

AGED 539 GRADUATE INTERSHIP IN AGRICULTURAL EDUCATON

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Table of Contents

1. Quality Criteria Review
2. The Project
3. Supporting documents 539
 - 3.1 Student Data Sheets
 - 3.2 Permanent Student Files
 - 3.3 Course Outlines
 - 3.4 Grade Books
 - 3.5 Project Visit Forms
 - 3.6 School Board Policies
 - 3.7 FFA Program of Activities
 - 3.8 Recruitment Program
 - 3.9 Chapter Scrapbook
 - 3.10 Summer Activities
 - 3.11 Graduate Follow Up and Survey Results
 - 3.12 Comprehensive Program Plan
 - 3.13 Advisory Committee Meeting Agendas
 - 3.14 Advisory Committee Meeting Minutes
 - 3.15 Advisory Committee By-Laws
 - 3.16 Proficiency Standards
 - 3.17 Credential
 - 3.18 Chapter Calendar
 - 3.19 Professional Development Plans
 - 3.20 R-2 Report
 - 3.21 Travel Request
 - 3.22 CATA Membership Card
 - 3.23 Professional Development Report

- 3.24 Department Wish List
- 3.25 Department Budget
- 3.26 District/Department Budget Process
- 3.27 Department Chart of Responsibilities
- 3.28 Substitute Procedures and Plans
- 3.29 Program Completer Description
- 3.30 Reimbursement Process

Quality Criteria Review

Table of Contents

1. Curriculum and Instruction	1
2. Leadership and Citizenship Development	6
3. Practical Application of Agricultural Skills	8
4. Qualified and Professional Personnel	10
5. Facilities, Equipment, and Materials	11
6. Community, Business, and Industry Involvement	13
7. Career Guidance	15
8. Program Promotion	16
9. Program Accountability and Planning	17
10. Class Numbers	19
11. Full Year Employment	20
12. Program Achievement	21

Curriculum and Instruction

1A. the curriculum includes the components required under section 52454 of the Education code: Organized classes in the study of agriculture and technology, student supervised agricultural experience, and a program of leadership, organization, and personal growth.

Firebaugh FFA is a five person department. Between the five of us we teach Agriculture Earth Science, Agriculture Biology, Agriculture Chemistry, Agriculture Government and Economics, ROP Ornamental Horticulture, ROP Floral Design, ROP Welding, Floral Design 1, Agriculture Mechanics 1, and Agriculture Mechanics 2. Each of these classes is offered on a yearly basis. All students enrolled in agriculture classes are members of the Firebaugh FFA and registered on our yearly R-2 roster. This allows every student the opportunity to participate in leadership conferences for personal and chapter development. FFA and SAE are a combined 10% of the grade in each of the agriculture courses offered at Firebaugh High School. Each course requires students to participate in a minimum of eight FFA activities each semester. Students are also required to have an SAE project each year and complete the California FFA Record Book for that project.

The following course descriptions are currently offered at Firebaugh

Ag Earth: Ag Earth Science is freshman level classes that will help you understand the basic principles of Earth's systems. The course emphasis will involve the following areas: age, composition of the earth, weather, atmosphere, resources, and environment. This is an agriculture course, as part of the curriculum each student is a member of the Future Farmers of America (FFA) and must have a supervised agriculture experience project (SAE).

Ag Biology: Agriculture biology is a one year laboratory class, designed for the college bound student with career interests in agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plant and animal genetics, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of all life science with agricultural application, earth and physical science principles and other curricular areas including written and oral skills.

Ag Chemistry: Agriculture Chemistry is a one year laboratory science class, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts, and

inter-relationships among topics. The course is centered on an extensive lab component in order to connect the big ideas of chemistry with agriculture applications, earth and life science principles and other curricular areas including written, mathematical, and oral reporting skills.

Ag Econ/Government:

Floral 1: This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday, and occasional designs. Students will achieve this through designing, creating, identifying, explaining and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, critical thinking, interpretation and written and verbal communication skills.

ROP Floral

Ag Mechanics 1

Ag Welding

ROP Welding

Ag Leadership: This course is designed to develop responsibility initiative, creativity, leadership, and school pride in the agriculture program. It provides class time for the planning and organization of meetings, social, and recreational events, elections, service activities, and other community events. Students will have the opportunity to study the concepts of goal development as an individual and team, keys to success as an individual team, character development as an individual, team, and group dynamics, Parliamentary law and procedures, critical thinking, public speaking, personal finance management, business and how it relates to the agriculture industry, career goals and the importance of supervised agriculture experience programs and the FFA in agriculture education.

ROP Ornamental Horticulture:

1B. the career technical education model curriculum standards for the Agriculture and Natural Resources Industry Sector are the basis for contest of courses offered. Curriculum addresses “foundation” and “pathway” standards within the program pathway(s) and course sequences.

Firebaugh is a growing department and has been for the past couple of years. it has become four fifths of the science department when a fifth teacher was added two years ago. The

department currently has a complete AgriScience, Agriculture Mechanics, and Floral Design pathway. The department's goal is to complete the Plant Science pathway with the addition of a plant science class and introduction to horticulture to go with ROP Ornamental Horticulture.

The department would like to add an animal science pathway in the near future so that students have another way to stay in the program all four years. Students are currently able to stay in our program easily until their senior year because all students are enrolled in Agriculture Earth Science as freshmen and Agriculture biology as a sophomore, by the time they get to chemistry at least half of the students choose to be in Agriculture chemistry. Their senior year is when they have the least amount of options since Agriculture econ and government is only offered one class period. The hope is that with adding animal science and completing the plant science pathway students will have a greater opportunity to complete the program.

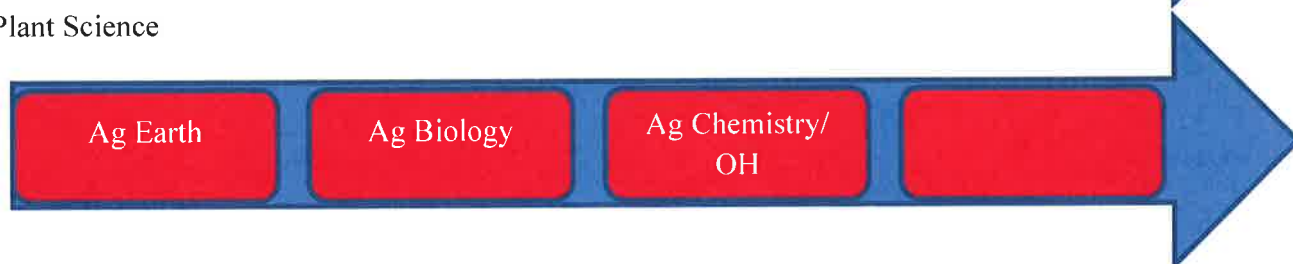
1C. Career paths in agriculture have been identified and can be found on a chart or diagram on the program plan.

The agriculture career pathways are shown in the charts below: Agriscience, Agriculture Mechanics, Floral Design, and Plant Science. Agriculture Earth, Biology, and chemistry are each A-G certified in area D, ROP Floral Design is A-G certified in area F

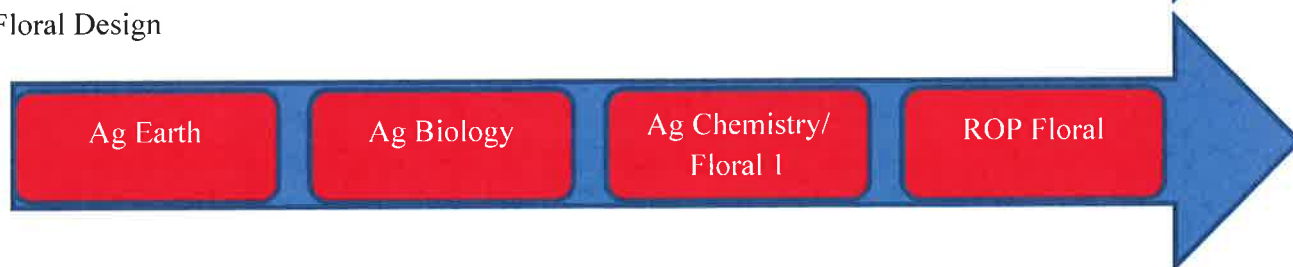
AgriScience



Plant Science



Floral Design



Agriculture Mechanics



1D. The School master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).

Our school counselors create the master schedule each year. The counselors do a fantastic job of making sure that students have the opportunity to take agriculture courses. This year there are agriculture classes offered every class period with there being five different classes periods one – four, four classes period five, three classes period six, and one class period seven.

1E. Agriculture Career Awareness information is included in every course

Within each course students are introduced to FFA and opportunities that it provides along with career awareness in agriculture. In elective courses there are career area projects completed by the student about careers in the area of the particular course content. In the core classes of Earth, Biology, and Chemistry students are introduced to careers in Agriscience as we move through the units of the course. When discussing SAE projects students are also introduced to careers that fall into proficiency areas.

1F. The agriculture department utilizes computer hardware and software as an instructional tool.

Technology is greatly utilized in our department with the push to go towards one to one instruction. Each Agriculture teacher has a class set of chrome books or laptops for students to use. Each course uses power point presentations, schoology or google classrooms. The entire department utilizes the I record book system with every student. Each classroom is equipped with a desktop computer, printer, laptop, projector, Elmo, and smart board. The AgriScience teachers all use the illuminate system for creating and scanning tests. The system also allows students to test online in order to help them prepare for then SBAC tests in the spring.

1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: Computerized record book, Agriculture term paper, Job resume, Portfolio letter of introduction, Agriscience fair report, speech manuscript, job cover letter, or other agriculture related project.

This year the entire department adopted the use of the I record book system with every student. By doing this we have been able to have more students earn their state degree and prepare for proficiencies. Beginning this year the Agriscience teachers decided to incorporate having students complete an Agriscience fair project with the full paper. We are beginning the process with our current freshmen with the expectation that it will be continued into the students'

sophomore and junior year. All of the ROP classes and agriculture leadership complete a resume and cover letter in the related areas for the subject. These projects all go into the students' portfolio that is required for them to graduate high school.

1H. Record keeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE project or a mock problem.

SAE and record books are a part of each student's grade. Record books are generally taught in the spring semester when students begin their first book in January and are then continued through the end of the year to close them out. Students must turn in a completed project for their record book at the end of a fair project. Record books are all taught using the I record book system.

1I. Record books from each student are maintained in department files until one year following graduation.

Record books are kept in files until at least one year following graduation. If the student is planning to finish a Stare degree or an American degree then the books are held longer if needed. Books are located in our middle room/ FFA storage room for students who have graduated. Each teacher keeps their current students' books in their classroom by name and class period.

All of my students are converted to the I record book so all files are kept online.

1J. Agriculture courses have been submitted to meet high school graduation requirements and or University of California A-G credit.

Every agriculture course at Firebaugh High School meets graduation requirements for science or elective credit.

Ag Earth, Ag Biology, and Ag Chemistry are all UC A-G approved in area D.

ROP Floral Design is UC A-G approved in Area F.

2. Leadership and Citizenship Development

2A. An FFA Chapter has been chartered by the State Association or has been applied for.

The Firebaugh FFA chapter number is #0072, a part of the California and National FFA Organizations. It was chartered in 1976 when Barbara Fulbright was elected president and the charter was officially applied for on September 1st, 1976.

2B. A chapter program of work is developed annually and a copy is furnished to the supervisor by December 15.

Every summer the chapter officers meet for one week and plan the year's activities and goals for the chapter. From this point the chapter Vice President is in charge of fully preparing the program of activities to curricular code so that it is contest ready, as well as prepared to be presented to the school board members in January.

A copy of the 2014-2015 Program of Work can be located in the program plan.

2C. Every student is given a grade based upon participation in leadership activities.

FFA and SAE projects are worth ten percent of every agriculture course. Each student in an agriculture course is required to attend a minimum of eight FFA activities per semester. A sign in sheet is at each event for students to sign in. There is also a bimonthly activities sheet that students fill out for our high point trip. The high point trip tracking sheet is also used for students tracking the eight FFA activities students must complete per semester. FFA and SAE project points are entered into the students' grade at the end of each semester.

Record books for the year are due in the spring each year. The ten percent is split five percent FFA activities and five percent for the Record book being turned in.

2D. all students enrolled in agriculture classes are affiliated with the State FFA Association.

All students enrolled in agriculture courses are affiliated with the California State Association and National FFA Organization. Each fall students fill out a student data sheet and the FFA Roster and R-2 report are updated by the teachers through www.calaged.org by October 15th.

2E. based on previous years records, the department participated in a minimum of 12 activities listed on the FFA activities check sheet.

The Firebaugh Agriculture Department prides itself on student involvement in a variety of activities. A few of the activities FFA members participated in during past years are:

- State leadership conference
- National FFA Convention
- Fall and Spring Regional Meetings
- San Joaquin Region Boot camp
- Greenhand Conference
- Made for Excellence Conference
- Advanced Leadership Academy Conference
- Sacramento Leadership Experience
- Section Opening/Closing
- Section BIG and Banking
- Section Cooperative Marketing
- Section Speaking : Creed, Job Interview, Prepared, Extemporaneous, and Impromptu
- Submitted State degree applications
- Submitted Section and region proficiency applications
- Participated in Judging Contests
 - Cotton Judging
 - BIG
 - Farm Records
 - Light Horse Judging
- Livestock Judging
- Ag Welding
- Floral Design
- Cooperative Marketing
- Ag Sales
- Ag Pest
- Citrus Judging
- Participated in other sectional activities
- Blackbeard's- fall activity
- Bowl-A-Thon- Winter community service activity
- John's Incredible Pizza- Spring Activity

2F. a minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records.

The Firebaugh Agriculture Department prides itself on student involvement in a variety of activities. Every student enrolled in an agriculture course is required to participate in eight FFA activities per semester. Participation is verified by sign in sheets and high point activities sheets. Students also record their activities in their I record book online. Over 80% of members participate in at least three activities a year as verified by department records. The following are the most common, widely attended events.

- Mud Volleyball
- Fall Section Activity
- Winter Section Community Service
- Spring Section Activity
- Chapter meetings
- Greenhand banquet
- End of year banquet
- Farm clean up
- Weekly FFA Spirit day

3. Practical Application of Agricultural Skills

3A. Students participation in Supervised Agriculture Experience (SAE) is part of the grading criteria for every student in the program.

Every student in an agriculture class must have an SAE project for a part of their grade. Firebaugh has a system in place for our students to that all of them have a project. In addition to our main projects such as raising animals and working in the fields every student has a home improvement project in which they work a minimum of five hours per week improving their own home. These hours must be logged in the I record book and updated a minimum of once a month for their SAE grade in my class.

3B. First year students have either been engaged in a SAE project or have a plan in place for a SAE, as verified by the student data-career plan.

All of the Firebaugh FFA students have an SAE project. Our first year students begin their projects in January. Every student has a home improvement project in which they must work a minimum of five hours a week improving something at home. These projects are yearlong projects so that students are able to complete and close out a full record book. Our students who have more traditional projects such as raising animals must turn in a complete record book at the end of the project.

3C. A minimum of 80% of continuing students are engaged in SAE projects as verified by department records.

All students in the department have an SAE project throughout the year. Every student has a home improvement project in which they work a minimum of five hours per week for the entire year. In addition to this we have various other projects such as raising animals for the Chowchilla and Madera fairs, running a landscaping business, working in the fields, and farming agriculture commodities. SAE is a part of my students' grade in both the fall and spring semester for my junior and senior classes and they must have their record books updated monthly. My freshmen classes receive their SAE credit in the fall by having a plan for an SAE, while in the spring they must turn in an updated record book monthly.

3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by department records.

Fair SAE projects have a mandatory showmanship practice twice per week on set days and times as determined by that advisor. At these practices animals are weighed, wormed, and clipped as well as practicing showmanship skills. Students with breeding projects are visited multiple times per year as well as students with consistent employment. Project visit notes are put on the stall cards for individual animals with information such as the date, current weight, how much to feed, and the date it was last wormed or vaccinated. There currently isn't a department wide project visit form that is used. I use a form that I created to organize my notes on each animal to keep in my own records. I hope to begin using my iPad to create a form that I can use each week as well as take pictures to email students and parents as well as having an electronic copy for myself.

3E. a school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

Our department has a Chevy truck, Ford truck and a suburban that have all been purchased for the department by our district over time. These vehicles are available to us at any time we need to use them for project visits, feed runs, or driving students to activities. The department also has access to district vans and busses when needed to transport large numbers of students. We are very fortunate that all gas costs are covered by our after school program which helps tremendously in keeping costs down for transportation. Since there are five teachers in the department and only three vehicles we have created and kept a calendar for when who would need to drive which vehicle on each day. There is almost always a vehicle open if something comes up last minute. We are also able to take our department vehicles to any conferences and professional development activities such as Roadshow, region meeting, New Professionals, or CATA summer conference. The only time we need to keep track of mileage and gas receipts is when we check out different vans or use the district gas card. All of the van requests are to be filled out in advance with a full itinerary attached to the request for each vehicle. Because we have so many vehicle options available to us, we do not turn in, or keep track of any mileage on our personal vehicles if used.

4. Qualified and Professional Personnel

4A. every agriculture teacher has the appropriate credential for teaching the subjects assigned. Copy of authorizing credentials is in the comprehensive program plan.

All five of the agriculture teachers have their single subject agriculture credential, while four out of the five have their Ag specialist credential. Our credentials can be found in the comprehensive program plan.

4B. Based on last year's records, every agriculture teacher at least half time agriculture, attends a minimum of four professional development activities.

All five teachers are full time agriculture teachers with one teaching agriculture classes at El Puente charter school one period per day. It is expected that all five teachers attend all events throughout the year, unless illness or family emergency comes up. Activities attended are: 3-4 section meetings per year, 2 region meetings each year, region roadshow, and CATA summer conference. Teachers that have been teaching for 1-3 have the ability to attend new professionals if they choose to, and skills classes can be attended at the teachers expense.

4C. The agriculture staff meets a minimum of twice a month.

As a five person department meeting is essential for us to full communication with one another. We have a minimum of one department meeting per week in order to review events happening that week, the next week and a month out. When we have a big event coming up such as our Night in Vegas we meet more frequently and communicate through email during the day.

4D. a written record of minutes is kept of action taken during agriculture staff meetings and is kept in department files or the comprehensive program plan.

We have an agenda that is made and kept with decisions on it for every department meeting. The agenda with decisions made goes into the department head binder kept by Mr. Calvert.

4.E Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

Teachers are reimbursed for expenses that we incur for FFA, SAE, or CATA activities. In order to be reimbursed we must attach the original receipt and fill out the correct paperwork. Anything coming out of the FFA or AIG account must be approved by the FFA officers or the department staff as a whole.

5 Facilities, Equipment, and Materials

5A. Modifications of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

We currently have five classrooms (three sciences, one floral, a shop classroom and metal shop). We also have a fully functioning farm to house animals and an Ornamental Horticulture unit. All of our classrooms are equipped with materials they need and supplies are purchased and replaced as needed yearly. New equipment is purchased through ROP or department funds for the shop, floral and horticulture classes. The greenhouse is currently not functioning and we are in the process of getting the district to replace it. All of our facilities are kept up to date and maintained by both the agriculture department and the district.

5B. There is adequate storage and space for materials, records, equipment, and supplies.

The science classrooms are all equipped with lab tables and counters with three out of the four walls having top and bottom cabinets. Besides the classroom we have a middle room office to house records for the department, chapter uniforms and meeting supplies. We also have a c-train for agriculture mechanics and one for ornamental horticulture.. At the barn each species has their own tack room to keep all tack and show supplies as well as a scale for each species. The ornamental horticulture and floral design classes are in the most need for improvement. There is currently no storage for floral design and the classroom is lacking the cabinet storage. For this class we are trying to clean out a storage room to turn it into floral storage as well as getting a c-train for floral design equipment. The ornamental horticulture storage is in need of an update. There is a c-train that is kept at the farm and currently contains a mixture of animal supplies that don't have another home and horticulture equipment. The storage room is in need of an update so that it has more cabinet space and a larger tool wall. The room currently doesn't have a door which leaves us open to theft of tools, and it also has a leak in the side from old siding breaking.

5C. 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 project:

- School Farm
- Growing Area
- Greenhouse
- Agriculture shop

Our department currently has a school farm, and rabbitry where animals are kept free of charge for students, we have a non-functioning greenhouse a one acre almond orchard, one acre of wheat growing, four planter boxes that small scale crops can be grown in, and a full metal shop. The entire ornamental horticulture unit is under construction so that students can have a place to have garden projects.

5D. The agriculture department has E-Mail capabilities.

All five agriculture teachers have a district email address.

Stephanie Goeb: sgoeb@fldusd.org

Gene Lieb: glieb@fldusd.org

Kate Smith: ksmith@fldusd.org

Robert Calvert: rcalvert@fldusd.org

Francisco Diaz: fdiaz@fldusd.org

5E. The reviewer verifies by visual observation that the agriculture facilities are neat clean and orderly.

We do our best to keep our classrooms, shop, farm and other storage places as orderly as possible. Personally I am the compulsive cleaner and my classroom is organized, with everything in place before and at the end of each day. I stress the importance of cleanliness and organization in my species tack room so that everyone knows where supplies can be found at any time, as well as having once a week work days just to clean and organize the area.

5F. Facilities and equipment are regularly maintained, repaired, or replaced.

All of our vehicles go to the district transportation office for maintenance as needed. Our vehicles are on the verge of needing to be replaced. We are already speaking to the school board about replacing vehicles over the next few years. All show supplies and equipment are currently up to date and clipper blades are sent to be sharpened before each fair. The greenhouse is the only facility that is not up to date or well maintained. This is a work in progress and the result of having a different teacher in charge of the unit every year for the last six years. Hopefully this will improve and the school board and department supporters will assist in replacing the greenhouse now that there is consistency in the person maintaining the area.

6. Community, Business, and Industry Involvement

6A. The advisory committee is operational and reflects the committees membership as outlined in the “Agriculture Education Advisory Committee Manual”

We have an operating Agriculture Advisory Committee. The committee acts as a source of support and guidance for the program. The members are each successful within their various areas of the agriculture industry. The following are the members of the advisory committee:

Pat Ward (President): Pat is a farm manager in the citrus industry.

Brian Maiorino: Local farm owner

BJ Diedrich: Local farm owner

Dustin Snyder: Local farm owner and sheep breeder

Chris Cardella: Local farmer and caterer

Garrick Stuhr: Dow AgroSciences representative

Ted Crockett: Local farmer

Each of the advisory board members is essential in helping us for any fundraisers often donating the food and their time to cook for us. The members are also very supportive in buying fair projects or giving bump bids to our students.

6B. The Agriculture Advisory Committee meets at least twice per year (minutes are available to verify meetings).

The agriculture advisory committee meets twice per year, once in September and again in January. Agendas and minutes are available to verify in the comprehensive program plan.

6C. The Agriculture Advisory committee has assisted in the development or revision of the following components of the comprehensive program plan, as evidenced in the Ag Advisory committee minutes.

