Soil Science, Ornamental Horticulture and Ag Business pathways.

Course Sequence

Animal Science

Ag Science 1

Ag Biology

Animal Science

Veterinary science

Ornamental Horticulture

Ag Science 1

Ag Biology

Environmental Horticulture Science

Floral Design or Advance Horticulture Science

Plant & Soil Science

Ag Science 1

Ag Biology

Plant and Soil Science

Floral Design or Advance Horticulture Science

Ag Leadership in Business

Ag Science 1

Ag Biology

Ag Economics and Ag Government

Agriculture Mechanics

Beginning Ag Mechanics & Welding

Welding 1

Welding 2 & Ag Construction

Independent Project

Agriscience

Ag Science 1

Ag Biology

Plant and Soil Science

Or Environmental Horticulture Science

Or Advance Horticulture Science

Computer hardware is supplied by KCUSD with a laptop for every teacher and software to operate it at the newest level.

We can purchase our own special needs for software with site monies. Students will have their own laptops supplied by the district for school programs, class work and record book maintenance.

A new laptop computer lab is being installed for next year for classes and to utilize the room as a classroom too. In the Ag Department, we have access to a portable laptop lab, supplied by the district.

We will utilize computers whenever required for classes; when using for I-record books, SAE, and for National FFA applications for degrees, awards and honors.

We will update courses using new software as needed.

Each student will maintain records of their SAE, FFA, and chapter involvement on the chapter level using the I-record book provided by the California FFA Association, online program.

Record keeping of Ag Department files containing Ag Incentive Grant information, CATA data of meetings, operations and functions; with site budgets in binders in the Ag Office.

The FFA R2 information needs to be kept in secured files which contain all their data. Also with these, the members' data sheet, ag policies, yearly record books and any awards applied for should be kept here.

With the new online format for all record books and applications, it would be best to keep copies of each member's financial and income summaries too.

Record books are online now using the I-books. So they should be checked monthly by the instructor to ensure students are keeping up them. Also it's a good idea work on them at least once a month in class to certify they understand the basic use of them. With freshmen, it requires more in class time so they understand the operation.

Because record books are online, they can be updated by the members any time and verified at scoring meetings, making it a cleaner and smoother process.

On some assignments, students might not prefer to do the work, like castrating animals, and therefore would require an alternate assignment for credit. We must accommodate such actions in today's Ag classroom.

The RHS FFA Chapter was chartered at the 1935 State FFA Conference with 24 initial members.

See R2 report

See 2F on FFA Chapter Activities list and 1D with course descriptions and FFA activities as part of students' grades.

SAE grading criteria is part of each course offered at RHS. The criteria can be found in each course descriptions and grading policy.

First year members have two ways to start their SAE's. At the start of the school year, we offer market poultry projects to be sold at the Fresno Fair. The other project is a detailed report on an Agriculture Commodity. The members must report to the class about the production, process, state dollar value, county value and the export value of their commodity to the class using a display board or power point including a written report.

Each member needs to keep an SAE each year. The information to confirm this will be found in their record books.

Depending on the SAE, the project should be viewed by the Ag teacher at least once a month. If located on the school grounds, then more often. If it's a breeding project, then more attention needs to be given as the farrowing dates near of the animal. If it's a market project, then at least once a week, especially the last six weeks of the project to ensure the animals are gaining weight and being cared for correctly and to check for the showmanship work.

The school can utilize vehicles or buses from the district transportation office. The RHS FFA has access to their own Yukon, 8 passenger and a 5 passenger GMC truck.

The process to reserve a vehicle is using the districts online process. One must enter the date, length of time, number of students and where you are attending. One must reserve early to ensure a vehicle.

Payment for the cars must be entered at the time of the request. So you must know your accounts and which one to charge.

Staff is expected to utilize the proper forms and follow district policies when wanting to be reimbursed for purchases and attending conferences.

However, no staff member can utilize ASB funds for post purchases. With new regulations, all ASB funds need to be pre-approved with meeting agenda and ASB requisition form filled out and turned in. If this process is not followed, the staff member will end up paying out of their pocket.

Special Populations are followed by what the student's IEP request or 504 states we must do. This can be a simple modification as where they sit, how to deliver instructions, give out written notes. It goes as far as to modify their grades to what they can finish and not on the full scope as the other students must do for a grade.

Adequate Storage

Storage is always a growing concern every chapter. As the years are added on, so is the space to house materials collected and built. We have to develop a working relationship with other departments in sharing common grounds for storage for both classroom and SAE projects.