Job Market Description	Course subject study matter outlines	Graduate follow up
Total program goals and objectives	5 year facility and equipment	Targeted occupations
		Program description- courses, SAE, FFA

Program completion
standards

Current year budget

List of active placement
sites

This year the main focus of our meetings has been where we want the department to go in the future and what that looks like for our class offerings. This year we have had the opportunity to be considered for a paramount academy which we decided against because it didn't fit our program goals of student involvement. We also greatly discussed the benefits of applying for a pathway grant and what type of support we could get. After speaking to our advisory the department decided that this was a good opportunity for our program and that there is a need for us to fully develop our plant science pathway since there is a need for pest control advisors, growers, and other plant related careers in our area. When it comes to our budget the advisory committee leaves us alone to spend and budget based on what is best for the students. They did express a concern with our starting a parent booster group and what that would mean for our funds, however after working with myself (the lead teacher for advisory committee and Boosters) and the booster members on their expectations and guidelines any hesitation left. Since we now have a boosters group some of these areas fall under their areas of concern. The advisory committee gives out a scholarship each year for program completers. This means that the students have to be in the program for all four years.

6D. The contact information of the Advisory Committee Chair has been provided on the front cover of the check list.

The contact information for Mr. Pat Ward Advisory President is provided on the AIG checklist.

Name of Agriculture Advisory Committee chair: Pat Ward

Phone Number of Agriculture Advisory Committee Chair: 559-301-9426

7. Career Guidance

7A. Students are counseled regarding

- Career opportunities in agriculture and AgriBusiness
- Agriculture and Academic courses necessary to complete their career pathway
- Post-Secondary education and training options

Students receive counseling in a variety of ways. They have an Ag careers research project that is done in class as well as the career field trips taken throughout the year. Each student goes through career counseling with the counseling office at school.

As students complete each course in our department we inform them about other courses that they can take, and what requirements they meet such as ROP Floral Design meets Area F for the UC A-G requirements. Right now we have students staying in our program with ease for their first three years of high school because we teach all of the freshman and sophomore classes and half of the junior classes. It is difficult for our seniors to remain in the program right now because our elective classes are all ROP and require 2 class periods.

Students learn about post-secondary education and training from a variety of places. Our counselors have career counseling for students that helps them understand what various careers require. While being FFA members students travel to conferences and attend certain field trips that focus on career possibilities as well as college programs to attend at both the junior college level and at the four year university level.

7B. All students have completed the a career plan (student data sheet) and it is updated annually.

All students complete a student data sheet in the first week of school each year including the portion asking about their career interests and post-secondary education, training, or Military options. Students also complete a plan yearly with the counselors.

7C. Efforts have been made, or completed to articulate with Community Colleges and/or universities.

There is articulation set up with the local community college in Firebaugh. Efforts are being made to articulate more classes with them as well as Merced College, Modesto Junior College, and Reedly Junior College. All of our science courses meet UC A-G requirements for college credit.

8. Program Promotion

8A. An agriculture Education program recruitment brochure or similar document is used to promote the program.

Currently Firebaugh FFA has every freshman and sophomore enrolled in our program at school due to being four fifths of the science department. We still recruit students into our program by holding an assembly at the middle school each year dedicated just to showcasing the agriculture department and its opportunities. We also put on Ag Awareness day for the community once a year in March. During this time approximately 1300 elementary students attend and go through rotations designed and presented by the students in our department to learn about agriculture.

8B. Students have alternative means of overcoming financial barriers to participate in program activities (Including FFA, SAE, and Leadership)

Where there is a will there is a way. If students in our program wish to participate in activities but can't afford it the advisors work with them to make it possible for them to participate. We tell every student and parent that money should never be the reason you or your child doesn't participate in our program. We have an amazing advisory committee that is willing to help support students in financing their fair projects and making sure that they make a profit at the end of it. We have also started a parent Booster group that covers the majority of the costs for conferences such as state convention, MFE, and ALA. Our community is also supportive as a whole, and often sends sponsor money to help support students participate in FFA, and our program. They come together every year to support students by purchasing projects at the fair as well as at our yearly "Night in Vegas" fundraiser event. We have students that fill out the Blue Jacket application in order to purchase jackets if they can't afford them.

8C. The agriculture department conducts recruitment activities with local feeder schools.

The agriculture department annually recruits students at the Middle School in February. The middle school provides an entire assembly dedicated to the agriculture program at Firebaugh High School. We hold Ag Awareness day each year in March where approximately 1300 elementary school students attend annually. The program also has FFA Week activities during break and lunch to show case the students. We also host and provide a dinner for parents and students every year for back to school night, and teacher appreciation breakfast.

9. Program Accountability and Planning

9A. A comprehensive program plan is on file with the regional supervisor and a copy is retained in the local department files.

Firebaugh has a program plan on file with the regional supervisor, however it has not been updated since 1990. I have found a couple of program plan binders with some documents, but not all.

I believe the reason for this is that there has been a large volume of turnover in our department, especially recently. There has been at least one new teacher to the department every year for the last five years. After this year there will be three tenured teachers out of the five and our department will be more stable than it has been recently.

Through the process of completing the supporting materials for the AGED 539 binder, I have accumulated and created the appropriate documents to fill and complete the comprehensive program plan to the best of my ability. Hopefully we will be able to continue working on the program plan to make it better each year as well as having an updated copy on file each year in both the Regional Supervisor's office as well as our department.

9B. Updates of the program plan are sent to the Regional Supervisor by November 15th. These updates include (1) the five year acquisition schedule (2) Chart of staff responsibilities (3) FFA program of work (4) Advisory committee roster (5) Advisory committee minutes.

During the course of completing AGED 539, a recent and complete program plan was created and completed. It is now up to date for the 2014-2015 year. The five documents listed above will be updated yearly and placed in the program plan at region office and in the department.

9C. A follow up system is used which gathers the following information from program completers:

- Status of employment or school enrolled within
- Opinion regarding value and relevance of agriculture program
- Suggestions for improving the agriculture program

Our department does not currently have a graduate survey instrument in place. Over the past few years the structure of the program has undergone some big changes that allows us to have more students complete the program, but we have not yet evolved to having a system in place for keeping in touch with all of our graduates. However with the technology available to us now it is feasible to create an online survey that we can send out yearly to be filled out via e-mail for our department to reference.

In regards to the relevance of the program and improving the program, we have many community members that support our program because they are impressed with the growth that we have had over the past couple of years. Many of which are alumni of the program themselves, and enjoy watching their kids join and move through the program.

9D. Graduate Follow Up data collected was entered with the On-Line R2/FFA Roster Data Entry by October 15th.

The graduate follow up data is entered into the on-line R2 database each year and posted by October 15th.

9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

Each year after completing the R2 FFA Roster, we look at the numbers of second, third, and fourth year members. Over the past few years our numbers have grown in the second and third year of membership, but they have stayed the same in our fourth year of membership. A major reason for this is because two years ago the department took over science. We teach every freshman and sophomore on campus and over half of the juniors. The major problem is that we only have a couple of places for our seniors to go, for example we only have one class period of Agriculture government and economics, we also have floral design, ornamental horticulture and mechanics, however the majority of the elective classes are ROP classes and require two class periods from our students, many of which don't have the space for them in their schedule. The goal is that we will be able to add a sixth teach in the next year or two which will allow us to teach more elective classes and give students more options to stay in our program.

9F. The R-2, AIG expenditure reports, and FFA Roster have been received the regional supervisor and/or State FFA Financial Coordinator on or before October 15th.

All AIG materials including the R2 report and roster are turned into the Regional Supervisor each year by October 15th.

10. Class Numbers

10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom based classes have no more than 25 students enrolled.

Currently the only classes that have no more than 20 students in them are the Agriculture mechanics classes and the ornamental horticulture class.

We allow our classes to go above the 25 students because we have no choice. Having all of the freshman and sophomore students gives us limited places for them to go. We allow more than 25 into the agriculture chemistry and floral design classes because we are already losing the AIG funds, so we let students into the program who want to be in the program.

We were hoping that our numbers would be a little smaller by adding another section of floral design and agriculture chemistry, but our numbers still went into mid 30s and stopped when we reached our school districts classroom size maximum.

10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as a .5 for the purpose of determining the total count only (this does not pertain to class size).

With over 600 students in the program and five teachers, even with freshman only counting as a .5 each teacher still has an average of over 75 students.

11. Full year employment

11A. A full-time equivalent teacher is employed year round for each 75 students enrolled in the agriculture program and is compensated no less than 2,000 dollars.

We have five full time teachers in the agriculture department. However we have more than 75 students per teacher on our R2 report. This year we have over 600 students including a few graduates still on the roster. All five teachers have an extended contract compensating them over 2,000 dollars. Mr. Calvert has a department head stipend and Mr. Lieb has a FFA advisor stipend in addition to their extended contracts. All five teachers are compensated over 2,000 in addition to their regular salaries.

11B. During the school year, one teaching period for supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teachers at the equivalent cost of providing one period for supervision.

Currently none of the teachers in the agriculture department have a project supervision period.

12. Program Achievement

12A. The agriculture program meets the requirements of program achievement (attach checklist)

The Firebaugh FFA participates in as many activities as possible throughout the year. This year was the first year that Firebaugh had five percent of its members earning their state FFA degree.

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET	
Year	14-15
School	Firebaugh
Must meet at least 12 areas	
ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	27
Made For Excellence Conference	8
Advanced Leadership Academy	8
Chapter Officer Leadership Conference	7
Spring Region Meeting	8
State Leadership Conference	16
National Convention	14
Submitted the following:	
State Degree Application	35
American Degree Application	6
Proficiency Award Application - Section	1
Chapter Award Application - State	
Scholarship Application - State	
Participated in the following:	
Opening and Closing Contest - Section	x
Best Informed Greenhand Contest - Section	x
Co-Op Marketing Quiz - Section	x
Creed Recitation - Section	x
Extemporaneous Speaking - Section	x
Job Interview - Section	x
Impromptu Speaking - Section	x
Prepared Speaking - Section	x
Parliamentary Procedure - Section	
County/District Fair/Show	x
Career Development Teams (other than those identified above)	
1 Farm Record Keeping	4
2 Cotton Judging	7
3 Floral Design	4
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 Ag Sales	4
2 Ag Welding	4
3 Light Horse Judging	4
4 Creed Speaking- Region	2
5 Impromptu- Region	1
TOTAL AREAS MET	27

The Project

Name: Stephanie Goeb
Address: 1535 Cardella St
City, State, Zip: Firebaugh, CA 93622
Phone: (916)230-7833
E-mail: stephanielgoeb@gmail.com

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: _____.

Goal or Purpose of the Project: The purpose of this project is to create the Friends of the Firebaugh FFA parent booster organization to assist with scholarships, fundraisers, and sending students to FFA conferences and events. Firebaugh hasn't had any form of a boosters group which has caused the advisory committee to take over part of that role. Currently the advisory committee meets not only to talk about curriculum and project additions to the department but also to talk about which students receive bump bids from fair. This group has also taken over management of the scholarship funds for students in the Firebaugh FFA.

With the creation of the Friends of the Firebaugh FFA the advisory committee should return to its standard function, creating this group also allows for more accountability with funds. Scholarship funds will no longer be held in an advisory committee members personal account, but in the Friends of the Firebaugh FFA account which will require an FFA advisors signature to use any funds.

Firebaugh FFA is hosting its second annual Casino night. At this time the FFA advisors plan everything for this event and the FFA takes on all risk and liability, because this event is twenty-one and over as well as gambling it is important for the FFA to step away from it completely sooner rather than later. The Friends of the Firebaugh FFA will take over this event over the next two years. This will allow one year for members to see all of the planning that goes into the event and another year to slowly transition into taking on the entire event.

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

- I will work with members to create bylaws that approved by the Friends of the Firebaugh FFA.
- A president, vice president, secretary, and treasurer will be elected as officers.
- I will work with the elected officers on how to properly plan and run a meeting using Robert's Rules of Order
- A checking account will be set up in the name of Friends of the Firebaugh FFA
- Friends of the Firebaugh FFA will determine and organize a specific fundraiser for the organization this year.

Estimated number of hours on this project: 30 hours- researching other chapters booster bylaws, meeting with officers, training officers to run meetings properly, create bank account and monitor funds for the account.

Estimated expenditures (\$) on this project (your costs): None.

Proposed timeline for completion of the project: The proposed timeline for full completion of the project is March 2015.

- August 2014- first parent interest meeting
- September 2014- Elect officers
- October 2014 – Meet with officers
- November 2014- create purpose and goals for Friends of the Firebaugh FFA
- December 2014- Meet with officers
- January 2015- Create and complete full set of bylaws
- February 2015- Create spring fundraiser for the group
- March 2015- Have parents assisting with the Casino night and have group sponsoring awards for Spring banquet.

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

In order to inform the Cal Poly faculty of progress on my project I will submit a monthly log of hours spent on the project as well as a summary of what was accomplished in those hours by the 30th of each month.

For Office Use Only:

Project Approved By: 

Date of Approval: 12/20/14

Quarter student will enroll in AGED 539: Spring '15

By-Laws of the Firebaugh FFA Boosters

Created 2015

Article 1 - Name

The name of this organization is the Firebaugh FFA Boosters.

Article 2 - Statement of Purpose

The purpose of this organization shall be to support the FFA Chapter at Firebaugh High School. This organization accepts in full the motto, creed, and provisions of the National, State, and Local Associations of the FFA.

Article 3 - Membership

Any person may be a member in good standing of this organization upon payment of the annual dues as determined each year by the executive committee. Annual dues are payable by the October, and May meetings. Only members in good standing have voting rights.

Article 4 - Meetings

The Firebaugh FFA Boosters will meet as determined by the Executive Committee to coincide with the student meeting. In order for business to be conducted, there must be a majority of officers and 2 members present. The following shall be the order of business for all regular meetings of the Firebaugh FFA Boosters, unless changed by a two-thirds vote of the active membership present at the meetings or by vote of the executive council.

1. Call to Order
2. Flag Salute
3. Reading, correction, and adoption of the minutes of the previous meeting.
4. Treasurers report
5. Advisors Report
6. Old Business
7. New Business
8. Next Meeting
9. Adjournment

Article 5 - Officers

There shall be four officers: President, Vice President, Secretary and Treasurer. No person may hold more than one office.

Article 6 - Terms of Office

The officers shall serve one-year terms and may be re-elected by majority vote. During the first year of establishment only, the President, Vice President, Secretary and Treasurer shall serve a two year term of office.

Article 7 - Election of Officers

With the exception of the first year of establishment, the nomination of officers shall take place at the regular February meeting of the membership. Newly elected officers will take office effective April 1st.

Article 8 - Duties of Officers

Section 1: Responsibility. All Officers are subordinate and responsible to the membership.

Section 2: President. The President shall be the chief executive officer of the organization and shall be subject to the control of the Executive Committee and the membership. The President shall supervise, direct and control the business of the organization, shall chair the Executive Committee meetings and shall be an ex-officio member of all committees. The President shall have the general powers, duties and responsibilities usually vested in the office of President and shall have other powers and duties as prescribed by the Executive Committee or the By Laws and approved by the membership.

Section 3: Vice President. In the absence, disability or refusal to act of the President, the Vice President shall perform all the duties of the President, and when so acting shall have the powers of and be subject to the restrictions normally upon the president. The Vice President shall oversee the yearly membership drive. The Vice President shall perform other duties as prescribed by the Executive Committee or the By Laws and approved by the membership.

Section 4: Secretary. The Secretary shall keep a record of minutes of all meetings of the organization, count and record all votes, handle all correspondence, keep a record of all current members, and notify members of upcoming meetings where appropriate. The Secretary shall perform other duties as prescribed by the Executive Committee of the By Laws and approved by the membership.

Section 5: Treasurer. The Treasurer shall keep correct accounts of the transactions of the organization. The books shall be open to the membership at all times. The Treasurer shall deposit all funds in the name and credit of the Firebaugh FFA Boosters with such financial institutions as may be designated by the Executive Committee. The Treasurer shall disburse the funds as directed by the membership. The Treasurer shall also submit a timely financial report of receipts, disbursements and

account balances to the membership. The Treasurer shall compile an annual financial review to be submitted to the membership prior to the fiscal year end. The Treasurer shall perform other duties as prescribed by the Executive Committee or the By Laws and approved by the membership.

Article 9 - Removal of Officers

Active participation and regular attendance at the Firebaugh FFA Booster meetings is expected. Should any officer miss half of the consecutive meetings, the officer may be removed by a majority vote of the members present at a regular meeting. An officer may be removed by a majority vote of the members present at any regular meeting for unsatisfactory performance. Any member in good standing with the Firebaugh FFA Boosters may be nominated and elected to an office which has been vacated by a majority vote of the membership present.

Article 10 - Committees

Section 1: Definitions. The standing committees will be the Executive Committee and Finance Committee. Special committees may be appointed by the President and approved by the membership as needed.

Section 2: Executive Committee. The four officers shall comprise the Executive Committee. They will call membership meetings, meet as necessary to determine the agenda for meetings of the membership make emergency policy decisions and approve expenditures when meetings of the membership are not possible.

Section 3: Finance Committee. The Finance Committee will meet as needed and will produce a budget for approval by the membership and will provide recommendations to the membership of expenditures required supporting the Chapter. The Finance Committee is comprised of the Treasurer, one Ag instructor and four current members of the Firebaugh FFA Boosters as appointed by the President and approved by the membership. The Finance Committee shall make an annual audit of the books at Fiscal year end, to be presented to the membership at the 1st regular meeting of the new Fiscal year.

Section 4: A Night in Vegas Committee. The "A Night in Vegas committee will meet as needed and follow the budget set forth by the finance committee. This committee will plan and execute the entire event serving as the main fundraiser for the year.

Article 11 - Budget & Disbursement of Funds

The Finance Committee will produce a budget for approval by the membership in May. The Finance Committee will review unbudgeted requests throughout the year in order to make recommendations regarding such requests to the membership. The signature of any two officers will be required to make disbursements from any account of the Firebaugh FFA Boosters

Article 12 - Fiscal Year

The Fiscal year of this organization will April 1st through March 31.

Article 13- Rules of Order

The meetings of this organization will be conducted according to Robert's Rules of Order.

Article 14 - Dissolution

In the event of the dissolution of this organization, any funds remaining after final disbursements will be donated to the Firebaugh High School FFA Chapter.

Article 15 - Amendments

Any current member may propose amendments to these By Laws after appropriate notification to the membership at least one month prior to that amendment's consideration. Proposed amendments will be adopted by the membership upon a two-thirds majority vote of current members present.

Article 16 - Signature of Officers

The By Laws were duly considered and approved the 11th day of March, 2015.

President

Vice President

Secretary

Treasurer

Supporting Documents

Student Data Sheets

AGRICULTURAL EDUCATION - S7

IDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Madison

Last Name First Name, MI

B. Gender: Male Female X

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

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

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

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

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

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

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

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

Ag teacher

H. Date: 9/3/14

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education
Some College Later

2. Go to College X

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

3. Go Into Military Service

AGRICULTURAL EDUCATION - ST

IDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Martinez Graciela First Name, MI

Last Name

B. Gender: Male Female X

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Sales

H. Date: 9/3/14

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Alvarez Last Name Daniel First Name, MI

B. Gender: Male ☒ Female ☐

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

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

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

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

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

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

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

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

Military

H. Date: _____

I. Locator Data
Street Address: _____
City, Zip: _____
Phone Number: _____

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

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

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

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

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

AGRICULTURAL EDUCATION - S

DENT CAREER DATA SHEET

Revised 7.16.10

A. Name Leaford Eli First Name, MI

Last Name

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race: ☐ American Indian or Alaskan Native

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black or African American

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☒ White

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

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

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

☒ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

Farming/Welding

H. Date: 9/3/14

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☒ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full - Time X

No Further Education _____

Some College Later _____

2. Go to College _____

Community College _____

Four Year College _____

Full-Time Student _____

Part-Time Student _____

Agriculture Major _____

Non-Agriculture Major _____

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - S7

IDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Tiscareño Karen Last Name First Name, MI
 B. Gender: Male X Female X
 C. Ethnicity/Race: Are you Hispanic or Latino? (Check one): Yes X No

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

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

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

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

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

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

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

Basketball

H. Date: 9/3/14

I. Locator Data
 Street Address:
 City, Zip:
 Phone Number:

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

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

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

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

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

AGRICULTURAL EDUCATION - ST

IDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Reyes Daniela Last Name Daniela First Name, MI X

B. Gender: Male Female

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

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

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

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

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

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

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

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

H. Date: 9/3/14

I. Locator Data
Street Address:
City, Zip:
Phone Number:

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

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Mumby Loren Last Name First Name, MI

B. Gender: Male ☒ Female ☐

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

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

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

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

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

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

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

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

Welder

H. Date: 9/3/14

I. Locator Data
Street Address: _____
City, Zip: _____
Phone Number: _____

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

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Stacy Last Name Daton First Name, MI

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

PLA

H. Date: 9/3/14

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name LaSalle Austin First Name, MI
 B. Gender: Male ☒ Female ☐
 C. Ethnicity/Race: ☐ Yes ☒ No

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

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

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

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

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

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

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

Ag Policy

H. Date: 9/3/10

I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____

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

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

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

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

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

AGRICULTURAL EDUCATION - S

IDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Valencia Ruby Last Name First Name, MI

B. Gender: Male Female X

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Hardresser

H. Date: 9/3/10

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education
Some College Later

2. Go to College

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

3. Go Into Military Service

Permanent Student Files

At this point in time Firebaugh FFA is currently reconstructing their permanent student files. We currently have papers and record books scattered throughout classrooms, which is not helping us keep track very well. The system we are currently moving to is all web based. We will be fully utilizing the AgCN with each student so that any advisor can go back and check what is and isn't completed for a student and have it all in the same place. Beginning this year every student in our department has an I record book that they utilize versus a paper book. Again we do not have to worry about losing or misplacing items and they can easily be found in the same place no matter which advisor is looking for it.

Course Outlines

Agriculture Chemistry

Instructor: Ms. Goeb

Room: 804

Email: sgoeb@fldusd.org

Course Description:

Agriculture Chemistry is a one year laboratory science class, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among topics. The course is centered on an extensive lab component in order to connect the big ideas of chemistry with agriculture applications, earth and life science principles and other curricular areas including written, mathematical, and oral reporting skills.

Text Books:

Chemistry (Pearson Prentice Hall)

California FFA Record book

Course Outline

Periodic Law

Atomic and molecular structures

States of matter

Chemical Bonding

Conversion of Matter

Stoichiometry

Gasses and their properties

Acids and Bases

Salts

Qualitative and Quantitative Analysis

Chemical thermodynamics

Chemical reaction rates

Chemical equilibrium

Nuclear processes

Organic chemistry and Biochemistry

Grades

Grades for each semester will be based off of the following percentages:

Classwork/labs/homework- 70%

Tests and Quizzes- 20%

FFA and SAE- 10%

*To get full FFA and SAE credit you must complete 8 FFA activities and your record book each semester.

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

59% or below = F

In order to receive credit for an assignment it must be 100% completed. You must also have a parent signature on your packet cover sheet in order to receive credit.

Late Work: You are expected to do your work on time. If you missed a lab or a test it must be made up on your own time within 1 week. Late work will not be accepted after a unit test. **No Exceptions**

Absences: You are expected to have all of your work done upon returning. All work will be posted on schoology.com by the end of the current day. You have all your assignments for the week in your weekly packet that is to be glued into your notebook. **There are no excuses for not having your work done.**

SAE Projects: SAE projects are required! During class appropriate projects will be discussed and can be anything from an Agriculture related job or yard work, to an animal or plant project.

FFA: Your enrollment in this class automatically makes you an FFA member. The FFA is an integral part of this class. You are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced daily in class.

Photo Release: Periodically photographs will be taken in class and at FFA Activities. These photos will be used in the chapter scrapbook, and website. These pictures are used to record our chapter's history and promote Firebaugh FFA. Your parent's signature is required on the photo release form below.