Laboratory facilities for animal projects are maintained at the RHS school farm. We also have a greenhouse for science projects. **The classrooms are older modular types, which do not contain any running water for Biology type experiments. However, the district is working with RC to have at least one set of sinks with water installed into one room by the end of next school year.**

All staff and students have access to email through the districts system. It allows for communication between all participates.

The facility should always be kept clean for both the department shareholders and the district. The area should be safe and clean for the benefit for the students, community and animals. This includes the farm area, classrooms and laboratory areas. If not kept clean, it might look rundown and the district personnel would be after you on a constant basis.

The maintenance of the farm and facilities are mostly the district's area of caring. We must put in for a request if something does need to be fixed or looked over. However, for the smaller projects, broken water lines, minor clogs or items that we can fix ourselves, we will repair it. One it's a lot faster process and two it saves the district personnel time to respond to more important concerns.

Advisory members:

Amber Balakian, Reedley College Business
Department

Monica Benner, KCUSD district personnel

Lori Botkin, Principal RMCHS

Martin Castro, RC instructor

David Clark, Dean of Instruction, RC

Ken Kinney, RC Department Chair

Adelfa Lorenzano, RC coordinator

Ronald Sa, RMCHS Ag Instructor, FFA

Dustin Sperling, Ag Business RC

Robin Tyler, KCUSD board member

Tayna Sanchez, RMCHS parent

David Finke, RMCHS parent

Contact information:

Adelfa Lorenzano

Reedley College Coordinator

995 W. Reed Ave, Reedley, 93654

Adelfa.lorenzano@reedleycollege.edu

559-637-0310

Each student has access to a Reedley College counselor and one from the high school. They try to set goals and classes for each student to follow their career paths and ensure they are on course to graduate at the high school level.

Articulation agreements have been changed to Dual enrollment where the high school instructor meets the teaching criteria of the college teacher. Therefore, for the teacher, it's teaching at the high school, but using the credentials of the college instructor.

RMCHS does not hold such an agreement mainly because they are taught by college instructors for some of their classes.

An extended contract is offered with a 5% base salary for payment. It is best to spread the days over the entire summer to better serve the students who have animal projects for the fair. Otherwise, the instructor will be working free for most of the summer. Another task is to work only half days or four hours at a time to conserve your time and availability for the students.

At RMCHS, a supervision period is not allowed at this time. We have seven periods with one prep, but need to service six periods of students. So until the program grows to require a part-time instructor, an SAE period will not allowed.

Garden Planter Bed Project 2015

**By Ronald Sa
AGED 580**

Building a garden planter box



The first step is to select the site you want to build on. It should be level, receive plenty of sunlight and have water available.

After site selection, the prep work begins to remove weeds, debris and to level out the area.

Once the area is cleaned, we marked off the site 10'x5' for the garden bed, with another two-foot extension for a tool storage box on the end. One needs to measure diagonal across both corners to ensure the exact square

measurement required. We measured side to side and length to length to get a square, then from diagonal end to the diagonal end to ensure the squareness of the box. If it is NOT square, measured within 1/8-inch, the corners of the wood sidings will not fit neatly. We were measuring to find the centers of the holes to dig for the 4"x4" x8' post for the corners.

Marking off the box area



Using string, 10-inch pieces of rebar and a ripping hammer, we measured off the area so students could see how big the box would be. This gave us an idea of where to start digging for the corners.

We dug each corner post 12-inches deep with a 6-inch post hole digger. We used a measuring tape to mark 12-inches from the bottom of the post to make sure the holes were dug deep enough. We placed a 2x4 stud wood across to make sure where the top of the hole should be.

Bringing in the wood for start...



After we had the area marked off, we brought in the wood planks and post needed. We used pressured treated lumber to we wouldn't have to worry about termites in later years.

Students used the post hole diggers to dig out four holes in each corner and used the 3-ft level to verify the depth and proper width of the hole so the post stand upright and straight.



Once we made sure the post was squared, and straight by placing the 2"x12"x12' plank in place, we filled the holes up with dirt and packed them down to make sure they were secure and would not move. We check each corner several times to make sure they fit, and were five feet apart from edge to edge and 10-ft length wise. You can use cement to hold the post too.



**Keep going until all four corners were
put in and square to each other.**





Students ensuring the post are squared and tamping dirt to pack it around the supporting post.



We attached the planks first with 4-inch, 6-D nails to hold the sides together after it was squared. We only nailed them in about three inches to make sure we could pull them out easily. After it was all squared and secured, we used a 5/16 wood bit auger on a 1/2-inch bore power drill to make holes for the carriage bolts, which would secure the planks through the four inch post with lock washers and oversized washers.