Schoology.com: I will be using schoology.com to post course information such as slides, notes, assignments, reminders etc. You and your parent are encouraged to join the group. To join you need to sign up at schoology.com as a student and use the following access code to join agriculture chemistry-3D9XW-NZN4C

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email: _____

Student Name: _____ Class Per: _____

Student Signature: _____ Date: _____

Agriculture Earth Science

Instructor: Ms. Goeb

Room: 804

Email: sgoeb@fldusd.org

I Course Description:

Ag Earth Science is a freshman level class that will help you understand the basic principles of Earth's systems. The course emphasis will involve the following areas: age, composition of the earth, weather, atmosphere, resources, and environment. This is an agriculture course, as part of the curriculum each student is a member of the Future Farmers of America (FFA) and must have a supervised agriculture experience project (SAE).

II Text books

Earth Science (Prentice Hall)

California FFA Record Book

III Course Outline

California Agriculture

FFA

Origins of Modern Astronomy

Touring our solar system

Studing the sun

Beyond our solar system

Minerals and rocks

Earth's Resources

Weathering, soil, mass movements

Plate tectonics

Earthquakes

Volcanoes

Mountain building

Geologic time and Earth's History

Ocean floor

Ocean water and life

SAE/ Record Books

Atmosphere

Moisture, clouds and precipitation

Air pressure and wind

Weather patterns and severe storms

Climate

IV Grades

Grades for each semester will be based off percentages. The following areas will make up your grade each semester.

Classwork/Labs/homework – 70%

Tests and Quizzes- 20%

FFA/SAE- 10%

*To get full FFA and SAE credit you must complete 8 FFA activities and your record book each semester.

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

59% or below = F

Late Work: You are expected to do your work on time. If you missed a lab or a test it must be made up on your own time within 1 week. If you have not done an assignment you will record why you did not complete the assignment in the missing assignment binder before turning it in for credit

SAE Projects: SAE projects are required! During class appropriate projects will be discussed and can be anything from an Agriculture related job or yard work, to an animal or plant project.

FFA: Your enrollment in this class automatically makes you an FFA member. The FFA is an integral part of this class. You are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced daily in class.

Photo Release: Periodically photographs will be taken in class and at FFA Activities. These photos will be used in the chapter scrapbook, and website. These pictures are used to record our chapter's history and promote Firebaugh FFA. Your parent's signature is required on the photo release form below.

Schoology.com: I will be using schoology.com to post course information such as slides, notes, assignments, reminders etc. You and your parent are encouraged to join the group. To join you need to sign up at schoology.com as a student and use the following access code to join agriculture earth science: TNWH4-GC4T2

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email: _____

Student Name: _____ Class Per. _____

Firebaugh High School
Agriculture Department
Course Expectations 2014-2015

Course: ROP Ornamental Horticulture & Landscape Management

Instructor: Ms. Goeb

Email: sgoeb@fldusd.org

COURSE DESCRIPTION

This course is a two-semester program designed to provide instruction for students who seek employment in the occupational areas of ornamental horticulture and landscape maintenance. Community classroom methodology will be applied at every opportunity. This course is designed to familiarize students to basic plant structures and functions. Students will be familiar with the classifying, propagating, and reproduction of plants. Topics include basic principles of soil science, fertilizer, diseases, pests, planting media and the growth of plants in regard to the environmental factors of water, light and temperature. Students will be involved in the planning and installing multiple landscape projects. We will be utilizing computer software to help us plan our landscapes and to project what they will look like in the future. Students will also be involved in raising ornamental, vegetable and bedding plants for sale in the community!

EXPECTATIONS OF STUDENTS

Be Terrific! At all times show the following characteristics:

Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

This year are that we are going to have a fabulous adventure beautifying our campus, rebuilding our greenhouse and growing produce to share with our community. I look forward to jumping into this project immediately. The key to our success will be a positive attitude and strong work ethic brought to class everyday! Let's make this year awesome!! ☺

CLASSROOM POLICIES

- 1) Come to class daily ready to get dirty! Make sure that you have pants and closed toed shoes for each day. You may leave a change of clothes in the classroom.
- 2) Be in your seat when the bell rings.
- 3) Obey all safety and school rules at all times
***** Automatic removal from class will take place for any safety violations*****
- 4) Leave the classroom and garden area as clean or cleaner than when you arrived
- 5) Treat your fellow classmates and learning environment with respect.
- 6) Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

***Note:** Students are expected to adhere to the FLDUSD and FHS policies covering attendance, tardiness, student behavior and conduct (refer to the student handbook). **CHEATING includes**

any attempt to represent another's knowledge or work as your own and will not be tolerated. These policies are in effect at all times, and as such they shall be enforced following school and district guidelines.

COURSE COMPETENCIES

This course will cover the following topics. Students will receive a certificate at the end of the year stating in which areas they have proficient skills which can be attached to a job application and resume.

- | | |
|-----------------------------------|---|
| 1. Plant Identification | 9. Turf and Lawn |
| 2. Landscape Design | 10. Tool and Equipment Use and ID |
| 3. Plant Propagation | 11. Business Procedures |
| 4. Vegetable Gardening | 12. Develop a Portfolio |
| 5. Nursery Production | 13. FFA Participation |
| 6. Greenhouse Management | 14. Conduct Scientific Method Experiments |
| 7. Sprinkler Design & Exploration | 15. Career Exploration |
| 8. Landscape Installation | |

MATERIALS NEEDED

- Spiral Notebook, college ruled, at least 70 pages
- Pen / pencil
- Clothes you don't mind getting dirty, including pants and closed toed shoes

DAILY

GRADING

Your grade will be based on the following:

- 35% Participation.** Each day, students will receive points for their involvement in class
- 30% Classroom work.** This includes homework, in-class assignments & lab activities.
- 20% Assessments.** Lab reports, quizzes, tests and finals.
- 5% Guest Speaker.** Included paragraph of introduction due on date of speaker visit.
- 10% FFA Participation & SAE (Supervised Agricultural Experience) Project.**
Must attend 8 activities per semester and complete their Record Book.

****It is highly encouraged that students try to attend at least 2 above the chapter level activities this year****

Letter grades will be assigned using the following guidelines:

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

PARTICIPATION

Students will receive participation points daily for their work both in and out of the classroom. Students are expected to actively participate in all activities. Students will log their hours and self-evaluate daily.

CLASSWORK AND HOMEWORK

Each student is required to keep their planner and notebook neat and up to date. Work will be completed and returned on time. All assignments must have your full name, first and last. All assignments must be in complete sentences or Q&A format where applicable.

LATE WORK

Assignments are to be turned in on time. Late assignments are subject to a 10% deduction each day, up to 5 school days. After 5 days students may still turn in late work but will only be given up to 50% credit.

MAKE UPS

If you are absent, it is **your** responsibility to get the work that you have missed and make plans to take missed tests, labs or quizzes. Any make up notes can be copied from classmates. Missed work will need to be made up no later than 1 week after your return. No exceptions. Work must be clearly labeled: "ABSENT on (date)" in large letters at the top of the page or it will not receive full/any credit. Athletes *plan ahead!*

GUEST SPEAKERS

Each student will be responsible for bringing in a speaker to the class to present on a topic related to Ornamental Horticulture. After getting approval from the instructor, they will contact the speaker and arrange for a date and time for them to come in to class. The student will present the speaker on the day of their talk and be the point person for their visit. The instructor can provide ideas or help students find contacts in any specific area of interest to them.

SAE PROJECTS

SAE Projects are required! During class, appropriate projects will be discussed and can be anything from an Ag related job or yard work to an animal or plant project. Three pictures with captions will be turned in at the end of each quarter with the Record Book. Students must log at least 10 hours per quarter for their project.

FFA

Your enrollment in this class automatically makes you an FFA member! The FFA is an integral part of this class; therefore you are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced in class daily. It is highly encouraged that students try to attend at least 2 above the chapter level activities this year.

GARDEN CLEAN-UP POLICY

Each student is responsible for cleaning-up his/her work station before leaving class. Students will not be excused to leave class until all areas are clean.

PHOTO RELEASE

Periodically photographs will be taken in class and at FFA activities. These photos will be used in the chapter scrapbook and on the chapter websites. These pictures are used to record our chapter's history and promote the Firebaugh FFA chapter. Your parent's signature is required on the photo release form below.

* Syllabus subject to change.

Grade Books

Page Timeout: 19:56

Choose a Gradebook
 3 - OH/Landscape ROP - s

Forms
 Scores by Class
 Scores by Student
 Scores by Assignment
 Quick Data Entry
 Edit Assignments
 Edit Assignment Types
 Options
 TA Mode
 Access Log
 Gradebook Maintenance
 Trends

Reports
 Assignments by Student
 Gradebook Router
 Gradebook Summary
 Assignment Analysis
 Final Mark Analysis
 Progress by Student

Other
 Main Menu
 Logout

Aeries Gradebook - Class Scores

Page: 1 2 3 4 12/30/2014 11:14:36 AM

Display: Points Submit Changes Reset Changes

Sort By Student * 3 - OH/Landscape ROP - s Goeb

Student Name	Grd	32	33	34	35	Perc
**Grading Completed:						
1. Cuahuzo, Aldo	11	100	100	100	100	64.45
2. Cuahuzo, Jose	12	100	100	100	100	65.27
3. Garcia, Jesus R	12	100	100	100	100	66.41
4. Gonzalez, Alexis	11	100	100	100	100	48.51
5. Gutierrez, Allen D	12	100	100	100	100	83.60
6. Gutierrez, Brayan	12	100	100	100	100	71.44
7. Gutierrez, Jose C	11	100	100	100	100	40.68
8. Hermosillo, Daniel M	12	100	100	100	100	82.01
9. Lopez, Erik	11	100	100	100	100	32.21
10. Manriquez, Eric U	11	100	100	100	100	82.20
11. Mendoza, David	12	100	100	100	100	78.87
12. Mendoza, Gilberto	12	100	100	100	100	83.33
13. Ramirez, Victor M	11	100	100	100	100	44.78
14. Razaqi, Chelsea C	12	100	100	100	100	100.00
15. Zapata, Johnny	11	100	100	100	100	58.37
16. Zuniga, Juan P	12	100	100	100	100	62.37
17. Juarez, Juan G	12	100	100	100	100	0.00
18. Ramirez, Jonathan R	11	100	100	100	100	0.00
19. Ramos, Pedro A	11	100	100	100	100	0.00
Class Average: 287.42 173.43 20.00 27.50						56.56

Use Score of NA for Max Score and Score of 0 (zero) for the student.
 * Indicates Max Values of 0 (zero).
 ** Assignments are not counted until graded. *** Students no longer in the class.

Submit Changes Reset Changes

Sort By Custom Sort Field Instead of Name Show Assignment Key Refresh

Page Timeout: 19:52

Choose a Gradebook
 5 - Ag Chemistry - s

Forms
 Scores by Class
 Scores by Student
 Scores by Assignment
 Quick Data Entry
 Edit Assignments
 Edit Assignment Types
 Options
 TA Mode
 Access Log
 Gradebook Maintenance
 Trends

Reports
 Assignments by Student
 Gradebook Router
 Gradebook Summary
 Assignment Analysis
 Final Mark Analysis
 Progress by Student

Other
 Main Menu
 Logout

Aeries Gradebook - Class Scores

Page: 1 2 3 4 5 6 7 8 12/30/2014 11:14:55 AM

Display: Points Submit Changes Reset Changes

Sort By Student * 5 - Ag Chemistry - s Goeb

Student Name	Grd	73	74	75	Perc
**Grading Completed:					
1. Aguirre, Gustavo	11	100	100	100	77.85
2. Anguiano, Angela	11	100	100	100	82.81
3. Bencomo, Elizabeth	11	100	100	100	86.97
4. Cabrera, Savannah E	11	100	100	100	96.03
5. Camacho, Rene	11	100	100	100	97.11
6. Cortes, Axel	11	100	100	100	64.68
7. De La Riva, Karla	11	100	100	100	85.47
8. Esquivia, Edith G	11	100	100	100	83.98
9. Gutierrez, Melina E	11	100	100	100	99.22
10. Huaracha, Crystal F	11	100	100	100	90.91
11. Juarez, Janet	11	100	100	100	85.68
12. Lara, Juan L	11	100	100	100	82.02
13. Macias, Emmanuel	11	100	100	100	85.43
14. Meraz, Alexis A	11	100	100	100	83.20
15. Mohamed, Ahali	11	100	100	100	89.41
16. Mohamed, Mohamed A	11	100	100	100	70.81
17. Mohsen, Fayzah A	11	100	100	100	87.41
18. Nava, Fabiola	11	100	100	100	87.44
19. Navarro, Ponzoan	11	100	100	100	80.03
20. Ojeda, Isela	11	100	100	100	95.44
21. Olivas, Isalah B	11	100	100	100	82.89
22. Pacheco, Jesus	11	100	100	100	67.50
23. Rivera, Guadalupe G	11	100	100	100	84.05
24. Rivera, Cleoario	11	100	100	100	78.10
25. Rodriguez, Eric N	11	100	100	100	81.98
26. Rojas, Anastacia T	11	100	100	100	88.81
27. Sanchez, Erika	11	100	100	100	56.81
28. Soto, Erika	11	100	100	100	58.71

Use Score of NA for Max Score and Score of 0 (zero) for the student.
 * Indicates Max Values of 0 (zero).
 ** Assignments are not counted until graded. *** Students no longer in the class.

Submit Changes Reset Changes

Sort By Custom Sort Field Instead of Name Show Assignment Key Refresh

abifidusd.org

Apps Suggested Sites Imported From IE

Page Timeout: 19:51

Choose a Gradebook

<< 6 - Ag Chemistry - s >>

Change Gradebook

Print Preview

Forms

Scores by Class

Scores by Student

Scores by Assignment

Quick Data Entry

Edit Assignments

Edit Assignment Types

Options

TA Note

Access Log

Gradebook Maintenance

Tools

Reports

Assignments by Student

Gradebook Roster

Gradebook Summary

Assignment Analysis

Final Mark Analysis

Process By Student

Other

Main Menu

Logout

Aeries Gradebook - Class Scores

Page: 1 2 3 4 5 6 7 8 12/30/2014 11:15:27 AM

Display: Points Submit Changes! Reset Changes

Sort By: Student

6 - Ag Chemistry - s

Goelb

Student Name Grd 72 73 74 Perc

Max Points: 320 30 80

**Grading Completed: ☒ ☒ ☒ TFA/SAE for semester

Student Name	Grd	72	73	74	Perc
1. Aguilar, Sabrina N	11	320	30	80	98.45
2. Alvarez, Daniel	11	320	30	80	91.19
3. Arroyo, Yahaira S	11	320	30	80	82.04
4. Callejas, Alexis A	11	320	30	80	83.08
5. Cobian, Sandra A	11	320	30	80	99.53
6. Coronado, Eric M	12	320	30	80	88.59
7. Cortes, Carlos	11	320	30	80	79.80
8. Cuahuzo, Aldo	11	320	30	80	76.35
9. Duran, Erik	11	320	30	80	92.22
10. Espinoza, Marcel A	11	320	30	80	92.04
11. Hernandez, Gerardo	11	320	30	80	93.17
12. Herrera, Magally D	11	320	30	80	92.41
13. La Salle, Austin N	11	320	30	80	93.26
14. Ledford, Eli G	11	320	30	80	93.47
15. Leyva, Alina M	11	320	30	80	86.48
16. Llamas, Ana E	11	320	30	80	86.04
17. Lopez, Carlos D	11	320	30	80	88.81
18. Martinez, Melanie	11	320	30	80	98.47
19. Mondragon, Manuel	11	320	30	80	87.21
20. Montes, John C	11	320	30	80	90.52
21. Montoya, Kenia J	11	320	30	80	84.23
22. Nunez, Damian	11	320	30	80	92.04
23. Perez, Sandra	11	320	30	80	87.25
24. Reyes Delgado, Daniela	11	320	30	80	98.76
25. Rodriguez, Joe A	11	320	30	80	91.13
26. Santillan, Juana	11	320	30	80	80.14
27. Sandoval, Patricia	11	320	30	80	86.49
28. Sandoval, Patricia	11	320	30	80	97.72

abifidusd.org/abifidusd/GradebookScores.aspx?cache=11%2F30%2F2014-11%2F3415%2F342...

11:21 AM 12/30/2014

Project Visit Forms

My department currently does not have a standard project visit form in use. Each of us are very different and have a different way of staying organized. I currently use the project visitation form that I created during student teaching for my project and home visits.

My project visit with Ms. Goeb

Student Name: Nash Narbitz

Date of Visit: 12/8/14

Grade: 9 10 11 12 Year in Ag: 1 2 3 4

Agriculture Classes enrolled in: Ag Earth

How did you become interested in this project? My brother

What is the size/scale of your project: 1 market goat

How are you going to expand/decrease your project or will you keep it the same size? NO

What are three goals you have for this project?

1. I just want to show
2. _____
3. _____

Is this a career possibility for you? Why/why not?

NO

How many FFA activities do you have to participate in by May Day? 8

Weight: 52

Feeding: 2 per m/n

What are your other time commitments? (school, clubs, 4-H, sports,
etc.) no

Student Signature: Nash Narbitz

Teacher Signature: [Signature]

My project visit with Ms. Goeb

Student Name: Nathan Chapman

Date of Visit: 12/8/14

Grade: 9 10 11 12 Year in Ag: 1 2 3 4

Agriculture Classes enrolled in: Ag Earth Diaz

How did you become interested in this project? Went to proj meeting

What is the size/scale of your project: 1 market goat

How are you going to expand/decrease your project or will you keep it the same size? No plans to right now

What are three goals you have for this project?

1. Learn to Show
2. Be able to Brace
3. know parts of goat

Is this a career possibility for you? Why/why not? NO, I just like it

How many FFA activities do you have to participate in by May Day? 8

Weight: 50 lbs

Feeding: 2 per M/N

What are your other time commitments? (school, clubs, 4-H, sports,
etc.) Baseball

Student Signature: Nathan

Teacher Signature: J. Galt

My project visit with Ms. Goeb

Student Name: Eli Ledford

Date of Visit: 11/10/15

Grade: 9 10 11 12 Year in Ag: 1 2 3 4

Agriculture Classes enrolled in: Ag Chem

How did you become interested in this project? I wanted to try something new

What is the size/scale of your project: 1 market lamb

How are you going to expand/decrease your project or will you keep it the same size? NO

What are three goals you have for this project?

1. make money \$
2. Show a lamb
3. _____

Is this a career possibility for you? Why/why not?

NO I want to weld

How many FFA activities do you have to participate in by May Day? 8

Weight: 70lbs

Feeding: 2lbs M/W

What are your other time commitments? (school, clubs, 4-H, sports, etc.)

Swim

Student Signature: Eli

Teacher Signature: [Signature]

My project visit with Ms. Goeb

Student Name: Eddie Cardiel

Date of Visit: _____

Grade: 9 10 11 12 Year in Ag: 1 2 3 4

Agriculture Classes enrolled in: Ag Leadership

How did you become interested in this project? only animal I haven't shown

What is the size/scale of your project: 1 market lamb

How are you going to expand/decrease your project or will you keep it the same size? Nothing this is my last fair

What are three goals you have for this project?

1. Make money
2. Get grand champion
3. _____

Is this a career possibility for you? Why/why not?

No I want to weld

How many FFA activities do you have to participate in by May Day? 8

Weight: 71 lbs

Feeding: 2 lbs M/N

What are your other time commitments? (school, clubs, 4-H, sports, etc.)

Swim, Ag Welding team

Student Signature: Eddie Cardo

Teacher Signature: Josh

My project visit with Ms. Goeb

Student Name: Montse

Date of Visit: 2/1

Grade: 9 10 11 12 Year in Ag: 1 2 3 4

Agriculture Classes enrolled in: Ag Earth

How did you become interested in this project?

Where have you been?
- Having big time family ISSUES

What is the size/scale of your project:

may not be able to go to fair

How are you going to expand/decrease your project or will you keep it the same size?

- Missed feedings
- missed mult. practices

What are three goals you have for this project?

1. mom has been called
2.
3.

Is this a career possibility for you? Why/why not?

Will show up to morning practice every week - can't make

How many FFA activities do you have to participate in by May Day?

afternoon practices
* Get account paid.

Weight: 90 lbs

Feeding: 2 lbs M/N

What are your other time commitments? (school, clubs, 4-H, sports, etc.)

(Always w/ BF)

Student Signature: _____

Teacher Signature: Sgt

My project visit with Ms. Goeb

Student Name: Rocio

Date of Visit: 3/1

Grade: 9 10 11 12 Year in Ag: 1 2 3 4

Agriculture Classes enrolled in: Ag Earth

How did you become interested in this project? It looked fun

What is the size/scale of your project: 1 market lamb

How are you going to expand/decrease your project or will you keep it the same size? I'm not showing at Madera

What are three goals you have for this project?

1. I will not let my lamb go!
2. _____
3. _____

Is this a career possibility for you? Why/why

not? No I just wanted to try it

How many FFA activities do you have to participate in by May Day? 8

Weight: 105

Feeding: 3/bs M/W

What are your other time commitments? (school, clubs, 4-H, sports,
etc.)

BIG, Chapter office, church

Student Signature: Rocio

Teacher Signature: Sgt

My project visit with Ms. Goeb

Student Name: Liliana

Date of Visit: 3/1/15

Grade: 9 10 11 12 Year in Ag: 1 2 3 4

Agriculture Classes enrolled in: Ag Earth

How did you become interested in this project? I thought it would be fun to do with poe!

What is the size/scale of your project: 1 market lamb

How are you going to expand/decrease your project or will you keep it the same size? No I'm good

What are three goals you have for this project?

1. I will not let go of my lamb!
2. _____
3. _____

Is this a career possibility for you? Why/why not? No it just seemed fun to do

How many FFA activities do you have to participate in by May Day? 8

Weight: 105 lbs

Feeding: 3 lbs M/N

What are your other time commitments? (school, clubs, 4-H, sports, etc.)

BIG, Greenhand Officer

Student Signature: Liliana

Teacher Signature: [Signature]

School Board policies on FFA and SAE

The Firebaugh Las Deltas school board does not currently have a policy outlining the integration of FFA and supervised agriculture experience projects. Our course handbooks states that all agriculture classes will have a minimum participation in FFA and SAE as part of the class requirement, all of which are board approved course descriptions.

Course: ROP Ornamental Horticulture & Landscape Management

Instructor: Ms. Goeb

Email: sgoeb@fldusd.org

COURSE DESCRIPTION

This course is a two-semester program designed to provide instruction for students who seek employment in the occupational areas of ornamental horticulture and landscape maintenance. Community classroom methodology will be applied at every opportunity. This course is designed to familiarize students to basic plant structures and functions. Students will be familiar with the classifying, propagating, and reproduction of plants. Topics include basic principles of soil science, fertilizer, diseases, pests, planting media and the growth of plants in regard to the environmental factors of water, light and temperature. Students will be involved in the planning and installing multiple landscape projects. We will be utilizing computer software to help us plan our landscapes and to project what they will look like in the future. Students will also be involved in raising ornamental, vegetable and bedding plants for sale in the community! This is an agriculture class. You are a member of the Firebaugh FFA and participation in FFA and SAEs is required as a part of your grade.

Agriculture Chemistry

Instructor: Ms. Goeb

Room: 804

Email: sgoeb@fldusd.org

Course Description:

Agriculture Chemistry is a one year laboratory science class, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a

learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among topics. The course is centered on an extensive lab component in order to connect the big ideas of chemistry with agriculture applications, earth and life science principles and other curricular areas including written, mathematical, and oral reporting skills. This is an agriculture course and therefore you will be required to participate in FFA and SAEs as a part of your grade.

Agriculture Earth Science

Instructor: Ms. Goeb

Room: 804

Email: sgoeb@fldusd.org

I Course Description:

Ag Earth Science is a freshman level class that will help you understand the basic principles of Earth's systems. The course emphasis will involve the following areas: age, composition of the earth, weather, atmosphere, resources, and environment. This is an agriculture course, as part of the curriculum each student is a member of the Future Farmers of America (FFA) and must have a supervised agriculture experience project (SAE).

FFA Program of Activities

Firebaugh FFA

2014-2015



Leave your Legacy

Table of Contents

Introduction	1	SAE Budgets	49
Officer Message	2	Ag Department Contracts	56
Advisors Message	3	Department Purchasing Policy	59
FFA Mission & Strategies	4	Proficiency Areas	60
Program Objectives	5	FFA Scholarships	69
Chapter Objectives	5	FFA Conferences	73
National FFA History	6	Greenhand Degree	75
FFA Emblem	9	Chapter Degree	76
FFA Colors	10	State Degree	77
FFA Motto	10	State Degree Recipients	78
FFA Creed	11	American Degree	81
Calendar	12	American Degree Recipients	82
Chapter History	25	Chapter Constitution	83
Budget	26	Past Chapter Presidents	89
Advisors	28	Proficiency Awards	90
Administration	29	Star Awards	94
Advisory Committee	30	National Star Chapter	94
Board of Trustees	31	State Winning CDE	95
Greenhand Officers	32	Community Service	96
Chapter Officers	33	Committee Structure	97
Sectional Officers	35	Finance Committee	98
Regional Officers	36	Community Committee	99
State Officers	37	Student Committee	100
National Officers	38	Chapter Committee	101
Honorary Member	39	Point Award System	102
Program Pathways	40	Chapter Applications	105
CDE Teams	45	Chapter Roster	122
SAE Program	48		

Introduction

The FFA Organization is an organization cultivated for the members and their studying of agriculture in public secondary schools justified under the provision of the Vocational Education Act of 1917. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build towards that aspiration to forge a path of success for their career and personal future.

As a crucial part of agriculture education in the secondary school system, the FFA has become the largest and most successful high school organizations in the nation. No other national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has grown to serve thousands of communities nationwide and gain a membership of 575,000 members.

The FFA is an agricultural youth organization, designed to take its place by advocating for agriculture, in addition it strives for the development of leadership, the advancement of agricultural technology, and the improvement in agricultural life. The foundation upon it was founded the FFA drives for student success whether it be through achieving personal growth, developing premier leadership skills, and career success.

The Firebaugh FFA chapter was created in 1976 with an original size of 14 members and one advisor. Now, it has over 600 members with five fully devoted ag teachers, all of students have access to endless opportunities for the betterment of themselves and to gain skills that would have been impossible to gain without the FFA.

Officers' Message

Welcome back FFA Members. We hope that you enjoyed your summer vacation! During this time the 2014-2015 Chapter Officer Team worked hard to prepare a fun, exciting, and successful school year in the Firebaugh FFA. First things first, we would like to welcome all the newly enrolled Greenhands who have joined this outstanding chapter.

This year's theme is: Leave your legacy! We hope that this theme will inspire you to lead in the things you want in your life and your experiences in the FFA!

We, the Chapter Officer Team, challenge you, our fellow FFA members, to be involved and just jump in, and to get the most you possibly can out of the FFA. During these next nine months, you will create memories that will last a lifetime, and might even change your life. As a whole, this year promises to be a fun and exciting year, and we look forward to spending it with you. Many of the traditions that returning members have come to enjoy will be carried on; along with many new, fun, and exciting events. You, our members, are the key to making these events a great success, and we hope to see you there. The time is now, and we hope you will embark on this journey and make this upcoming year a huge success!

Your 2014-2015 Chapter Officer Team:
Loren, Austin, Ysela, Yadira, Mayte, Eduardo, and Gracy

Advisor's Message

Welcome to a new and exciting year at the Firebaugh High School Agriculture Department. Ms. Smith, Mr. Calvert, Ms. Goeb, Mr. Diaz & Mr. Lieb look forward to continuing the long tradition of success and hope that each and every one of you will become an involved member of our exciting program!

Our curriculum is on the cutting edge and our facilities are ones we are proud of and compliment our already highly successful FFA Chapter. It is our hope to offer curriculum to our students that will provide them the opportunity to learn more about agriculture and science technologies while receiving credits to graduate and get into college. With these goals in mind we are continuing to offer our Earth Science in Ag, Agriculture Biology and Agriculture Chemistry courses to our students. We are very proud to say that ***all*** of our science courses count for Firebaugh High School graduation credits, as well as admission credits for the University of California system.

The officer team has set the theme for the coming year: *Leave your Legacy*. As advisors, we feel that individual student growth, both personally and professionally, is the number one most important element our department can offer each member. In order for this growth to occur we will provide many different opportunities for student involvement throughout the year. The *Program of Activities* can be used as a guide, outlining the variety of opportunities students can become involved with in our outstanding FFA chapter. Student involvement is the key to success for a powerful Agriculture program. The success of *your* Agriculture department is almost entirely dependent upon *your* involvement and *your* desire to do the very best you can do.

Sincerely,

Stephanie, Kate, Robert, Francisco, and Gene

FFA Mission & Strategies

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

To accomplish this mission, we the FFA will:

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

Firebaugh Agriculture Program Objectives

- Create and maintain a program that has all four pathways for students to develop their agricultural skills.
- Develop quality student supervised agricultural experience projects.
- Maintain a school farm for members to house projects and use as a learning facility for courses.
- Provide members with opportunities to be involved in a variety of CDE teams.

Firebaugh FFA Chapter Objectives

This year the chapter officers chose four goals to focus on in order to improve the chapter and make this year more opportunistic for the members.

This year's objectives are:

- Have an average of 20% (72 members) of the chapter membership attend every FFA meeting.
- Provide members with five new activities to attend and participate in throughout the year.
- The leadership class will produce a video to advertise each FFA activity and meeting. The videos will be shown to each agriculture class a week before each event to pump up the students and get them interested in each activity.
- Have at least 30 students recognized for California FFA State Awards. These awards will include, but are not limited to: State Degrees, Star Awards and Proficiency Awards.

National FFA History

The passage of the Smith-Hughes Vocational Education Act in 1917 not only provided federal funds to states for high school courses in vocational education (agriculture, family and consumer sciences, and trades and industries) – but it also led to the idea for an organization that is known today as the National FFA Organization.

In the early 1920s, just a few years after the Smith-Hughes Act was enacted, Virginia formed a Future Farmers of Virginia club for boys in agriculture classes. Other states soon followed Virginia's lead and formed their own Future Farmers organizations. The next logical next step was to create a national organization to bring together all of the state organizations.

In 1928, a group of vocational agriculture students were in Kansas City, Mo., for the third annual National Congress of Vocational Agriculture Students, which was held during the American Royal Livestock and Horse Show. On Nov. 20, 33 of those students from 18 states met at the Baltimore Hotel in Kansas City and formed the Future Farmers of America (FFA).

FFA was for young men who were studying vocational agriculture in public secondary schools, and the new organization was designed to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship and patriotism.

The organization was structured on three levels – local, state and national – with students starting their FFA experience by joining a local chapter at their school, where the agriculture teacher serves as the chapter advisor. As part of the larger program that is now called agricultural education, FFA members are encouraged to participate in all three components of the program: (1) classroom/laboratory work (through enrollment in agriculture classes); (2) membership in FFA; and (3) hands-on work experience through the supervised agricultural experience (SAE) program.

Each FFA chapter develops and follows an annual program of activities, and all members share in planning the program and participate in its execution. Through their participation, members learn how to take part in meetings, follow parliamentary procedure, speak in public and cooperate with their fellow students.

Student officers are elected on each level to lead the organization's activities, and FFA members receive recognition for their achievements through competition and award programs. The annual national convention offers FFA members an opportunity to come together from across the country and celebrate their accomplishments over the past year.

By 1935, FFA membership had topped 100,000 with more than 3,900 chapters in 47 states, Hawaii and Puerto Rico. That same year, the New Farmers of America was established to provide leadership opportunities to African-American students enrolled in vocational education classes.

Land was purchased in Alexandria, Va., for the National FFA Headquarters in 1939, and in 1944, the National FFA Foundation was created to raise funds from business and industry to help support the many new programs being developed for the growing FFA membership. In 1950, Public Law 740 was passed by the U.S. Congress, granting FFA a federal charter and requiring that a U.S. Department of Education staff member be the national FFA advisor.

FFA membership took a leap in 1965 when 58,000 members of the New Farmers of America merged with the Future Farmers of America. This followed an act of Congress that prohibited segregation in public schools. Four years later, delegates at the 1969 National FFA Convention voted to allow women to be members of the FFA.

In 1976, Alaska became the 50th state to obtain a state charter. An all-time membership high was recorded in 1977, with 509,735 members in 8,148 chapters in all 50 states, Puerto Rico and the Virgin Islands.

By the 1980s, the Future Farmers of America had become more than an organization for rural farm students. In 1988, the delegates at the 61st National FFA Convention voted to change the organization's official name from Future Farmers of America to the National FFA Organization. This change was made to recognize that FFA is not only for those interested in farming, but it is also for those with more diverse interests in the industry of agriculture, encompassing science, business and technology in addition to production farming.

The late 1990s marked a period of location changes for the National FFA Organization. The National FFA Center was moved from Alexandria, Va., to Indianapolis, Ind., where a new building was dedicated on July 20, 1998. And after 70 years in the same city, the national FFA convention was held for the last time in Kansas City, Mo., in 1998. The 72nd National FFA Convention in 1999 moved to Louisville, Ky., where it remained for seven years; in 2006, the national FFA convention moved to Indianapolis. Attendance at the national convention reached an all-time high in 2008 when 54,731 FFA members, advisors and supporters came to Indianapolis for the 81st National FFA Convention.

Over the years, FFA has shown the value it places on service to country and community. This was never more evident than in 2005. Following Hurricane Katrina, the National FFA Organization raised more than \$835,000 through their Seeds of Hope campaign to help FFA members, chapters and agricultural education facilities affected by the hurricane.

Today, the National FFA Organization is a premier youth leadership organization with 507,753 members in 7,439 chapters in all 50 states, Puerto Rico and the Virgin Islands. The FFA mission is to make a positive difference in the lives of students by

developing their potential for premier leadership, personal growth and career success through agricultural education.

The FFA Emblem

The National FFA emblem consists of five symbols is representative of the history, goals and future of the organization. As a whole the emblem covers a broad spectrum of FFA and agriculture. Each element within the emblem has unique significance. They are as follows:

THE CROSS SECTION OF THE EAR OF CORN:

Provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol unity, as corn is grown in every state of this nation.

THE RISING SUN

Signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

THE PLOW

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

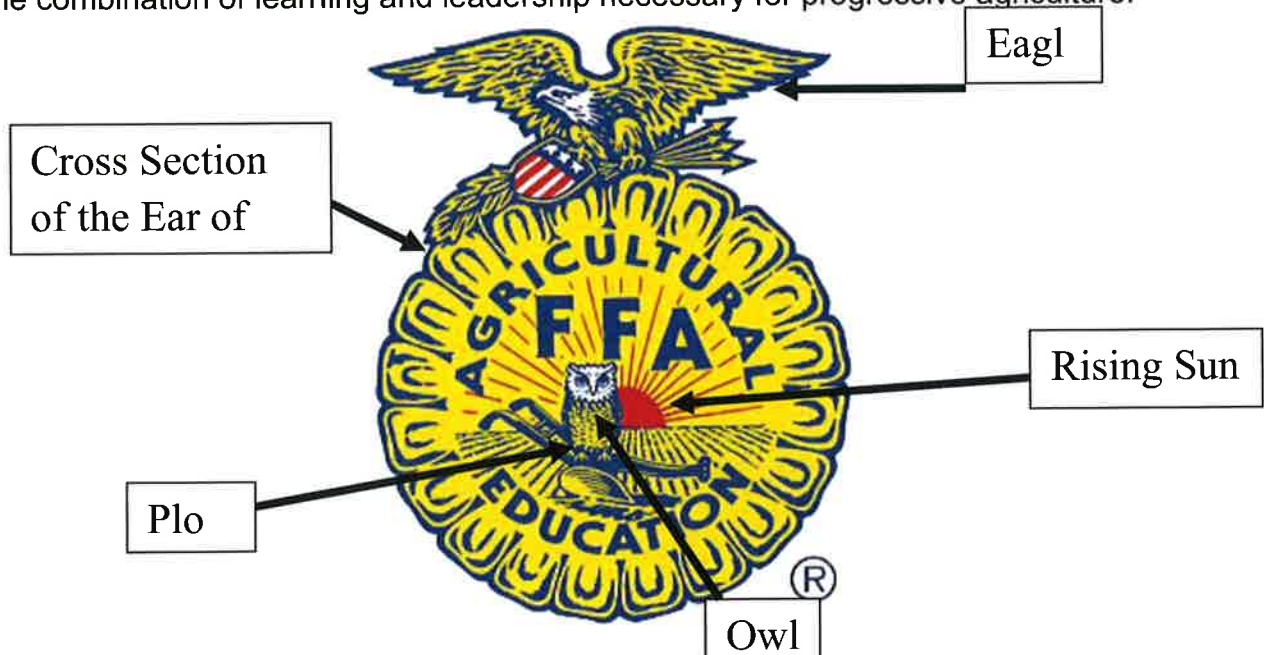
THE EAGLE

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

THE OWL

Long recognized for its wisdom, symbolizes the knowledge required to be successful in the agriculture industry.

The words Agriculture Education and FFA are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.



National FFA Colors

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



National Blue



Corn Gold

National FFA Motto

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

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

The FFA Creed

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

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

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

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

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

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

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15 Father's Day	16	17	18	19	20	21
22	23 CATA Conference- SLO	24	25	26	27	28
29	30					

July 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4 Independence Day	5
6	7	8	9 State Fair Livestock	10	11	12
13 State Fair Livestock	14	15	16	17	18	19
20	21 Chapter officer workday	22 Chapter officer retreat – Shaver Lake	23	24	25	26
27	28	29	30	31		

August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2
3	4	5	6 Round up begins	7	8	9
10	11	12 School starts	13	14	15 SJR FFA Boot Camp Session One →	16
17	18	19 Greenhand Ice Cream Social	20 Mud Volleyball Meetinig	21	22 Drive-Up Dinner Tickets Out	23
24	25	26	27 E/WFM COLC/CATA- Kingsburg HS	28	29	30 Madera Fair Poultry/Rabbits

September 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Labor Day	2	3	4	5 Football vs Fowler	6
Madera County Fair						
7	8	9	10 Chapter Meeting	11 Volleyball vs McLane	12 Football vs Oristimba	13
Madera County Fair						
14	15	16	17 EFM FFA- Blackbeards 5pm	18	19 Drive Up Dinner Tickets Due	20
21	22	23	24	25 Drive Up Dinner Madera Cotton-5pm	26	27
28	29	30 Volleyball vs Caruthers				

October 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6 Homecoming Week Staff Development	7 PowderBuff	8 Powder Puff	9 Volleyball vs Mendota	10 Homecoming vs Tranquility End of 1 st	11 Corcoran Cotton 8:30am
12	13 Columbus Day	14	15 Chapter Meeting	16 Volleyball vs Avenal	17	18 West Hills College Fall Field Day
19	20	21	22 GHC-Clovis East HS	23 Volleyball vs Tranquility	24 Football vs Coalinga	25
26	27 Canned Food Drive Begins	28	29 National Convention	30 Volleyball vs Dos Palos	31 Halloween Football vs Avenal	

November 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30						1 National Convention
2	3	4	5	6 Hanford Cotton 5pm Volleyball vs Coolidge	7	8 Cotton State Finals-CSUF Ag Night Football Game
9	10	11 Veterans Day	12 Greenhand Banquet	13	14 SJR CATA Road Show	15 SJR CATA Meeting
16	17	18 Canned Food Drive Ends	19 WFM O/C- Madera 5pm	20 New Prof.- Fresno	21 →	22
23	24 Thanksgiving break	25 →	26 →	27 Thanksgiving →	28 →	29 →

December 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Toy/Coat/Orna grams Start	2	3	4	5	6
7	8	9	10 Chapter Meeting	11	12	13 Exeter Citrus 8:30am Clovis Natural Resources 8am
14	15 Toy & Cot Drive Ends	16	17	18 Ag Leadership Party & Caroling	19 End of 2 nd Quarter	20
21	22 Winter Break	23	24	25 Christmas	26	27
28	29 Winter Break	30	31			

January 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 New Year's Day Winter Break	2	3
4	5 Winter Break	6	7	8 Record Book Work Day	9	10 Reedley Tree P. 8am Fowler Vine P. 9am
11	12 Staff Development	13 School Starts	14	15	16	17 Dinuba Vine P. 8am Coalinga Nat R.- 8am Clovis Tree Prun. 8am
18	19 MLK Holiday	20	21 WFM BIG/Banking- Central West 5pm	22	23 SJR FFA Officer Apps Due	24 Reedley College Field Day/Nat Res 7:30am
25	26 Drive Up Dinner Tickets OUT	27	28 EFM/WFM Record Book- Kingsburg 5pm	29	30	31 Tulare Citrus 8am Minarets Parli 8am/Good 8am

February 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7 Winter State Finals-Fresno State Arbuckle FD
8	9 Lincoln's B-Day SJR Proficiency Scoring-Fresno	10 World Ag Expo	11 WFM Manuscripts Due	12 Drive Up Dinner tickets DUE	13 MFE/ALA- Visalia SJR FFA Officer Interviews- Visalia	14 → →
15	16 Presidents Day	17 Chapter Meeting FFA Week	18 E/WFM CoOp- Laton 5pm	19 Drive Up Dinner	20	21 →
22	23	24 State Prof Scoring- Bakersfield 9am	25 State Prof Scoring-Galt 9am WFM Speaking- Caruthers 4pm	26 Record Book Scoring-Galt 9am	27	28 SJR FFA/CATA Meeting-TBD

March 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6 UC Davis Parli Pro	7 UC Davis Field Day West Hills College Spring Field Day
8	9 Staff Development	10 SLE- Sacramento	11 	12	13	14 Chico State Field Day
15	16	17	18 Chapter Meeting	19	20 SJR Parli Pro- COS Tulare	21 Merced College Field Day Dinuba Vet Sci Contest
22 SJR State Officer Candidate Training-Fresno State	23	24	25	26 ROP Skills Challenge	27 SJR Speaking- COS Speaking Contests	28 MJC Field Day
29	30 Spring Break	31 				

April 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Spring Break	2	3	4
5 Easter	6	7 EFM/WFM Banquet-Fresno Fair	8	9	10	11 CRC FD/Ag Sales Reedley College FD Madera
12	13	14 Chapter Meeting	15	16 State Speaking Finals	17 State Parli Pro Finals	18 Fresno State Field Day Clovis East Weld
19 FFA State Conference	20	21	22 WFM FFA Off Apps Due	23	24	25 Madera Floral 8am Hanford Field Day
26	27 WFM Off Screening- Fresno Central	28	29	30		

May 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2 State Finals-Cal Poly
3	4	5	6	7 E/WFM CATA Planning/FFA Off Elect- Kingsburg 4:30pm	8	9
10 Mother's Day	11 Chowchilla Fair	12	13	14	15	16
<hr/>						
17 Chowchilla Fair	18	19 American Degree Scoring-Tulare	20 Final American Degree Scoring-Fresno	21	22	23
24	25 Memorial Day	26	27 Spring Banquet	28 Pool Party	29	30

June 2015

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

Firebaugh FFA History

The Firebaugh FFA Chapter was started in 1976, when Firebaugh High School was officially opened in Firebaugh, California. Prior to 1976 all students attended the neighboring town's high school in Dos Palos and were a part of their FFA program. Starting an agriculture department was a priority for the people of Firebaugh. With so many students involved in the agriculture industry it only seemed natural that a program would succeed.

When the agriculture department opened their door they were lead by one FFA Advisor, Mr. Hansen. He taught a variety of courses and was the advisor for all specie projects. The chapter elected its first Chapter President, Barbara Fulbright. In its first year the chapter had a total of 14 members, one advisor and 6 courses. With an officer team in place the chapter applied for and was granted an official charter on September 1, 1976.

Through the years the department has grown exponentially and is the largest organization on campus. As of 2014 the chapter has grown to have over 610 members, 80% of the school. The department is lead by five agriculture teachers who teach a variety of agriculture courses including leadership, science, mechanics, welding, ornamental horticulture, animal science, government and economics. The members of the chapter have more opportunities available to them than ever before. The members participate in conferences all across California and the Nation, over 20 SAE projects, 15 CDE teams, speaking contests and leadership opportunities.

Firebaugh FFA Budget

Expenses	
Event/Item	Price
Meeting Supplies	\$500.00
Scrapbook	\$250.00
Conferences	
National Convention	\$17,500.00
National FFA Week	\$600.00
Banquets	
Greenhand Banquet	
Awards	\$200.00
Food	\$300.00
Decorations	\$100.00
Spring Banquet	
Awards	\$1,000.00
Food	\$750.00
Decorations	\$150.00
Ag Awareness Day	\$250.00
Officer Retreat	\$1,500.00
Apparel	
T-Shirts	\$2,000.00
Sweatshirts	\$1,500.00
Officer Shirts	\$400.00
Top 20 Trip	\$1,000.00
State Degree Dinner	\$1,500.00
FFA Jackets	\$2,000.00
Blackbeards	\$400.00
Opening/Closing Contest	\$100.00
Sectional Opening/Closing Contest	\$400.00
Drive Up Dinner	\$2,500.00
Spring Regional Meeting	\$100.00
Sectional Speaking	\$200.00
Sectional CoOps	\$25.00
Sectional BIG/Banking	\$150.00
John's Incredible Pizza	\$600.00
Ag Night Football- Fresno State	\$1,000.00
San Joaquin Region Boot Camp	\$300.00
Chapter Officer Leadership Conference	\$200.00
Total Expenses	\$39,725.00

Firebaugh FFA Budget

Income	
Event/Item	Price
National FFA Week	\$400.00
Drive Up Dinners	\$4,000.00
Banquet Donations	\$2,500.00
Apparel	
T-Shirts	\$3,000.00
Sweatshirts	\$1,750.00
FFA Jackets	\$4,000.00
Ornagrams	\$200.00
State Degree Dinner	\$2,000.00
Parent Club Donations	\$12,000.00
Candy/Snack Sale	\$2,000.00
Blackbeards	\$650.00
John's Incredible Pizza	\$700.00
AG Night Football- Fresno State	\$900.00
MFE/ALA	\$600.00
State Conference	\$1,200.00
National Convention	
Drive Thru Dinner	\$4,000.00
Student Payments	\$5,000.00
Bingo	\$2,000.00
Placemat Ad Sales	\$5,000.00
Donations	\$4,000.00
Total Income:	\$54,820.00

Firebaugh FFA Advisors

Robert Calvert	Department Head
Gene Lieb	FFA Advisor
Stephanie Goeb	Teacher
Katlyn Smith	Teacher
Francisco Diaz	Teacher



From left to right: Mr. Diaz, Ms. Smith, Mr. Calvert, Ms. Goeb, and Mr. Lieb

Firebaugh High School Administration

Terry Anderson

Principal

Anthony Catalan

Vice Principal

Brandon Moody

Vice Principal

Elizabeth Lopez

Counselor

Lizette Jacobo

Counselor

Firebaugh Agriculture Department Advisory Committee

Our Ag advisory committee members support our department and FFA chapter without hesitation. We know that we can always count on you to provide us with tremendous help and great advice. Thank you for your time, effort and support we would not be the FFA chapter we are today without you and your guidance.

Advisory Chairman
Mr. Pat Ward

Committee Members

Mr. Chris Cardella

Mr. BJ Diedrich

Mr. Brian Maiorino

Mr. Dustin Snyder

Mr. Garrek Stuhr

Mr. Ted Crockett

Firebaugh Las Deltas School District Board of Trustees



Russell Freitas
Superintendent



Gilbert Coelho
Board President



Oscar Sablan
Clerk



Abel Serrano
Member



Jo Ann Narbaitz
Member



Fernando Campa
Member

Firebaugh Greenhand Officers

President- Liliana Medel

Reporter- Karen Tescareno

Vice President – CJ Corriea

Sentinel- Mackenzie Demmers

Secretary- Abigail Andrade

Historian- Amanda Mc Bee

Treasurer- Monica Rodriquez

Left to Right: Abigail Andrade, Karen Tiscareno, Mackenzie Demmers, CJ Corriea, Monica Rodriguez, Amanda McBee, and Liliana Medel

Firebaugh Chapter Officers





Chapter President – Loren Mumby

SAE: Market steers and Market Goat

Judging Team: Ag Welding

Goals for the chapter: My goal for this year is to help our chapter grow and become the best it has ever been.



Chapter Vice President - Austin La Salle

SAE: Dairy Cattle

Judging Team: Farm Records, Banking, Cotton judging, Marketing, and Prepared Public Speaking

Goals for the chapter: To build this chapter up to be one of the greatest in California through premier leadership, an emphasis on personal growth and success, and by becoming an idol of change and success.



Chapter Secretary - Ysela Macias

SAE: Market Turkey

Judging Team: Cotton Judging

Goals for the chapter: I would like to see more diversity in the activities the chapter provides for the members.



Chapter Treasurer – Yadira Aguilar

SAE: Market Lambs

Judging Team: Floral, Prepared Public Speaking, and Cotton Judging

Goals for the chapter: My goal is for the average chapter

member to participate more and to have fun with everything they do.



Chapter Reporter – Mayte Magallon

SAE: Market Lambs

Judging Team: Cotton judging, Job Interview, and Marketing

Goals for the chapter: I would like to see more members involved in the chapter and excited about FFA.



Chapter Sentinel – Eduardo Rubio

SAE: Rabbits and Swine

Judging Team: Floral and Extemporaneous Speaking

Goals for the chapter: My goals as Chapter Sentinel is to invite more people into our chapter with a very warm welcome. I also would like to build up our chapter to the best it has ever been and leave a good legacy for the future years to come.



Chapter Historian – Graciela Martinez

SAE: Market Turkey

Judging Team: Cotton judging and Farm Records

Goals for the chapter: My goal for the chapter is to have members try new things the FFA has to offer. Most importantly I want this chapter to have a successful year full of achievements so next year we have higher goals.

Theme- Leave Your Legacy

2014-2015 West Fresno-Madera Sectional Officers

Position	Name	Home Chapter
President	Sean Pemintel	Fresno-Central
1 st Vice President	Vanessa Maravilla	Madera
2 nd Vice President	Brandi Gourley	Fresno-Central
Secretary	Morgan Barrett	Kerman
Treasurer	Austin La Salle	Firebaugh
Reporter	Ashley DeWitt	Kerman
Sentinel	Alex Elisalde	Fresno-Central



Bottom Row Left to Right: Morgan Barrett, Brandi Gourley, Vannessa Maravilla, Ashley De Witt
 Top Row Left to Right: Alex Elisalde and Austin La Salle (Sean Pemintel not pictured)

Theme- On a Mission to Grow Tradition

2014-2015 San Joaquin Regional Officers

Position	Name	Home Chapter
President	Grant Hall	Minarets
Vice - President EF/ M	Brent Oge	Kingsburgh
Vice - President WF/M	Virat Kang	Madera
Vice - President SEQ.	Rebecca Duran	Tulare
Vice - President T/K	Natalie Starich	Hanford
Vice - President K/I	Jennifer Hernandez	North
Vice – President South Valley	Aaron Moccardini	Frontier
Secretary	Bianka Pantoja	Arvin
Treasurer	Andrew Souza	Tulare
Reporter	Janae Hansen	Madera
Sentinel	Tanner Lopez	Minarets
Advisor	Charles Parker	



Front Row Left to Right - Aaron Moccardini, Frontier, Vice President; Tanner Lopez, Minarets, Sentinel; Virat Kang, Madera, Vice President; and Brent Oge, Kingsburg, Vice President; Back Row Left to Right - Andrew Sousa, Tulare, Treasurer; Natalie Starich, Hanford, Vice President;

Bianka Pantoja, Arvin, Secretary; Rebecca Duran, Tulare, Vice President; Jennifer Hernandez, North, Vice President; Jenae Hansen, Madera, Reporter; and Grant Hall, Minarets, President

Theme- United Your Opportunities are Endless

2014-2015 California State Officers

Position	Name	Home Chapter
President	Dipak Kumar	Tulare
Vice – President	Haley Warner	Altaville- Bret Harte
Secretary	Sierra Bryant	Templeton
Treasurer	Roman Waskiewicz	Pleasant Grove
Reporter	Ellen Van Noy	Grass Valley
Sentinel	Luis Sanchez	Gonzales
Advisor	Dr. Lloyd McCabe	



Left to Right: Luis Sanchez, Elen Van Noy, Dipak Kumar, Haley Warner, Roman Waskiewicz, and Sierra Bryant

Theme- It's in Your Hands

2014-2015 National Officers

Position	Name	Home State
President	Andy Paul	Georgia
Secretary	Victoria Maloch	Arkansas
Central Region Vice President	Kristin Schmidt	Colorado
Eastern Region Vice President	Ruth Ann Myers	Kentucky
Southern Region Vice President	Stephen Mc Bride	Tennessee
Western Region Vice President	Caleb Gustin	New Mexico
Advisor	Steve A. Brown	



Clockwise- starting from far left: Ruth Ann Meyer, Caleb Gustin,

Stephen Mc Bride, Kristen Schmidt, Victoria Maloch, and Andy Paul

Theme- Go all Out

2014 Firebaugh FFA Honorary Member

This year Firebaugh FFA has chosen an individual who has shown true leadership and dedication to our program. Darlene Demmers received the Honorary Degree Membership at our 2014 Spring Awards Banquet.

Mrs. Demmers's support and dedication is why the Firebaugh FFA Chapter has seen many of its recent successes. She is always there to lend a helping hand in any way possible.

The past few years Mrs. Demmers has been available to help our members in any way possible. They have delivered animals to our annual Ag Awareness Day, purchased animals at both the Madera and Chowchilla Fairs and sponsored awards at our banquets. Their most generous donation has been their help with rebuilding our schools beef and rabbit units.

It is hard to put into words how grateful we are for the support of Ms. Demmers, and it is with the sincerest of appreciation that we dedicate the 2014-2015 Firebaugh FFA Program of Activities to them. Her help has always been of beneficiary to our chapter and we are grateful to have their time, dedication, and support put in to our Firebaugh FFA Chapter. You have been a loyal and devoted supporter of our program, and for that we thank you.

1992- Kitty Catania

1993- Chris Mc Craw

1994- Maurice Ledford

1995- Bob Hogue

1996- Sharon Ramirez

1997- Mr. John Teixeira

1998- Mark & Mary Fickett

1999- Cindy Hansen

2000- Lorenzo Madrid

2001- Carol Ledford

2002- Violet Chuck

2004- Dustin Snyder & Brian Maiorino

2005- Doug Wood

2006- Chris Cardella

2009- Ronnie & Maurine Parker

2014- Darlene Demmer

2013- Katie & Carter Luxon

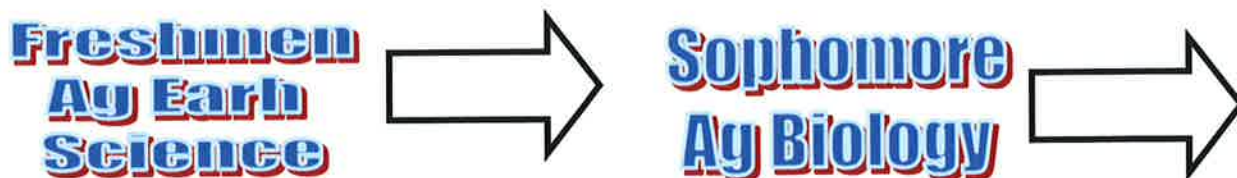
Program Path Ways- Science

Earth Science in Agriculture

Earth Science in Agriculture is a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student's life and environment. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities. The course is centered around an extensive laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science principles, and other curricular areas, including written and oral reporting skills.

Agriculture Biology

Agriculture Biology is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plant and animal genetics ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of all life science with agricultural applications, earth and physical science principles and other curricular areas, including written and oral reporting skills.



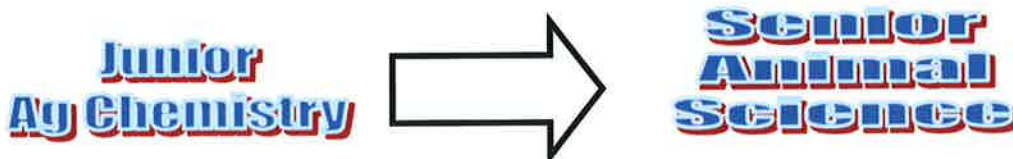
Program Path Ways- Science

Agriculture Chemistry

Agriculture Chemistry is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: periodic law and trends, atomic and molecular structures, states of matter, chemical bonding, conservation of matter and stoichiometry, gases and their properties, properties of acids, bases and salts, qualitative and quantitative analysis, chemical thermodynamics, chemical reaction rates, chemical equilibrium, nuclear processes and an introduction to organic and biochemistry. The course is centered on an extensive laboratory component in order to connect the big ideas of chemistry with agricultural applications, earth and life science principles and other curricular areas, including written, mathematical and oral reporting skills.

Animal Science

This course will follow the current advanced agriculture science curriculum with an emphasis on advanced agriculture procedures and practices. This course is designed for vocational-technical students who require competency in all phases and types of livestock and agriculture production. Students will be involved in hands-on laboratory studies and receive an in-depth look at animal science. Hands-on experience is essential for success in this class. Students' involvement will be necessary and will be incorporated by presenting many challenging practical laboratory activities and field trips.



Program Path Ways-Agriculture Mechanics

Agriculture Mechanics

Introduction to Agriculture Mechanics is a beginning course to the Agricultural Mechanics Program. The class covers shop safety, shop procedures and the proper use and handling of hand and power tools. Students will be introduced to all facets of the areas which make up the field of Agriculture Mechanics. The following areas which are covered in this class are as follows: measuring, tool identification, rope work, woodworking, electrification, cold metal, plumbing, arc welding, oxy-acetylene welding and cutting, concrete, tool sharpening and maintenance and careers in Agriculture Mechanics.

Agriculture Mechanics II

This is a one year course devoted to the development of welding skills and techniques used in industry. Topics for class activities are: all phases of oxygen-acetylene welding and cutting, shielded metal arc welding, and an introduction to metal inert gas (MIG) welding and tungsten inert gas (TIG) welding, carbon arc gouging and the cutting of mild steel, aluminum and stainless steel by use of the plasma cutter. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. Each student is required to purchase a pair of coveralls.

R.O.P. Welding & Fabrication

This course will follow the current advanced agriculture science curriculum with an emphasis on advanced agriculture procedures and practices. This course is designed for vocational-technical students who require competency in all phases and types of livestock and agriculture production. Students will be involved in hands-on laboratory studies and receive an in-depth look at animal science. Hands-on experience is essential for success in this class. Students involvement will be necessary and will be incorporated by presenting many challenging practical laboratory activities and field trips.



Program Path Ways- Floral & Landscaping

Introduction to Floral Design

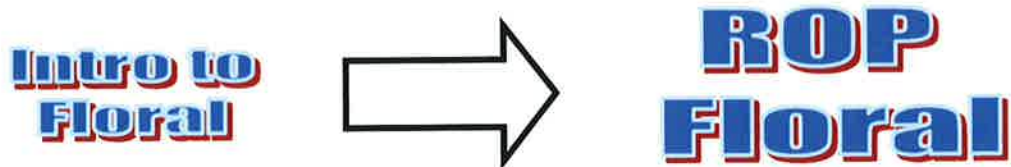
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday and occasional designs. Students will achieve this through designing, creating, identifying, explaining, and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, creative thinking, interpretation, and written and verbal communication skills.

ROP Floral Design

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday and occasional designs. Students will achieve this through designing, creating, identifying, explaining, and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, creative thinking, interpretation, and written and verbal communication skills.

Ornamental Horticulture / Landscaping (ROP)

This course is intended to teach students entry level skills in the ornamental horticulture field. Students will learn various horticultural topics and a "hands-on" approach will be applied whenever possible. Plant identification, greenhouse practices and equipment use will be covered. Also various landscape projects including school beautification, garden construction, pruning and landscape maintenance.



Path Ways- Electives

Ag Leadership and Communication

This course is designed to develop responsibility, initiative, creativity, leadership and school pride in the Agriculture program. It provides class time for the planning and organization of meetings, social and recreational events, elections, service activities, and community and other events. Students will have the opportunity to study concepts of goal development as an individual and team, the keys to success as an individual and team, character development as an individual and team, group dynamics, Parliamentary Law and Procedures, critical thinking, public speaking, personal financial management, business and how it relates to the agriculture industry, career goals and the importance of Supervised Agricultural Experience (SAE) programs and the FFA in Agricultural Education.

Agriculture Government and Economics

In this course students will learn basic economic principals and the historical development of the government. Topics include: macroeconomics, agriculture business organizations, agriculture credit, record keeping, record keeping, record analysis, marketing, campaigns, the Constitution, the Branches of government, and the Bill of Rights. Students will be expected to participate in work place learning experiences and interpersonal leadership skill development activities.

Career Development Events

The following are the current CDE's available to the members of Firebaugh FFA. The teams provided are subject to change depending on the interest of the members and the knowledge of the advisors.

Ag Mechanics

The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. Workers seeking careers in agricultural mechanics must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in fabrication and construction. Coached by: Mr. Calvert

Ag Welding

Ag Welding is a contest that tests students' knowledge of the welding industry. Students must perform a series of welds, complete a project, create a portfolio and participate in an interview. Coached by: Mr. Calvert

Banking

Members complete a written test made up of financial standings, such as checks and bank statements. Members will be expected to know the different rates of credit that may be given to them. Coached by: Mr. Lieb

Best Informed Greenhand

This contest is for freshmen FFA students only. Members on this team complete a written test on their knowledge of the FFA, members study from the official FFA manual. Coached by: Ms. Goeb

Cotton Judging

The Cotton contest seeks to effectively prepare the students for the expectation of the cotton industry. Workers seeking careers in cotton must not only develop a high degree of knowledge and skill, they must also develop the ability to solve difficult problems. This contest blends the critical thinking, mathematical, and plant biology knowledge and skills along with the ability to express oneself through oral communication. Coached by: Ms. Goeb

Cooperative Marketing

This contest is designed to create an awareness and understanding of the basic elements of farm product marketing and farmer cooperation in marketing, purchasing, bargaining, and service. Coached by Mr. Lieb

Creed Speaking

This contest is for freshmen FFA students only. Students memorize and recite the FFA Creed written by E.M. Tiffany. Some of the expectations of the judges are memorization, appearance and gestures. Coached by: Ms. Goeb and Mr. Diaz

Extemporaneous Public Speaking

Members deliver a speech on one of three agricultural topics after they are given thirty minutes to prepare a four-to-six minute speech. At the conclusion of the speech, the similar to the prepared event. Coached by: Mr. Lieb

Farm Business Management

To help close the achievement gap we will encourage students to better analyze farm records which will reinforce mathematics standards. California Career Technical Education Model Curriculum Standards addressed by this event include:

Coached by: Ms. Goeb

Farm Records

To help close the achievement gap we will encourage students to better analyze farm records which will reinforce mathematics standards. California Career Technical Education Model Curriculum Standards addressed by this event.

Coached by: Ms. Goeb

Floriculture

Members demonstrate proficiency in plant identification, judgment of floral and foliage arrangements, problem solving, and skills that include flower arranging and corsage formation. Coached by: Mr. Lieb

Impromptu

Members compete in a two round completion speaking about agricultural topics give. They are then given a two minutes to gather their thoughts and present them to the judges. This contest is exclusively for competitive sophomores looking to advance their speaking capabilities. Coached by: Ms. Smith

Job Interview

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

Light Horse Evaluation

A team may consist of three or four members. The top three scores will be used to determine the official team. If a school only has three members, they are the official team. These same three individuals will be used in selecting sub-contest, team winners. Coached by: Ms. Smtih

Livestock Judging

Students measure their knowledge of the ideal livestock structure and present oral reason to defend their placing. Students must have knowledge of the following species: beef, swine, lamb, and goats. Coached by: Mr. Diaz

Opening/Closing

This contest is made up of a six-person team. Each member of the team is responsible for memorizing one officer part of the opening and closing ceremonies and reciting it at the sectional contest as if it was an actual opening/closing ceremony. Coached by: All Ag Teachers

Prepared Public Speaking

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

Scrapbook

The Scrapbook Career Development Event seeks to actively prepare the students to document the history of the chapter by using different forms of media. The scrapbook will serve as a recruitment and advertisement tool, within the chapter, school and community. Coached by: Mr. Lieb

FFA SAE Programs

An agricultural education program is made up of three integrated parts: Classroom instruction, FFA and Supervised Agricultural Experience (SAE). Students with an SAE learn by doing. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories:

Entrepreneurship

Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales.)

Placement

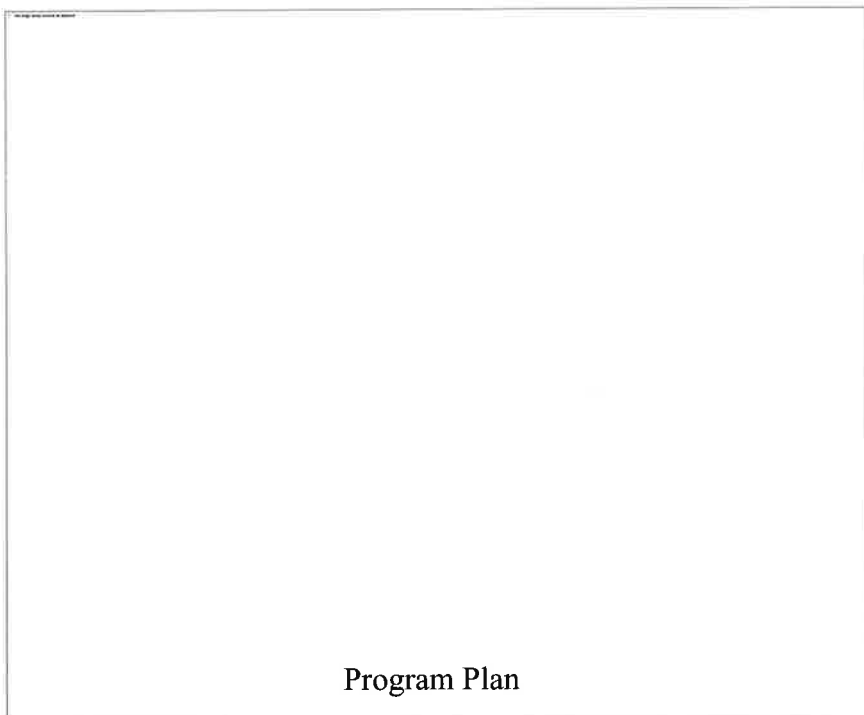
Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

Research and Experimentation

Plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods.)

Exploratory

Explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian



SAE Budgets

Market Swine

A swine project is a great experience. When you begin your project, you must exercise your pig everyday in order for it to maintain a quality build. You are responsible for feeding and cleaning according to your assigned schedule. As your project progresses, you begin to wash your animal often. As you approach fair time you wash your animal every day. Before you go the fair you will need to clip your hog. Like other projects, you compete in two types of shows: market and showmanship. In the market show, the judge evaluates the animal for meat quality and the showmanship class determines how well you control your animal, as well as how well you can show your animals.

Expenses	Item	Price
	Feeder Hog	\$300.00
	Feed	\$200.00
	Vet Supplies/Medication	\$10.00
	Insurance	\$15.00
	School Housing/Bedding	\$10.00
	Entry Fee	\$10.00
	Total	\$545.00
Receipt		
	Sale of Hog (250lbs @ \$3.00)	\$750.00
Profit/Loss Margin		\$205.00

All above numbers have been estimated, and can be changed at any time.

SAE Budgets

Market Goat

This year Firebaugh FFA is bringing back the opportunity of showing and selling Market Goats. FFA members and Advisors are excited for this new opportunity. The goat unit will be covered by Mr. Lieb and Ms. Goeb.

A market goat project is challenging, yet rewarding. Raising this project will take a tremendous commitment on the students' part. From feeding and washing to shearing and exercising; a great deal of responsibility will be involved. The student will be required to feed one or two days a week as well as work with the goats three to four times a week. The length of the project is two to three months. The student will exhibit the animal in a market class and a showmanship class at fair. In market the animal will be judged on muscle, balance, and condition. The objective of the showmanship class is to determine the top exhibitor in terms of technique and style. The cost of raising a goat project may vary throughout the year, but here is an estimate to assist you in your decision.

Expenses	Item	Price
	Goat	\$350.00
	Feed and Wormer	\$150.00
	Vet Supplies/Medication	\$10.00
	Insurance	\$15.00
	School Housing/Bedding	\$10.00
	Entry Fee and Show Shirt	\$25.00
	Total	\$560.00
Receipt		
	Sale of Goat (85lbs @ \$7.00)	\$595.00
Profit/Loss Margin		\$35.00

All above numbers have been estimated, and can be changed at any time.

SAE Budgets

Market Lamb

A market lamb project is rewarding yet challenging. Raising this project will take a tremendous commitment on the students' part. From feeding to washing and shearing to exercising; a great deal of responsibility will be involved. The student will be required to feed one to two days per week as well as work with the lamb three to four times per week. The length of this project is two to three months. The student will exhibit the animal in a market class and a showmanship class at the fair. In market, the animal will be judged on muscle, balance and condition. The objective of the showmanship class is to determine the top exhibitor in terms of technique and style. The cost of raising a lamb project may vary throughout the year, but here is an estimate to assist you in your decision.

Expenses	Item (per lamb)	Price
	Feeder Lamb	\$400.00
	Feed	\$150.00
	Halters (2)	\$23.00
	Canvas Blankets (2)	\$60.00
	Tubes (2)	\$40.00
	Entry Fee	\$14.00
	Total	\$762.00
Receipt		
	Sale of Lamb (145lbs @ \$6.00)	\$870.00
Profit/Loss Margin		\$108.00

All above numbers are estimated, and can be changed at any time.

SAE Budgets

Market Steer

A steer project is commonly thought of as the most challenging of animal projects in the FFA. Steers are normally purchased weighing 700 pounds and are shown at the fair at a market weight of roughly 1200 pounds. Therefore, no matter what developmental stage the steer is at his weight will range from 4 to 8 times heavier than that or the average student showman. This means it is critical that any student wishing to show a steer have a working knowledge of livestock behavior and a thorough understanding of safe handling practice.

With showing a steer comes a tremendous amount of responsibility. Not only is each steer showman expected to perform the normal duties associated with raising sheep and hogs (feeding and care), but they are also expected to rinse and brush their animal each day. This is necessary in order to promote healthy hair growth. Additionally steers need to be walked and worked with so that they become accustomed to a show stick. Without a doubt, raising a steer to show can be challenging, but it is also very rewarding. Below is a projectile budget for a steer project.

Expenses	Item	Price
	Feeder Steer	\$2500.00
	Feed	\$1500.00
	Vet Supplies/Medication	\$25.00
	Insurance	\$100.00
	School Housing/Bedding	\$10.00
	Entry Fee	\$10.00
	Total	\$4145.00

Receipt

Sale of Steer (1200lbs @ \$3.50)	\$4200.00
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Profit/Loss Margin	\$55.00
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All above numbers are estimated, and can be changed at any time.

SAE Budgets

Replacement Dairy Heifer

To participate in this program, you must be an FFA member throughout the project and eligible to show at the Chowchilla- Madera Co. Fair. The heifer must be shown in Special Dairy Heifer Project classes as a calf at the Madera District Fair, as a yearling at the Chowchilla- Madera Co. Fair and shown and sold as a springer at the Chowchilla- Madera Co. Fair. You shall purchase your heifer with the approval of your FFA Advisor and the Dairy Committee. Heifers will be born no earlier than January 1st, (approximately 28 months prior to sale) and no later than the following March 1st. This form, dam's record sheet and a photograph of one side of your heifer must be turned in to the Dairy Committee by August 1st.

Expenses	Item	Price
	Heifer	\$600.00
	Feed	\$1200.00
	Vet Supplies/Medication	\$50.00
	Insurance	\$50.00
	School Housing/Bedding	\$25.00
	Entry Fee	\$30.00
	Total	\$1955.00
Receipt		
	Sale of Heifer (1 heifer @ \$4000.00)	\$4000.00
Profit/Loss Margin		\$2045.00

All above numbers are estimated, and can be changed at any time.

SAE Budgets

Poultry

The poultry project does not require as much maintenance, as compared to other projects simply because they are small animals. You will take ownership and care for the animals for thirty days prior to the fair. When you get your animals you have to feed them and practice showmanship. Showmanship requires you to inspect the animal. After you show your animal, it will go to the auction if it does well at the show.

Expenses	Item	Price
	Market Turkey	\$15.00
	Feed	\$50.00
	Vet Supplies/Medication	\$5.00
	Insurance	\$5.00
	School Housing/Bedding	\$10.00
	Entry Fee	\$10.00
	Total	\$95.00
Receipt		
	Sale of Turkey (1 bird @ \$200.00)	\$200.00
Profit/Loss Margin		\$105.00

All above numbers are estimated, and can be changed at any time.

SAE Budgets

Rabbits

Raising and showing rabbits can be a lot of fun. If you are the type of person who doesn't like to work with larger animals then this is the animal for you! There are a lot of responsibilities when you show rabbits. You have to feed and water them everyday and make sure you groom them everyday also. You can either show a meat pen, which consists of 3 meat rabbits and you sell them at the fair. You can also show rabbits, which are used strictly for showing and kept as your pet to use them for breeding.

Expenses	Item	Price
	Meat Pen (3 rabbits)	\$75.00
	Feed	\$10.00
	Vet Supplies/Medication	\$5.00
	Insurance	\$5.00
	School Housing/Bedding	\$5.00
	Entry Fee	\$10.00
	Total	\$110.00
Receipt		
	Sale of Meat Pen (1 Pen @ \$200.00)	\$200.00
Profit/Loss Margin		\$90.00

All above numbers are estimated, and can be changed at any time.

FIREBAUGH AGRICULTURE DEPARTMENT EXHIBITOR CONTRACT

FFA members have the opportunity to raise animal projects to exhibit at the fairs. This is a great learning experience but also a commitment. In order for all to learn and work together, the following requirements are expected of each exhibitor regardless of where their animal is housed.

1. Attend all exhibitor meetings called by the advisor.
2. Purchase the supplies necessary for your project.
3. Secure a buyer prior to the fair.
4. Complete all paper work for traveling to the fair by the Friday before the fair.
5. Have the complete FFA show uniform
6. Prior to receiving fair checks, students must update record books, clean facilities tack box and equipment, hand the buyer thank you letter with an envelope and stamp to the advisor. A buyer gift is strongly encouraged.

Animals housed off campus will be the sole responsibility of the student. However, animals at the project facility will have scheduled workdays. Students who keep their animal at home are required to make arrangements with the advisors for project visits as well as contact the advisor when they need assistance.

Student Signature

Date

Parent Signature

Date

FIREBAUGH AGRICULTURE DEPARTMENT

PROJECT FACILITY CONTRACT

If you choose to keep your animal at the FHS farm you are required to maintain the following for the duration of your project:

1. Grades and Eligibility

- ❖ Student must have a 2.0 GPA currently with no more than one “F” grade.
 - ❖ Student must maintain grade requirement until the first day of the fair.
 - ❖ Student must arrange for homework to be completed with all teachers and must get signed out by all teachers before the start of the fair.
 - Failure to meet grade requirements will result in student not being able to participate, show or sell the animal at the Fair.
- Student Initials _____ Parent Initials _____

2. Project and Facility requirements – Feeding and Cleaning

- ❖ Contact advisor when feed is low (1/2 a bag).
- ❖ Clean your pen and surrounding areas every day you are assigned to feed.
- ❖ Attend all required workdays on time. More than 10 minutes late will be considered a tardy!!!!
 - 1st unexcused absence or tardy: Warning.
 - 2nd unexcused absence or tardy: Strike
 - 3rd unexcused absence or tardy: Parent/Teacher/Student conference. Contact will be put into place to move animal to an alternate location and 2nd strike will be given.
 - 3rd unexcused absence or tardy: Student must remove animal from school facility and take it to the alternate location. Student will no longer be able to house any animal at the school facility.
- ❖ Feed and Clean on your assigned time and day. Failure to do any of the following will result in a strike.
 - Morning feeding – 6:00 A.M. – 8:00 A.M. (Includes fresh clean water at every feeding.)
 - Evening feeding – 6:00 P.M. – 8:00 P.M. (Includes fresh clean water at every feeding.)
 - Sweep and wash alley (if in old barn); Rake alley (if in new barn)
 - Sweep feed room (if in old barn)
 - Take garbage to dumpster
 - Shut all gates
 - Turn lights on and off
 - Turn fans and misters on and off
 - Make sure electric fence is connected

- ❖ Working with your animal
 - Student will exercise or work with their animal three or more times per week.
- ❖ Wear appropriate clothing for working on the farm and around livestock
 - Appropriate clothing includes long pants, short sleeve or long sleeve shirt (no sleeveless shirts or tank tops), socks and closed toe, closed back shoes. Failure to wear the appropriate clothing will result in a strike.
 - Clothing requirements also apply to loading in, exhibiting and loading out at the fair.
- ❖ Absences and Tardies
 - If you must miss a workday due to a doctor, dentist or other appointment you will need to bring a doctor's note or proof of the appointment. You will be excused from only one workday for appointments...after that you will receive a strike if you must miss workday due to an appointment.
 - You must call your advisor if you are going to miss any workday. Failure to notify your advisor will result in a strike.

3. Strike Policy

- ❖ 1st Strike: Warning, verbal conversation and strike form must be signed by student and parent and returned within two days of receiving the strike.
- ❖ 2nd Strike: Parent/Student/Teacher Conference will be assigned. Mandatory attendance will be necessary to discuss the direction of the project. Strike form must be signed by student and parent and returned within two days of receiving the strike.
- ❖ 3rd Strike: Removal of animal from school property. Student will be given one week to remove animal from the school property. Advisor will do project visits weekly to make sure the project is being cared for. If project is not being cared for, termination of the project will occur immediately.
- ❖ Strike items include but are not limited to:
 - Tardy or unexcused absences
 - Missing a feeding
 - Not working with or exercising animal
 - Not completing all work jobs for assigned day.
 - Not wearing appropriate clothing for working on farm and around animals.

FAILURE TO FOLLOW THE ABOVE STANDARDS WILL RESULT IN THE "3 STRIKE METHOD". THE THIRD STRIKE WILL RESULT IN THE ANIMAL BEING REMOVED FROM THE BARN WITHIN 1 WEEK. IF YOU FAIL TO REMOVE THE ANIMAL IN THE ALLOTTED TIME IT WILL BE TAKEN TO THE LOCAL LIVESTOCK AUCTION AND THE PROCEEDS WILL GO TO THE FIREBAUGH HIGH SCHOOL AG DEPARTMENT.

THIS CONTRACT IS DUE TO THE ADVISOR PRIOR TO KEEPING THE ANIMAL AT THE FIRBAUGH HIGH SCHOOL FARM.

PARENT SIGNATURE _____

STUDENT SIGNATURE _____

FIREBAUGH HIGH SCHOOL AGRICULTURE DEPARTMENT ANIMAL PROJECT PURCHASING POLICY

Student must meet the following criteria in order to purchase a market turkey:

1. This contract must be turned in to the project advisor by the assigned date or an animal will not be purchased for the student.
2. Once the animal has been purchased for the student, the student becomes liable for the entire cost of the project even if the student backs out of the project **OR** loses the project due to ineligibility or breaking contract rules.
3. Student must pay the cost of the animal may 1st for Chowchilla Fair
4. The remaining balance of the project must be paid by **May 1st** for Chowchilla Fair and **August 26th** for Madera Fair.
 - a. No project is taken to the fair unless the project has been paid in full before the fair.
5. The project will become property of the Agriculture Department if proper payments are not received by the given due dates.
6. All students must purchase an FFA jacket and tie/scarf at least 6 weeks before the fair. Students who cannot do so due to financial constraints must talk with their advisor for other arrangements. All students must show proof of a show uniform 6 weeks prior to fair.
 - a. Full FFA show uniform includes:
 - i. FFA jacket
 - ii. FFA tie or scarf
 - iii. White pants
 - iv. White collared shirt
 - v. Brown or black shoes or boots
 - vi. Brown or black belt
7. The student must complete the following requirements before any check is released to the student:
 - a. Complete the FFA Recordbook for all projects.
 - b. Write thank you notes (must be cleared by advisor before sending out)
 - c. Obtain a buyer's gift for all who supported the project. This includes award sponsors.
 - d. Must participate in "Barn Clean-up Day" or equivalent hours if animal is held at school facilities.
 - e. Must clear all outstanding debts.

I understand and agree to the above terms.

Student

Date

Parent

Date

FFA Proficiency Areas

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 49 areas covering everything from Agricultural Communications to Wildlife Management. Each award area has two categories, placement and entrepreneurship. Proficiency awards are given out at the local, state and national levels

There are four categories of SAE programs:

Exploratory - Learn about the big picture of agriculture and its many related careers.

Agriscience Research and Experimentation-Involve planning and conducting a scientific experiment based on hypothesis and the use of the scientific method of investigation on the hypothesis. This may include qualitative, quantitative, experimental, descriptive and quasi experimental research.

Entrepreneurship - A student-owned enterprise where the student assumes responsibility for all financial and management decisions for the successful completion of the project or activity.

Placement – A student works for an agriculture-related business or individual, either for pay or for the experience.

FFA Proficiency Areas

Agricultural Communications – Entrepreneurship/Placement – Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio and TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

Agricultural Education – Entrepreneurship/Placement – Relates to education and extension, including, but not limited to youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, developing and conducting informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement – Involves the design and construction of agricultural equipment, structures, and/or selection of the structural materials, and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

Agricultural Mechanics Energy Systems– Entrepreneurship/Placement – Involves the adjustment, repair, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power. **NOTE:** Electrical wiring for general construction, restoration of tractors, general engine repair is more appropriately covered in other agricultural mechanics proficiency award areas.

Agricultural Mechanics Repair and Maintenance – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Mechanics Repair and Maintenance – Placement – Student works for an employer involved in the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could

include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Nonfood products could include byproducts processing such as meat, bone, fish and blood meal, tallow, hides; processing of wool & cotton, making compost, cubing & pelleting of forages, producing bird seed and other pet foods. **NOTE:** Processing of forest products is no longer part of the Agricultural Processing area. See: Forest Management and Products.

Agricultural Sales-Entrepreneurship – Student owns the enterprise or business, not covered in a more appropriate proficiency award category, could include enterprises such as the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, or forestry items at either the retail.

Agricultural Sales-Placement – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category. This could include sales of feed, seed, fertilizer or agricultural chemicals. Students could also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities could include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, floriculture and/or forestry items at either the retail or wholesale level.

Agricultural Services – Entrepreneurship/Placement – Student owns enterprises or works in an agricultural business that is not covered in any of the existing award categories. This includes enterprises such as custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (working at or owning the auction house), custom and contract feeding services or other appropriate services offered through agricultural enterprises. Students applying for placement in agricultural services must work for a company or individual whose primary activity to provide agricultural services. **NOTE:** Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other, more appropriate areas related to turf care, horticulture or nursery landscape.

Agriscience Animal Systems Research - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

Agriscience Plant Systems Research - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.

Agriscience Integrated Systems Research- Must fit one of the following descriptions:

Diversified Research – Research in two or more of the Agriscience research areas.

- **Environmental Service Systems/Natural Resource Systems Research** - Research in the systems, instruments and technology used in waste management and their influence on the environment.
- **Food Products and Processing Systems Research** - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.
- **Power, Structural and Technical Systems Research** - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
- **Social Sciences Research** - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

Beef Production- Entrepreneurship – Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Beef Production- Placement – Student works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Dairy Production- Entrepreneurship – Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products

Dairy Production- Placement – Student works in the dairy cattle industry applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products

Diversified Agricultural Production - Entrepreneurship/Placement- Involves the use of the best management practices available to produce and market a combination of livestock and crops in **two or more** proficiency areas. These areas include at least one species included in Diversified Livestock and at least one species included in Diversified Crop proficiency area.

Diversified Crop Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from **two or more** of the crop related proficiencies areas. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

Diversified Crop Production – Placement – Student works for a crop producer that applies the best management practices available to efficiently produce and market crops from **two or more** of the crop related proficiencies. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

Diversified Horticulture – Entrepreneurship/Placement – Student works for someone who owns the enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes **two or more** of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production

Diversified Livestock Production – Entrepreneurship/Placement – Involves the use of the best management practices available to efficiently produce and market a combination of **two or more** livestock related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care, or poultry.

Emerging Agricultural Technology - Entrepreneurship/Placement – Involves gaining career experiences in the development of new and emerging agricultural technologies such as engineering, remote sensing, hand held device technology, precision agriculture, agrobotics and other new and emerging technologies that are not covered in any of the existing award categories. The implementation of new and emerging agricultural technologies is more appropriate in other existing categories

Environmental Science and Natural Resources Management – Entrepreneurship /Placement – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, serving in the conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, wildlife surveys, erosion prevention practices; public relations and education concerning pollution.

Equine Science - Entrepreneurship – Student owns an enterprise or business that provides experiences in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

Equine Science- Placement – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training,

riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

Fiber and Oil Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fiber and/or oil such as cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

Food Science and Technology – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies microbiology and biochemistry or food product development to improve taste, nutrition, quality and/or value of food. Programs could include the development of new products, food testing, grading and inspecting.

NOTE: Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.

Forage Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for forage such as sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages and all pastures.

Forest Management and Products – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, making and selling cedar shakes and firewood, and wood chips/mulch, or working for the Forest Service.

Fruit Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, grapes, nuts and all common fruits. (Pome fruits include apples, , and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries).

Goat Production - Entrepreneurship/Placement -- Student owns the enterprise, or works for a business that involves the use of the best management practices available to efficiently produce and market goats and all goat products.

Grain Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not** include any of the aforementioned crops with an intended use for forage.

Grain Production – Placement – Student works for a crop producer or grain production related business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not** include any of the aforementioned crops with an intended use for forage.

Home and/or Community Development – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

Landscape Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

Nursery Operations – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that provides students with job-entry experience in areas such as turf, ornamental plants, vegetable starter plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that develops outdoor recreational activities best suited to family use or as income-producing enterprises. These enterprises could include vacation cabins and cottages, camping and/or picnic areas, fishing, hunting, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where the member does not own or manage animals.

Poultry Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Sheep Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, small birds (such as canaries, cockatiels,

cockatoos, parakeets, parrots, etc.), and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services, working at a kennel, or preparing guide and assistance animals.

Specialty Animal Production – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market specialty animals within the Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, mules, donkeys, bison, oxen, mink, worms, ostriches, pigeons, emus, alpacas or llamas. Placement experiences could include roles as a zoo worker or placement at any specialty animal facility. In their supervised work experience, students must participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment.

Swine Production – Entrepreneurship – Student owns an enterprise that applies the best management practices available to efficiently produce and market swine.

Specialty Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories such as: native prairie plants, sugar beets, dry edible beans, green peanuts, gourds, tobacco, bittersweet (if not a greenhouse crop), specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed or specific floriculture production.

Swine Production – Placement – Student works for an employer that applies the best management practices available to efficiently produce and market swine.

Turf Grass Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves the planting and maintaining of turf for outdoor beautification, providing a lawn mowing service; improving recreational areas, sod produced for sale, and sport field or golf course management.

Vegetable Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

Veterinary Science – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health

of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Wildlife Production and Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the improvement and the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, or the stocking of fish and wild game. This proficiency includes activities conducted with the Fish & Wildlife departments, or Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible if used as an income enterprise.

Firebaugh FFA Scholarships

If you wish to obtain a scholarship application they will be available through the counseling office. It is the student's responsibility to fill out the application and turn it in by the deadline.

Matthew Roussel Memorial

\$250

This memorial scholarship is to honor an alumni FFA member who has passed away. This scholarship is awarded to an FFA member who has been active in the FFA. If you want to apply for this scholarship you must fill out the general FHS scholarship application form. Once the applications are turned in and the requirements are met, the high school scholarship committee will select a recipient.

California Women for Agriculture

\$250

In order to obtain an application you must see your counselor or your agriculture teacher. The requirements for this scholarship consist of being an active in the FFA, as well as pursuing a career in agriculture.

Madera Agriculture Youth Association (MAYA)

\$500

The MAYA scholarship is offered to high school students pursuing an agriculture career.

Eligibility Requirements:

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

CALCOT

\$1,000

The Calcot-Seitz is for students from Arizona or California who plan to or are attending a college that offers a **four-year degree** in Agriculture.

Requirements:

1. The student must be from a cotton producing area in CA or AZ.
2. The student must be enrolled as a full time student in a four-year college and have a major in the field of agriculture.
3. A general guideline will be a 3.0 grade point average for high school graduates and college students.
4. Applicants must also complete the entire application form along with having three recommendations from non-relatives.

Lara Family Memorial Scholarship

This scholarship is awarded to a female Ag student who meets the following requirements:

1. Student must provide a copy of the completed scholarship application to the Ag department chairperson by May 5th of the current school year (late applications & essays will not be considered).
2. A committee will review the applications and check for the following mandatory qualifications:
 - a. All applicants must have a minimum **2.50 GPA** to be considered for an award.
 - b. All applicants must be majoring in an **agriculturally related major** when entering college.
 - c. Three (3) confidential statements completed by high school teachers or administrators must be attached.
 - d. All applications are confidential and become property to the Firebaugh High School Agriculture Department.
3. The student will receive \$4,000.00. \$1,000.00 will be given each year, for four years while enrolled in college.
4. Student can take any 2 semesters off without losing the remainder of the scholarship.
5. Money is disbursed as follows:

i. First semester registration	\$250.00
ii. First semester grades	\$250.00
iii. Second semester registration	\$500.00
iv. Total	\$1,000.00 (per year)
v. Grand Total	\$4,000.00

Lara Family Memorial Scholarship Winners

2005 – Stacey Norton
 2006 – Jessica Coursey
 2007 – Maricruz Silva
 2008 - Kayla Diedrich
 2012- Mayra Magallon
 2013- Stephanie Barrera
 2014-Natalynn Parker

Willoughby Houk Memorial Scholarship

This scholarship is awarded to a male Ag student who meets the following requirements:

1. Student must provide a copy of the completed scholarship application to the Ag department chairperson by May 5th of the current school year (late applications & essays will not be considered).
2. A committee will review the applications and check for the following mandatory qualifications:
 - a. All applicants must have a minimum **2.50 GPA** to be considered for an award.
 - b. All applicants must be majoring in an **agriculturally related major** when entering college.
 - c. Three (3) confidential statements completed by high school teachers or administrators must be attached.
 - d. All applications are confidential and become property to the Firebaugh High School Agriculture Department.
3. The student will receive \$4,000.00. \$1,000.00 will be given each year, for four years while enrolled in college.
4. Student can take any 2 semesters off without losing the remainder of the scholarship.
5. Money is disbursed as follows:

i. First semester registration	\$250.00
ii. First semester grades	\$250.00
iii. Second semester registration	\$500.00
iv. Total	\$1,000.00 (per year)
Grand Total	\$4,000.00

Willoughby Houk Memorial Scholarship Winners

2005 – Vincent Fitch
 2006 – Juan Ruvalcaba
 2007 – Steven Cardella
 2012- Tate Parker
 2013- Dani Knight
 2014- Joshua Allen

Monsanto Agriculture Scholarship

The Monsanto Scholarship group annually awards 100 high school students with an interest in working towards a degree in Agriculture. The award amount is \$1,500.00. To qualify one must come from an agriculture background, preferably from a farm family, and have an above average academic record. Also you must plan to enroll as a full time student at the college of your choice where you will be working towards an agriculture major

California State FFA Scholarship Program

Each year the California FFA association awards more than \$1 million in scholarships to members. There are many types of scholarships to fit the many types of FFA members. Scholarships are given for a wide variety of experiences, career goals and higher education plans. Different awards may be used at colleges, universities and

post secondary agricultural programs. The scholarships are sponsored by numerous agricultural businesses through the state, and new scholarships are added every year.

California Farm Bureau Federation

The California Farm Bureau Scholarship Foundation was organized to give aid to students with a desire to pursue a career in the agricultural industry. The scholarships are awarded annually based upon academic achievement, career goals, extracurricular activities, determination, leadership skills, and a commitment to study agriculture. Each year, the Scholarship Foundation Board of Directors determines the award amounts depending on the funds available. In recent years, the range has been \$1,800 to \$5,000, for approximately 30 recipients each year.

National FFA Collegiate Scholarship Program

Each year the National FFA Organization awards more than \$2 million in scholarships to members. There are many types of scholarships to fit the many types of FFA members. Scholarships are given for a wide variety of experiences, career goals and higher education plans. Different awards may be used at colleges, universities and post secondary agricultural programs. The scholarships are sponsored by numerous agricultural businesses through the National FFA Foundation, and new scholarships are added every year.

National FFA Collegiate Scholarship Program Winners

2005 – Tyler Britton

2013- Skotlynn Snyder

FFA Conferences

The Greenhand Conference

This leadership development conference is designed for freshman students. Participants are provided an overview of the opportunities in the FFA. They also become involved in goal setting activities. We take 9 -18 students to this one conference. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

The Made for Excellence Conference

This is designed for sophomore students and second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence. Unlike the Greenhand Conference, this is an overnight activity. The cost is about \$100.

The Advanced Leadership Conference

This leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success. Like the Made for Excellence conference, this is an overnight activity. The cost is about \$100.

The California State FFA Convention

The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Firebaugh FFA chapter selects their state-voting delegates through an application and essay process that occurs in December. All students must go through the chapter application and essay process; this includes students interested in applying for Committee Chairperson, State FFA Band, State FFA Choir and State FFA Talent. The chapter pays for the full cost of registration for the delegates. Members who are selected by the State for the State FFA Band, Choir and Talent will have half of their registration costs paid. The conference offers many leadership and personal development workshops as well as showcases the tremendous opportunities available to California State FFA members.

The Sacramento Leadership Conference

This is the final conference in the Integrated Leadership Development Program. This is without a doubt one of the best conference that a student will have the opportunity to participate in. This conference is four days and three nights. Participants have the opportunity to discuss important agriculture issues with some of the most powerful and influential leaders of California. The conference includes an activity where students discuss an issue on the Senate Floor. Only forty students from the state of California are selected each year to participate in the Sacramento Leadership Experience.

The National FFA Convention

The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day attend. Our chapter sends the Top 10 Winner to the National FFA Convention each year. Additionally, every two years we plan a chapter trip to the National FFA Convention and Washington D.C. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a career and a trade shows the size of 10 football fields.

The Washington Leadership Conference

Located in our nation's capital, the Washington Leadership Conference is a five-day event that trains FFA members to make a positive impact in their school, local community, state and country. The conference focuses on the following five areas: Problem Solving, Relationship Building, Living with Character and Developing an Attitude of Serving Others. Student registration for the conference is \$550. This includes lodging, meals and transportation, while at the conference.

FFA Degrees

Greenhand Degree

The Greenhand Degree is earned by first year FFA members, primarily freshmen. The Greenhand pin is made of bronze for its hardness and endurance, two qualities all members must have to be successful throughout their careers. Requirements to earn the Greenhand Degree are as follows:



- Enroll in an agricultural education program and have satisfactory plans for a Supervised Agricultural Experience (SAE).
- Learn and explain the FFA Creed, FFA Mission and Motto, and FFA salute.
- Describe and explain the meaning of the FFA emblem and FFA colors.
- Demonstrate an understanding of the FFA Code of Ethics and the proper use of the FFA jacket.
- Demonstrate an understanding of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
- Own or have access to the Official FFA Manual and the Official FFA Student Handbook.
- Submit a written application for the Greenhand FFA Degree.

Chapter Degree

The Chapter Degree is earned by second year FFA members, primarily sophomores. The Chapter Degree is made of silver and while it is a precious laurel there are much more precious degrees to earn.



To receive a Chapter FFA Degree, members must meet the following requirements:

- Received the Greenhand FFA Degree
- Satisfactorily completed 180 hours (or the equivalent) of systematic school instruction in agricultural education at or above the ninth grade level.
- Have an approved SAE in operation.
- Enrolled in an agriculture course
- Participated in the planning and implementation of at least three official FFA chapter activities.
- Earned and productively invested at least \$150, or have worked at least 45 hours outside of scheduled class time, or a combination of the two, through their SAE.
- Have developed plans for continued growth and improvement of their SAE.

- Effectively lead a group discussion for 15 minutes.
- Demonstrated five parliamentary law procedures.
- Show progress toward achievement in FFA award programs.
- Have a satisfactory academic record.
- Submitted a written application for the Chapter FFA Degree
- Complete a minimum of 10 hours of community service activities

State Degree

The highest degree a state can bestow upon its members. The California State FFA Degree is earned by 1,700 students every year. The members earn the Golden Pin. To receive a State FFA Degree, members must meet the following requirements:



- Received a Chapter FFA Degree.
- Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree
- Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes an SAE.
- Have earned and productively invested at least \$1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
- Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
- Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent.
- Participated in the planning and implementation of the chapter's Program of Activities.
- Participated in at least five different FFA activities above the chapter level.
- Complete at least **25 hours** of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.

California State FFA Degree Recipients

Class of 1982

Jeff Cradock
Ron Diaz
Keith Dodderer
Monty Robinson

Class of 1983

Barbara Diedrich
William Felix
Billy Roussell
Teddi Snyder

Class of 1984

Edward Ward

Class of 1985

Trace Maiorino

Class of 1986

Gina Diaz
Dustin Snyder

Class of 1987

Freddie Fonseca
Shelly Nash
Sheri Smith

Class of 1988

Claudine Bishop
Susan Diedrich

Class of 1989

John Nuefield

Class of 1990

Tracey Coelho
Jeff Eppler

Class of 1991

Stacey Gilbert
Bobby Nash

Class of 1993

Karina Franco
Salvador Fuentes
Nicole Lake
Todd Turner

Class of 1994

Erin Miller

Class of 1995

Juan Arana
Jesus Fuentes
Martha Guzman
Elias Lujan
Jose Molina
David Ortega
Luis D. Perez
Josh Ross
Jason Zaro

Class of 1996

Cesar Arias
Summer Houk
Dustin Lowery
Carolina Ramirez
Pablo Vasquez

Class of 1997

Sandy Catania
Stacie Dabbs
Jane Diedrich
Augie Lope
Juan Molina
Shannon Norton
Paula Pafford
Shaun Ramirez
Nathan Thomas

Class of 1998

Victor Avila
Leticia Campa
Jason Davis
Vincent Garcia
Ryan Lowery
Milagros Lujan
Rafael Madriz
Roberto Perez
Tom Phelen
Susan Poppa
Jose Sepulveda
Alberto Torres

Class of 1999

Jordan Fickett
Tracey Hansen
Bobby Hogue
Juan Jacobo
Jose Martinez
Patrick Ramirez

Class of 2000

Brittany Fickett
Reymindo Gamino
Vincent Guthrie
Anthony Rodriguez
Erin Trujillo

Class of 2001

Mariam Arias
Omar Hernandez
Jeremy Ramirez
Matthew Shuemaker

Class of 2002

Joel Saldana, Jr.
Santos Martinez
April Phelen
Samantha Serrias
Brittany Westbrook

Class of 2003

Genna Delgado
 Karary Gonzalez
 Michael Howard
 Mayra Magallanes
 Johanna Magana
 Katie Maiorino
 Justine Maiorino
 Chris Miller
 Manuel Torrez
 Amanda Trujillo
 Crystal Rangel

Class of 2004

Melissa Cardiel
 Vincent Fitch
 Luke Hicks
 Stacey Norton
 Stephanie Percy
 Gabrielle Perez
 Tracie Robertson
 Brain Wood

Class of 2005

Michael Barragan
 Marco Chavez
 Stephen Hurt
 Manauri Marquez
 Jayson Martinez
 Stephanie Shuemake

Class of 2006

John David Calderon
 Suzanne Catania
 Chad Crockett
 Cheryl Hogue
 Samantha Miller
 George Ortiz
 Maricruz Silva
 Brittany Wood
 Tiffany Wood

Class of 2007

Noelle Catania
 John Cortez
 Jessica Coursey
 Kayla Diedrich
 Katelyn Hicks
 Adam Quinteros

Class of 2008

Amy Crockett
 Martha Marin
 Ricardo Lomas
 Anthony Delgado

Class of 2009

Cristal Sanchez
 Dillon Knight
 Michael Ortiz
 Lauren Diedrich
 Juan Guana
 Quinton Parker

Class of 2010

Miryam Magallon
 Alba Marquez
 Amanda Quinteros
 Skottlynn Snyder
 Andrew Mc Bee
 Fiona Jasso
 Desiree Gonzales
 Joshua Cortez
 Brittney Alvarado

Class of 2011

Mayra Magallon
 Yuriana Aguilar
 Tate Parker
 Kimberly Celaya
 Ian McCarthy
 Anthony Salceda
 Gerald Castenada

Class of 2012

Stephaine Barrera
 Emmanuel Carrillo
 Michael Diedrich
 Jared Eldson
 Dani Knight
 Tucker Knight
 Jordan Madrid
 Alexis Ontiveros
 Jacob Phelen
 Alexis Ontiveros
 Alejandra Rosa

Class of 2013

Joshua Allen
 Francisco Cuevas
 Matthew De Arcos
 John Favela
 Jesus Ferriera
 Oscar Fraga
 Sydney Kyle
 Amber La Salle
 Jennifer Ledford
 Morgan Molina
 Madison Narbaitz
 Luis Ortiz
 Natalynn Parker
 Jacob Quinteros
 Fernando Serna
 Daniel Verduzco
 Anthony Valdez

Class of 2014

Yadira Aguilar
 Jason Allen
 Anthony Argueta
 Aaron Caballero
 Antonio Choperena
 Jonathan Crank
 Elias Fernandez
 Betsy Lanuza
 Christopher Lopez
 Lizette Lopez
 Ysela Macias
 Nicole Maldonado
 Morgan Meza
 Armand Molina
 Aaron Mora
 Sierra Mora
 Loren Mumby

Class of 2014 (cont.)

Armando Paredes
 Jose Rivas
 Marcos Rojas
 Eduardo Rubio
 Holland Snyder
 Jennifer Vallejo

Class of 2015

Daniel Alvarez
 Isaac Bautista
 Liliana Berber
 Eddie Cardiel
 Aldo Cuahizo
 Jose Cuahizo
 Eric Chicas
 Cassidy Diedrich
 Teddi Diedrich
 Eric Duran
 Marcel Espinoza
 Jesus Garcia
 Allen Gutierrez
 Brayan Gutierrez
 Chelsea Guaydacan
 Gerardo Hernandez
 Juan Lara
 Austin La Salle
 Eli Ledford
 Ana Llamas
 Gilberto Mendoza
 Jason Melchor
 Manuel Mondragon
 Ivan Mendoza
 Damien Nunez
 Daniela Reyes
 Ole Rivera
 Alfredo Rodriguez
 Anastacia Rojas
 Aric Rodriguez
 Eric Rodriguez
 Danny Saucedo
 Yadira Valencia
 Jose Vilchis
 Nathaniel Vivanco
 Juan Zuniga

American Degree

The American FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to FFA and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 3,500 American FFA Degrees are handed out each year at the National FFA Convention. That number represents less than half of one percent of all FFA members, making it one of the organization's highest honors. In addition to their degree, each recipient receives a gold American FFA Degree key.



FFA members who qualify for the American FFA Degree:

- Have received a Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree.
- Have been FFA members for at least three years.
- Have completed at least three years (540 hours) of high school agriculture classes, or 2 years of high school agriculture classes and one year of college agriculture classes (360 hours.)
- Have graduated from high school one year prior to the National FFA Convention at which their degree will be awarded.
- Have maintained detailed SAE records, which demonstrate outstanding planning, managerial and financial skills.
- Have earned and productively invested at least \$7,500, or have earned and productively invested at least \$1,500 and worked 2,250 hours beyond scheduled school hours through their SAEs.
- Have a record of outstanding leadership skills.
- Have a record of participating in community service activities. Updated Community Service Requirements
- Have maintained a "C" grade average or better.

American FFA Degree Recipients

Class of 1988

Teddi Snyder
Dustin Snyder

Class of 1996

Jesus Fuentes

Class of 1999

Jane Diedrich
Paula Pafford

Class of 2000

Alberto Torres
Jason Diedrich
Jason Davis
Bobby Peres
Tom Phelen

Class of 2001

Bobby Hogue
Patrick Ramirez
Tracey Hansen
Jordan Fickett

Class 2002

Anthony Rodriguez
Brittany Fickett

Class of 2003

Joel Saldana

Class of 2004

Tyler Britton
Luke Hicks
Brian Wood

Class of 2006

Manauri Marquez
Traci Robertson
Katie Maiorino

Class of 2008

Brittany Wood
Katelyn Hicks

Class of 2011

Quinton Parker
Dillon Knight
Amy Crockett

Class of 2012

Alba Marquez
Kimberly Celaya

Class of 2013

Yuriana Aguilar
Michael Diedrich
Jordan Madrid
Tate Parker
Skotlynn Snyder

Class of 2014

Sydney Kyle
Jennifer Ledford
Morgan Molina
Madison Narbaitz
Alexis Ontiveros
Alex Quinteros

FIREBAUGH FFA CONSTITUTION AND BY-LAWS

Article I. Name and Purposes

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

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

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

Article II. Organization

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

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

Article III. Membership

Section A. Membership is limited to students enrolled in Agriculture Education at Firebaugh High School.

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

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

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

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

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

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

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

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

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

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

- All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm.

4. The American FFA Degree

- All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

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

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

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

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

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

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

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

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

Organization.

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

Article IV. Officers

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

- | | |
|--------------------|---------------|
| 1.) President | 5.) Reporter |
| 2.) Vice President | 6.) Sentinel |
| 3.) Secretary | 7.) Historian |
| 4.) Treasurer | |

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

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

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

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

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

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

Section F. Officer Probation due to academic ineligibility
Any officer who becomes academically ineligible during their term of office will be put on a one-time probationary four-week suspension. At the end of four weeks a grade check will be due to the advisors.

While officers are on probation they will not participate in any FFA affiliated activities. If the student meets grade requirements they will

be immediately reinstated. If the officer remains academically ineligible they will be immediately removed from office.

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

Article V. Impeachment of Officers

Section A. Immediate Impeachment.

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

Article VI. Executive Committee

Section A. Executive Meetings shall be held as needed.

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

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

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

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

Article VII. Dues

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

Article VIII. Eligibility

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

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

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

Article IX. Amendments

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

Article X. Ratification of the Constitution

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

Firebaugh FFA Chapter Former Presidents

School Year	President
1982-1983	William Feliz
1983-1984	Teddi Snyder
1984-1985	Sandy Applewhite
1985-1986	Gina Diaz
1986-1987	Shelly Nash
1987-1988	Johnny Neufield
1988-1989	Jared Banta
1989-1990	Jared Banta
1990-1991	Dustin Dillard
1991-1992	Scott Kreighbaum
1992-1993	Karina Franco
1993-1994	Saul Fuentes
1994-1995	Erin Miller
1995-1996	David Ortega
1996-1997	Shannon Norton
1997-1998	Milagros Lujan
1998-1999	Roberto Perez
1999-2000	Jordan Fickett
2000-2001	Anthony Rodriguez
2001-2002	April Phelen
2002-2003	Joel Saldana
2003-2004	Katie Maiorino
2004-2005	Traci Robertson
2005-2006	Manuari Marquez
2006-2007	Cheryl Hogue
2007-2008	Katelyn Hicks
2008-2009	Ricardo Lomas
2009-2010	Michael Ortiz
2010-2011	Skottlynn Snyder
2011-2012	Yuriana Aguilar
2012-2013	Stephanie Barrera
2013-2014	Natalyn Parker
2014-2015	Loren Mumby

Firebaugh FFA Awards & Recognition

Proficiency Awards

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 49 areas covering everything from Agricultural Communications to Wildlife Management.

Placement proficiency awards are given to those whose SAEs are related to employment, apprenticeships, or internships at an agribusiness or agriculture-related organization. Entrepreneurship proficiency awards are given to those whose SAEs are related to ownership of an agribusiness or agriculture-related organization. Proficiency awards are given out at the local, state and national levels.

West Fresno-Madera Sectional Proficiency Winners

Student	Proficiency Area	Year
Sal Fuentes	Cereal Grain Production	1993-1994
Jesus Mendoza	Specialty Animal Production	1994-1995
Josh Ross	Poultry Production	1994-1995
Jesus Fuentes	Forage Crop	1994-1995
Stacie Dabbs	Ag Communications	1996-1997
Jane Diedrich	Equine Science	1996-1997
Paula Pafford	Fiber Crop Production	1996-1997
Nathan Thomas	Landscape Management	1996-1997
Pablo Vasquez	Soil and Water Management	1996-1997
Leticia Campa	Vegetable Production	1997-1998
Jane Diedrich	Diversified Livestock Production	1997-1998
Jason Diedrich	Equine Science	1997-1998
Vincent Garcia	Turf Grass Management	1997-1998
Bobby Hogue	Oil Crop Management	1997-1998
Tom Phelen	Soil and Water Management	1997-1998
Alberto Torres	Diversified Crop Management	1997-1998
Bobby Hogue	Oil Crop Management	1998-1999
Tom Phelen	Soil and Water Management	1998-1999
Vincent Garcia	Turf Grass Management	1998-1999
Jason Diedrich	Diversified Crop Production	1998-1999
Jordan Fickett	Specialty Animal Production	1998-1999
Anthony Rodriguez	Ag Mechanics Placement	2000-2001
Mathew Shuemaker	Emerging Agriculture Technology	2000-2001
Clayton Best	Turf Grass Management	2002-2003

West Fresno-Madera Sectional Proficiency Winners

Student	Proficiency Area	Year
Michael Howard	Agriculture Sales and Service	2002-2003
Joel Saldana	Diversified Crop Production	2002-2003
Chris Miller	Beef Production	2002-2003
Chris Demmers	Landscape Management	2003-2004
Brian Wood	Agricultural Service	2003-2004
Marco Chavez	Agricultural Mechanics Repair & Maintenance	2003-2004
Chris Demmers	Turf Management	2004-2005
Luke Hicks	Forage Crop Production	2004-2005
Brian Wood	Agricultural Service	2004-2005
Garrett Blanchard	Beef Production	2006-2007
Amy Crockett	Sheep Production	2006-2007
Cheryl Hogue	Swine Production	2006-2007
Martha Marin	Poultry Production	2006-2007
Adam Quinteros	Pomology Production	2006-2007
Garrett Blanchard	Poultry Production	2007-2008
Skottlynn Snyder	Sheep Production	2007-2008
Ashley Cortez	Specialty Animal Production	2007-2008
Amanda Quinteros	Swine Production	2007-2008
Martha Marin	Vegetable Production	2007-2008
Quinton Parker	Diversified Crop Production	2008-2009
Dillon Knight	Pomology Production	2008-2009
Luis Linares	Poultry Production	2008-2009
Amy Crockett	Sheep Production	2008-2009
Miryam Magallon	Sheep Production	2008-2009
Martha Marin	Specialty Animal Production	2008-2009
Dillon Knight	Agricultural Services	2009-2010
Dillon Knight	Pomology Production	2009-2010
Skottlynn Snyder	Sheep Production	2009-2010
Jacob Phelen	Swine Production	2009-2010
Jordan Madrid	Wildlife Production and Management	2009-2010
Amber LaSalle	Dairy Cattle Production	2010-2011
Alba Marquez	Specialty Animals Entrepreneurship	2010-2011
Skottlynn Snyder	Sheep Production Entrepreneurship	2010-2011
Jason Allen	Grain Entrepreneurship	2011-2012
Alba Marquez	Goat Production	2011-2012
Joshua Allen	Grain Production Placement	2011-2012
Skottlynn Snyder	Sheep Production Entrepreneurship	2011-2012
Stephanie Barrera	Poultry Production	2012-2013
Joshua Allen	Grain Production Entrepreneurship	2012-2013
Jason Allen	Grain Production Placement	2012-2013
Marcos Rojas	Outdoor Recreation	2012-2013

West Fresno-Madera Sectional Proficiency Winners

Student	Proficiency Area	School Year
Loren Mumby	Forage Production	2012-2013
Holland Snyder	Production	2012-2013
Amber La Salle	Dairy Production Placement	2012-2013
Jason Allen	Fiber Crop Production	2012-2013
Joshua Allen	Diversified Crop Production	2013-2014
Jason Allen	Fruit Production	2013-2014
Loren Mumby	Agricultural Services	2013-2014
Holland Snyder	Forage Production	2013-2014
Joshua Allen	Grain Production Placement	2013-2014
Jason Allen	Fiber&Oil Crop	2013-2014
Jenny Vallejo	Poultry Production	2013-2014
Holland Snyder	Sheep Production	2013-2014
Marcos Rojas	Wildlife Management	2013-2014
Christopher Lopez	Diversified Horticulture	2013-2014
Holland Snyder	Sheep Production	2014-2015

San Joaquin Regional Proficiency Winners

Student	Proficiency Area	School Year
Sal Fuentes	Cereal Grain Production	1993-1994
Jesus Fuentes	Forage Crop	1994-1995
Jane Diedrich	Equine Science	1996-1997
Leticia Campa	Vegetable Production Placement	1997-1998
Bobby Hogue	Oil Crop Production Placement	1997-1998
Jason Diedrich	Diversified Animal Production	1998-1999
Garrett Blanchard	Beef Production	2006-2007
Cheryl Hogue	Swine Production	2006-2007
Martha Marin	Poultry Production	2006-2007
Garrett Blanchard	Beef Production	2007-2008
Skottlynn Snyder	Sheep Production	2008-2009
Jordan Madrid	Wildlife Production & Management	2010-2011
Skottlynn Snyder	Sheep Production	2011-2012
Jason Allen	Grain Production Entrepreneurship	2011-2012
Stephanie Barrera	Poultry Production	2012-2013
Jason Allen	Grain Production Placement	2012-2013
Joshua Allen	Grain Production Entrepreneurship	2013-2014
Loren Mumby	Agricultural Services Placement	2013-2014
Holland Snyder	Sheep Production	2013-2014
Jason Allen	Fiber & Oil Production	2013-2014

Marcos Rojas
Christopher Lopez

Wildlife Production
Diversified Horticulture

2013-2014
2013-2014

California State Proficiency Winners

Student	Proficiency Area	School Year
Sal Fuentes	Cereal Grain Production	1993-1994
Jane Diedrich	Equine Science	1996-1997
Jason Diedrich	Diversified Animal Production	1998-1999
Garrett Blanchard	Beef Production	2006-2007
Jordan Madrid	Wildlife Production & Management	2010-2011
Skottlynn Snyder	Sheep Production	2011-2012
Jason Allen*	Grain Production Entrepreneurship	2011-2012
Stephanie Barrera	Poultry Production	2012-2013
Joshua Allen	Grain Production Entrepreneurship	2012-2013
Jason Allen	Grain Production Placement	2012-2013
Jason Allen	Fiber & Oil Production	2013-2014
Joshua Allen	Diversified Crop Entrepreneurship	2013-2014
Christopher Lopez	Diversified Horticulture	2013-2014
Marcos Rojas	Wildlife Management	2013-2014

National Proficiency Winners

Student	Proficiency Area	Year
Jane Diedrich	Equine Science	1997
Jason Diedrich	Diversified Animal Production	1999
Jordan Madrid	Gold- Wildlife Entrepreneurship	2011
Skottlyn Snyder	Gold- Sheep Production	2012
Jason Allen	Grain Production Entrepreneurship	2012
Joshua Allen	Silver- Grain Production Entrepreneurship	2013
Jason Allen	Silver- Grain Production Placement	2013
Stephanie Barrera	Gold- Poultry Production	2013

State Awards

Student	Award	Year
Skottlyn Snyder	California National Star Farmer Candidate	2013
Joshua Allen	West Fresno Madera Star Farmer	2013
	West Fresno Madera Star Placement	
	San Joaquin Regional Star Farmer	
Loren Mumby	West Fresno Madera Star Agri-Business	2014
	San Joaquin Region Star Agri-Business	
	California State Star Agri- Business	
Jason Allen	West Fresno Madera Star Placement	2014
Joshua Allen	West Fresno Madera Star Farmer	2014
	San Joaquin Region Star Farmer	
	California State Star Farmer	

National Star Chapter Award

School Year	Ranking
2004	2 Star
2005	2 Star
2006	3 Star
2007	2 Star
2008	2 Star
2009	3 Star
2010	2 Star
2011	3 Star
2012	1 Star

California State Winning Judging Teams

Computer Application Team- 2005

David Ortega
Mishia Rodriguez
Jason Zaro
Coach: Gina Gravatt

Best Informed Greenhand – 2002

Clay Best
Melissa Cardiel- High Individual
Vincent Fitch
Stacey Norton
Traci Robertson
Coach: Sheryl Geist

Computer Application Team- 2007

Noelle Catania
Katelyn Hicks
Cheryl Hogue
Maricruz Silva- High Individual
Coach: Heather Opfergelt

Best Informed Greenhand – 2006

Julia Calderon
Amy Crockett- High Individual
Ricardo Lomas
Martha Marin
Mayela Reyes
Coach: Elizabeth Ammon

Firebaugh FFA Community Service

The Firebaugh FFA Organization feels that community service isn't really a service at all. As community members, we feel it is our duty to step in and help when it is needed. Whether it is making sure community members have food at Thanksgiving or making sure children have a toy to open on Christmas morning, Firebaugh FFA is there and willing to help when the community needs it.

Change Bandits- Firebaugh FFA Leadership class joins up with Kiss Country in their annual change bandit drive. Students collect money and donate it to Valley Children's Hospital for children who lack funds to propel through their respective health problems.

Ag. Awareness Day- We host a day in which we recognize the importance of Agriculture to the preschoolers and elementary students within our community, so that we can get them involved with the chapter and create a lasting positive memory for them about agriculture.

Bowl-A-Thon- West Fresno Madera Sectional Bowl-A-Thon is an event that is meant to those individuals who help raise money for Children's Hospital of Central California.

FFA Food Drive- We host a food drive during the Thanksgiving season, working with local churches to distribute the food to the needy in our community. We do this so that the nobody in our community goes without having a proper holiday dinner.

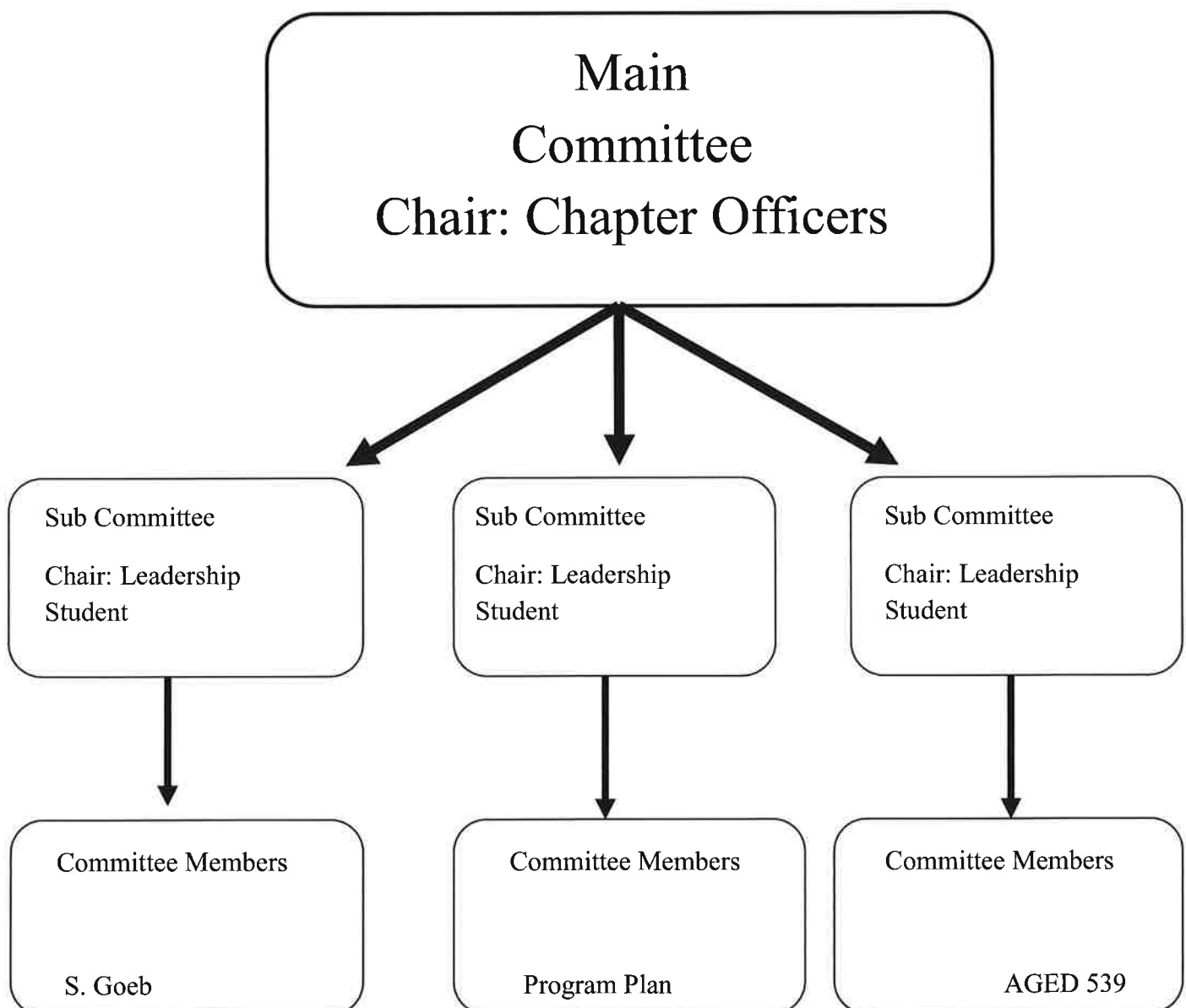
FFA Toy Drive- We host a toy drive during the Christmas season, working with local churches to distribute the toys to the needy in our community. This ensures that children throughout ours and adjacent communities can experience the joy of Christmas.

Coats for Kids- Firebaugh FFA and a local radio station work together to bring coats and sweaters to needy children in our area during the winter season. So that no man, woman, or child will lack proper warmth throughout winter.

Turkey Tickets- Firebaugh FFA works with local churches to provide meals to families at Thanksgiving that otherwise would go without. The tickets sold are \$.50 each and enters the individual into a drawing for a turkey. The winners will receive a turkey dinner. The money generated went to buying supplies for dinner baskets, that was then given to members of our community that suffer from hunger.

Committee Structure

There are four main committees: Finance, PR, Student/Chapter and Community Service. Each committee is developed and run by two chapter officers. At workday the officers come up with goals for their committee and a plan of action. The leadership class makes up the bulk of the committee members, but other members are welcome to join as well. While each committee is ran by the officers assigned to the committee, there are sub committees that are ran by leadership students for each task in that committee.



Finance Committee

Goal: The finance committee's primary job is to think of and run the chapter's fundraisers and financial standing reports. They must meet and go over the chapter's expenses and income and plan out when and how the chapter will be fundraising. They are advised by the FFA adviser and one chapter officers.

Committee Officers: Yadira Aguilar

Sub- Committee Chair: Tony Choperena

Members: Tony Choperena, Vanessa Cervantes, Teddi Diedrich, Jason Allen, and Nader Yahiya

Events:

Fall Drive Up Dinner	Spring Drive Up Dinner
Candy Sales	Silent Auction
Football Concession Stands	Dinner Dance
FFA Apparel	Chapter Shirts
Field Trip Costs	Budgeting
Car Smash	Kiss the Pig

Objectives and Plans:

- I. Encouraging thrift and good financial standing. This committee will present a monetary account balance and statement as well as spending recommendations for the upcoming monthly meeting.
- II. The annual budget will be created and presented at the first official FFA chapter meeting. A quorum must be presented in order to approve a budget as well as any expenditures throughout the year. Throughout the year we also encourage sound financial standing in all of our members' SAE projects.
- III. Members will help organize countless fundraisers regardless of how important it is to the chapter throughout the year. Our chapter's large monetary surplus over the past several years would not have been possible without this committee's success.

Community Development Committee

Goal: They plan runs, food drives, clean up days, teacher appreciation day and any collection drives the chapter participates in. Publicize all chapter activities that are meant for the betterment of the local community. The committee will complete a monthly chapter newsletter that will announce any upcoming community service activities the chapter will be hosting. They are advised by the FFA adviser and two chapter officers

Committee Officers: Loren Mumby and Ysela Macias

Sub Committee Chair: Garrett Leyva

Members: Marcel Espinoza, Alexis Meraz, Eric Coronado, Eddie Cardiel, Garrett Leyva, Eli Ledford, Marco Hercules, and Courtney Diedrich

Events:

Color Run	Change Bandits
Pennies for Patients	Canned Food Drive
Toy Drive	Coat Drive
Community Clean Up	Kids Day
Night in Vegas	Beef Jerky Sales

Objectives and Plans:

The community development committee is in charge of all community service activities for the chapter.

- I. The Firebaugh FFA chapter realizes that there is a mutual dependency between the success of our chapter and our local community. To ensure that both parties prosper, our Community Development committee engages in a wide scope of activities that are meant for the amelioration of the community of Firebaugh.
- II. The committee members are always looking to help children that are in need of financial support to regain their health. Change Bandits, Color Run, Pennies for Patients, and Kids Day are meant to raise money for children in our own and adjacent communities who struggling with health problems.
- III. Activities such as the Coat drive, Toy Drive, and the Canned food Drive are non-profit fundraisers that supply under privileged people with coats, toys, and food for the holidays.

Student Development Committee

Goal: This committee spearheads our FFA chapter's drive to develop an emphasis on personal growth, encouraging members to be premier leaders, and for them to develop a successful career regardless of occupation. The student development committee wishes to ensure that the FFA makes a positive difference in the lives of students. This committee is advised by the advisor and two chapter officers.

Committee Officers: Austin La Salle and Eduardo Rubio

Sub Committee Chairs: Macros Rojas

Members: Tori Crevolin, Sabrina Aguilar, Emily Perez, Alex Cuen, Macros Rojas, Jennifer Vallejo, Desiree Mendoza, Holland Snyder

Events:

Greenhand Ice cream social	MFE& ALA Promotional Event
State Conference Promotional Event	GLC Promotional Event
National Convention Promotional Event	Agricultural Industry Tours

Objectives and Plans-

Inform the members of the endless opportunities that the FFA has to offer.

- I. Events put on by the Student Development Committee are designed to promote attendance of events such as GLC, MFE, and state conference to ensure our members develop premier leadership by garnering leadership qualities that are imperative to creating a leader.
- II. In addition to refining leadership qualities this committee focuses heavily on personal growth. This is achieved by encouraging members to become more involved in the FFA and giving them the capabilities to be a fantastic asset to humanity in their future.
- III. This committee also conducts Agricultural Industry tours, so that the members can begin to grasp the full scope of this vital agricultural industry; giving the chapter the capabilities to arm our members with the ability to have a successful career.

Chapter Development Committee

Goal: The Chapter Development committee is in charge of chapter publicity, planning and organizing chapter activities, and informing prominent community members and school administration. They focus on putting together the chapter scrapbook, newsletter, newspaper articles, announcements and publicizing chapter activities. They are advised by the FFA advisor and two chapter officers.

Committee Officers: Gracy Martinez and Mayte Magallon

Sub Committee Chair: Alfredo Rodriquez

Members: Amanda Mc Bee, Lissette Greca, Dalton Stuhr, Alfredo Rodriquez

Events:

Chapter Scrapbook	Classroom FFA Boards
Chapter Newsletter	Board Presentations
Newspaper Articles	Teacher Appreciation
Activity Posters	Aggie of the Month

Objectives and Plans-

Conduct activities to assist in member leadership development and teamwork and to administer public relations activities to promote FFA in a positive light.

- I. To ensure coordination between the FFA chapter and FFA members, school administration, prominent community leaders, and the local agricultural industry
- II. Committee members will assist in both the selection of chapter delegates as well as the logistical planning of FFA state conference
- III. Students will assist in planning the leadership development portion of the summer portion of the chapter officer retreat.
- IV. Committee members will help elect community award receipts for the spring banquet.
- V. Committee members will plan the spring ag awareness day for Hazel M. Bailey elementary school. Members will plan the fall drive up dinner, a major propellant of this chapter's finances.

Point Award System

This year Firebaugh FFA officers and advisors agreed unanimously to bring back the Point Award System. Every two months members will be receiving point forms in their Ag classes. The 20 highest scores at the end of the year will go to Magic Mountain on June 20th, 2014.

STUDENT DEVELOPMENT

A. Leadership

Leadership in Chapter

I.	Delegate to National Convention	<u>15</u>
II.	Attend National Convention	<u>10</u>
III.	Delegate to State Convention	<u>8</u>
IV.	Committee Activity at State Convention	<u>10</u>
V.	Attend State Convention	<u>6</u>
VI.	Attend One Day State Convention	<u>2</u>
VII.	Delegate to Regional Meeting	<u>5</u>
VIII.	Greenhand Leadership Conference	<u>5</u>
IX.	Made For Excellence/ Advanced Leadership Academy	<u>7</u>
X.	Sacramento Leadership Experience	<u>10</u>
XI.	Present at monthly meetings	(2 pts per meeting)
XII.	Attend Sectional Activities	<u>3</u>
XIII.	Attend Regional Meeting	<u>4</u>
XIV.	Aggie of the Month	<u>5</u>
XV.	Setting Up for Monthly Meeting	<u>3</u>

B. Supervised Agricultural Experience

Fair Awards

I.	First Place	<u>5</u>
II.	Second Place	<u>4</u>

III.	Third – Fifth Place	<u>2</u>
IV.	Round Robin Participant	<u>7</u>
V.	Round Robin Winner	<u>9</u>

Proficiency

I.	Entrepreneurship SAE project (per project)	<u>4</u>
II.	Placement SAE project (per project)	<u>4</u>
III.	Attend Record Book Night/Workshop	<u>2</u>
IV.	Star	
a.	Sectional	<u>6</u>
b.	Regional	<u>10</u>
c.	State	<u>15</u>
V.	State Proficiency Award Finalist(Top 3)	<u>9</u>
VI.	Proficiency Award Winner	
a.	Sectional	<u>5</u>
b.	Regional	<u>8</u>
c.	State	<u>13</u>
d.	National	<u>20</u>

C. Career Development Events

I.	Field Days	
a.	Competed Team/Individual	<u>3</u>
b.	2 nd -5 th place Team/Individual	<u>5</u>
c.	1 st Team/Individual	<u>6</u>
II.	State Finals	
a.	Competed Team/Individual	<u>7</u>
b.	6 th -10 th High Team/Individual	<u>8</u>
c.	2 nd -5 th High Team/Individual	<u>10</u>
d.	1 st High Team/Individual	<u>12</u>
III.	National	<u>20</u>

CHAPTER DEVELOPMENT

A. Recruitment

I.	Presentation to 8 th grade	<u>5</u>
II.	Greenhand Ice Cream Social	<u>2</u>
III.	Greenhand Degree Recipient	<u>3</u>
IV.	Chapter Degree Recipient	<u>5</u>

- | | | |
|-----|---------------------------|-----------|
| V. | State Degree Recipient | <u>10</u> |
| VI. | American Degree Recipient | <u>30</u> |

B. Financial

- | | | |
|-----|------------------------|----------------|
| I. | Fundraiser Participant | (5pts per box) |
| II. | Ticket Sales | (5pt=1ticket) |

C. Public Relations

- | | | |
|------|--------------------------------------|------------------|
| I. | Participation in FFA Week Activities | (2pt each event) |
| II. | Scrapbook Participation | <u>4</u> |
| III. | Attend Chapter Banquet | <u>3</u> |

COMMUNITY DEVELOPMENT

A. Human Resources

- | | | |
|------|--------------------------------|-------------------|
| I. | Donation to Canned Food Drive | (2pts for 5 cans) |
| II. | Donation to Toy and Coat Drive | (1pt per toy) |
| III. | Ag Awareness Day | <u>6</u> |
| IV. | Kids Day | <u>6</u> |

2014-2015 Star Greenhand Application

Name: _____

3rd Quarter GPA: _____ Greenhand Office (if any): _____

List Agriculture Courses Currently Enrolled in:

List Chapter Level Activities You Have Participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List Sectional, Regional or State Activities You Have Participated in:

_____	_____
_____	_____
_____	_____

List your current SAE project/s, your future plans, and when you started:

2014-2015 Greenhand Officer Application

Name: _____

Address: _____

Telephone: _____ Age: _____

Office Applying For:

1st Choice: _____

2nd Choice: _____

3rd Choice: _____

Future FFA Plans:

Why do you want to be a Greenhand Officer?

What FFA contests and activities do you plan to participate in this school year?

What can you contribute to the FFA chapter if you were elected into office?

Please circle:

I am willing to work at lunch and after school as necessary	Yes	No
I will be a responsible person and carry out all job duties	Yes	No
I will attend all activities required of me	Yes	No
I understand I will be moved from office if I fail to meet ALL of my duties	Yes	No
I will make FFA my priority	Yes	No

Applications Due by Tuesday, September 9, 2014

Group Interview Monday, September 15, 2014

Applicant Signature: _____

Date signed: _____

Chapter Officer Application

2014 – 2015 Firebaugh FFA Chapter Officer Application

General Information:

Name of Applicant: _____

Year in School: _____ Year in FFA: _____

Degree Currently Held: _____

Office Applying for:

First Choice: _____

Second Choice: _____

Third Choice: _____

Short Answer:

1. Why do you desire to be a Chapter Officer?
2. Explain your SOE project with respect to type, size and potential growth. What are your future SOE project plans?
3. What are your future FFA plans

4. What have you contributed to the Firebaugh FFA Chapter during the past year?

5. What can you contribute to the Firebaugh FFA Chapter if you are elected to office?

List (One line explanations):

1. What is your community service involvement (FFA, church, school, etc.)?

a. _____

b. _____

c. _____

2. What FFA leadership activities have you been involved in (office positions, conferences, chairpersons, SAE, delegate, etc.)?

a. _____

b. _____

c. _____

d. _____

e. _____

3. What different FFA contests have you competed in (opening/closing, judging teams, speaking, banking, etc.)?

a. _____

b. _____

c. _____

4. What non-FFA activities are you involved in (ASB, sports, CSF, church, etc.)?

a. _____

b. _____

c. _____

5. Grade Point Average: _____

6. Please Check:

a. I am willing to work at lunch and after school as necessary.

_____ Yes _____ No

b. I will make arrangement to attend an officer training during the summer.

_____ Yes _____ No

c. I will enroll in the Ag Leadership class next school year and remain in the class for the **ENTIRE school year.**

_____ Yes _____ No

d. I will maintain a **2.25 GPA** throughout my term in office.

_____ Yes _____ No

e. I will be responsible and carry out all job duties.

_____ Yes _____ No

f. I will attend all activities required of me.

_____ Yes _____ No

g. I understand I will be removed from my office if I fail to meet all of my duties.

_____ Yes _____ No

Signature of Applicant: _____

Signature of Parent/Guardian: _____

2015 Star Chapter Farmer Application

Name: _____

3rd Quarter GPA: _____

Chapter Office (if any): _____

List agriculture courses currently enrolled in:

List chapter level activities you have participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List Sectional, Regional or State activities you have participated in:

_____	_____
_____	_____
_____	_____

List Your Current SAE Project/s:

When Started:

Future plans of growth:

SAE description (in detail):

2015 Outstanding Junior Application

Name: _____

3rd Quarter GPA: _____

Chapter Office (if any): _____

List agriculture courses currently enrolled in:

List chapter level activities you have participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List Sectional, Regional or State activities you have participated in:

_____	_____
_____	_____
_____	_____

List Your Current SAE Project/s:

When Started:

Future plans of growth:

SAE description (in detail):

2015 Outstanding Senior Application

Name: _____

3rd Quarter GPA: _____

Chapter Office (if any): _____

List agriculture courses currently enrolled in:

List chapter level activities you have participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List Sectional, Regional or State activities you have participated in:

_____	_____
_____	_____
_____	_____

List Your Current SAE Project/s:

When Started:

Future plans of growth:

SAE description (in detail):

MADE FOR EXCELLENCE & ADVANCED LEADERSHIP ACADEMY APPLICATION

MFE and ALA will take place on February 13-14 in Visalia (Students will be missing class on the 13th) MFE is a leadership conference designed specifically for second year students with ALA being for third and fourth year members. Students who are chosen to attend will need to pay half of the \$100 registration fee with Firebaugh Agricultural Department paying the rest. Students attend the conference in a hotel and stay in a room with three other FFA members. Dinner on Friday and breakfast Saturday will be included. If the student, for any reason cannot attend the conference, he/she must reimburse, he/she must reimburse the Firebaugh Agricultural Department for the total cost of the conference.

Application DUE Friday, December 5, 2015

Name: _____ Grade: _____ Years in Ag: _____

Briefly describe SAE projects that you have done in the past, are currently doing, or plan to do in the future.

List the teams that you have participated on or plan to participate on.

TEAM	YEAR(S)	TEAM	YEAR(S)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

In 5 sentences or more tell why you would like to go to this conference.

2015 Firebaugh FFA State Convention Application

Applicant's Name: _____

Age: _____ Grade: _____

1. List all offices you have held in FFA: (Chapter, Section, Region)
2. List reasons why would like to attend the State FFA Convention.
3. Describe your leadership qualities which would be a benefit to our chapter>
4. Briefly explain your SAE.
5. List ten accomplishments or significant activities you have achieved as a member of the FFA:

6. Describe why you should be selected to serve as a delegate.

I have personally prepared this application and believe it to be true correct. I understand the responsibilities expected of me and I will do my best to comply with them if selected to attend the state convention.

(Signature of applicant)

I understand the responsibilities expected of my son/daughter and I support their decision to attend the State FFA Convention.

(Signature of parent/guardian)

Chapter Roster

Abdullah	Asrar	Alvarado	Mayra	Banda	Anthony
Abrego	Jose	Alvarez	Andrew	Banda	Dayla
Acosta	Yisel	Alvarez	Daniel	Banda	Julian
Aguilar	Sabrina	Alvarez	Jacqueline	Barajas	Gabriel
Aguilar	Yadira	Alvarez	Priscilla	Barrera	Stephanie
Aguilera	Alexis	Amaral	Jenyce	Barrera	Victoria
Aguirre	Gustavo	Amaya	Julio	Barrios	Julio
Aguirre	Maritza	Andalon	Israel	Bautista	Isaac
Alaniz	Mario	Andrade	Abigail	Becerra-Castillo	Alicia
Alaniz	Rosalina	Andrade	Diane	Bencomo	Elizabeth
Alcaraz	Leonardo	Andrade	Marcos	Berber	Alberto
Aldana	Yvette	Anguiano	Angela	Berber	Diego
Aleman	Ruben	Argueta	Anthony	Berber	Francisco
Alfaro	David	Arias	Brenda	Berber	Liliana
Alfaro	Erik	Arias	Julio	Berber	Rocio
Alfaro	Francisco	Arias	Luis	Berber	Victor
Alfaro	Jazmin	Arreola	Juana	Bernal	Arnold
Allen	Jason	Arreola	Sergio	Blanco	Melany
Allen	Joshua	Arrez	Monica	Borquez	samantha
Allison	Alexa	Arroyo	Yahaira	Borquez	Vanessa
Almaraz	Maria	Avila	Damian	Cabrera	Chris
Almeraz	Alexis	Avila	Roxie	Cabrera	Savannah
Altamirano	Angel	Baez	Isaiah	Calderon	Manuel

Calderon	Rebekah	