Securing the boards and post



Students finish packing all four corners, right, while others remove weeds from around the planter, where will be adding rocks to finish the borders. We secured the length boards first, on both sides before securing the shorter end boards.



We used the tape measure to make sure each end was the proper distance apart, 5-ft from outside edge to outside edge. Then we used the power drill to drill a 5/16" hole through both pieces of wood and secured them with a 8-inch x 5/16" carriage bolt with washers and only had-tightened until all four cornered were completed.



The drill had a built in level, this way, we ensured the holes would be straight. We put two bolts on each corner, about two inches from the top and four inches apart. This way, it would leave enough room on the cross-side drilling for the front boards and would not interfere with them. I demonstrated how to drill the first hole, then the students took over to finish the other four poles.



The students did the drilling and bolts in teams of two. So as they holes were finished, the next group attached the boards with the screws and tightened slightly. After one side was completed, another set of students tightened the nuts with a 1/2-inch socket and wrench. At the end of each work period, the students had to gather up the tools and materials and return them to the shop. This way they learned not to leave materials out where they could get wet by the dew or even worse, lost in the ground.



Students continued to secure all four post until they were finished with the sides. Then they moved onto the end boards.

Water source: You will need a water to properly maintain the plants, so we tapped into an existing water line to add a faucet near the box. We will be using a drip system to better utilize water consumption and savings. Below, students packed the soil into the bed to reduce settling and having to add more materials later.



Securing all four corners with carriage bolts, over-sized washers and nuts in a team setting, allowing for group experiences and sharing of ideas.



After all four corners were secured, tightened, another group of students started filling the garden box with soil mixture product purchased from a local vendor, Valley Soil & Amendments.



Students brought over the soil in wheel barrows, while another group pushed evenly throughout the box. They tried to fill the box all the way to the top, while packing it down, helping it to settle.



You can see the cross pattern of the carriage bolts on the corners, securing each board without the other side interfering with it. It took roughly 2 1/4 cubic yards of soil to fill the box. We added Osmocote fertilizer to each barrow of soil to ensure a good source of minerals and fertilizer were available to the plant stock after planting.





The Ag Mechanics class helped with the project as they manufactured the bench seat supports for each side. We used 1/4" flat steel, 18" long with punched holes for the 5/16 inch lag bolts and then bent it to form a right angle with a welded support as a cross member. They were painted to prevent rust and make it look a little prettier for the project.



Bench seats were added to each side so students could relax while they worked.



Students attach the support brackets to each side. We placed three per side bench; two were one-foot from the edge, and the other was placed in the center of the bench to equalize the support. The bench was placed on the lip of the side board to increase support.



Another set of students attached the seat board, also pressure treated, to last longer in the weather. We used a 3/4-inch water bib as a faucet. We added pipe dope to ensure it would not leak to the threads. A shut-off valve was added two feet before the line in the event the faucet had to be replaced or if someone broke it off. A three foot metal stake will be added for support to make sure no one will trip over it.

Almost Done....



Students added more soil so that it was leveled to the top of the bed. Others make a final raking of it, trying to remove any debris or rocks which might have been mixed in.



Students test out their work after their construction part is completed. Next is the clearing around the box to add weed block material and cover it with 1/2 inch crushed granite to keep it clean of weeds and a professional appearance.

Add tool storage pictures



Adding a storage box on the end will allow for tools and supplies used for the day, to be stored and secured.

To support the lid, add two inch supports along the both side boards. We also put in a 8-inch back board to help with the length of the lid, which we attached two, four inch hinges to support it.





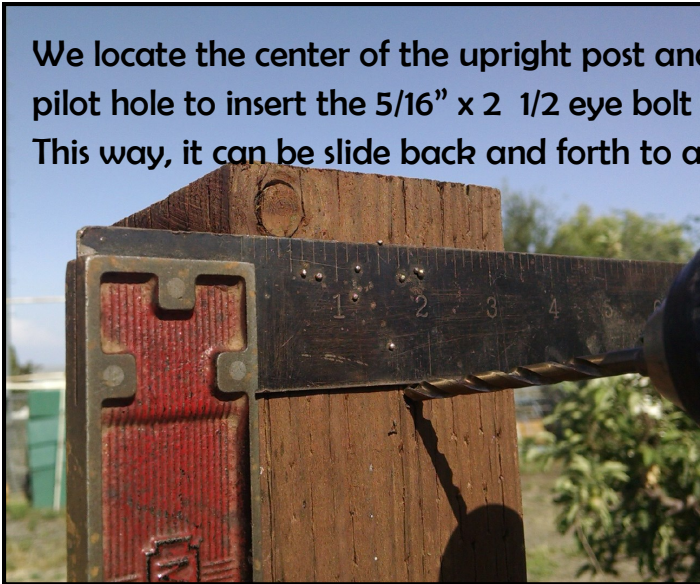
Above we attach the hinges using 1 1/4 wood screws. When closed, the lid has a one-inch overlap which will make it easy to grab and open it. The final step is to put weed block and gravel inside to keep it clean and match the surrounding materials. Later, when it warms up, the rocks will be replaced with a two-inch slab of concrete.

Sun shade structure

Warming bed or Greenhouse effect

We locate the center of the upright post and drop down about two inches, and drill a pilot hole to insert the 5/16" x 2 1/2 eye bolt to anchor the wire to hold the shade cloth.

This way, it can be slide back and forth to allow sun or shade.

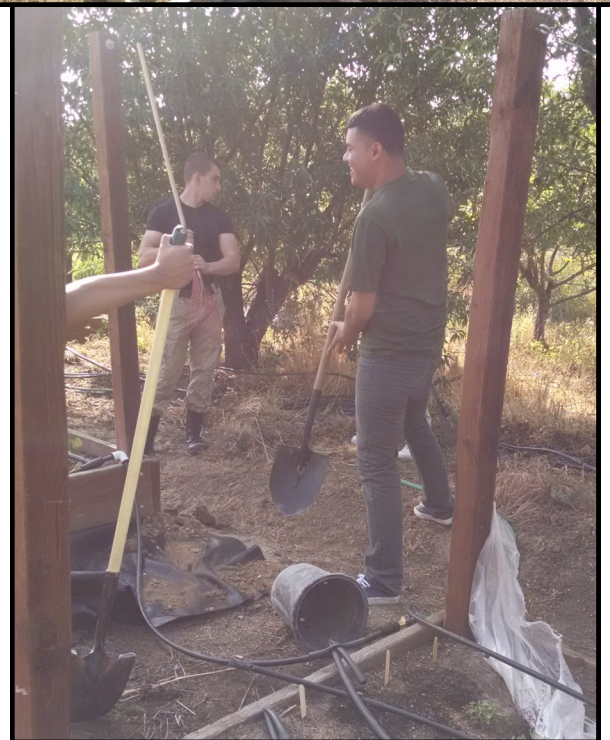


Adding shade cloth material will help protect the plants from the hot summer sun. Also, by adding lower hooks about 16 inches above the benches, this will allow for the making of a hot house for early spring planting to protect from frost damage





Students add weed block all around the planter boxes to prevent weeds from growing. Another group of students added the crushed granite and spread it evenly, a depth of one inch, to help keep weeds out and the area to look nice.





The crushed granite is spread evenly around the planters boxes to a depth of one inch. This will give it a good depth to prevent weeds and allow for walking on it without displacing the rocks or causing holes to appear in the paths. This is the fifth planter box on the school farm, which each one is being used by separate classes from freshmen in Ag Science to seniors in Ornamental Horticulture for vegetable and vine production. Most of the food grown will be sold at the school's roadside booth while some will be displayed by the students at the county fair in October.



The final product is now ready for student use and the installation of a drip irrigation system.

Materials and supplies used:

Project cost—\$310 for all supplies and materials

2 — 2" x 12" x 12' pressured treated lumber

2 — 2" x 12" x 10' - cut in half for four, 5' pieces (two for lid and edge for tool storage unit)

4 — 4" x 4" x 8' pressure treated post

16 — 5/16" x 8" carriage bolt, nuts, lock washer and over-sized washers

24 - 5/16" x 2 1/4" lag bolts

8 - 5/16" x 4" lag bolts (used on tool storage box)

2— four inch hinges for lid attachment

1— hasp lock if need for lid

Two 1/2" sockets or wrenches to tighten nuts and lag bolts

1 - 12 inch length 5/16" wood bore bit

1 - 1/4" drill twist bit to start holes power for bit bore

1 Power drill or cordless 3/8 bore

Extension power cords as needed

Water jug for student use

Water source

Ripping hammers

2— 3-foot levels or a corner level

8D nails to secure lumber

2 1/4 yards of soil mixture

1— 80-lb ready mix concrete for bottom of tool storage box

6-inch post hole diggers, several round point shovels, square point shovels, bow rakes, landscape rakes, wheel barrow or yard carts, (weed block and granite rock if want to beautify the area around the box)

Tools & materials used



Lag bolts



Lag eye-bolt



Carriage bolts



Fender washer



Twist bit



Power drill, 3/8 bore



18v cordless drill



hinges



Ripping hammer



3-ft level

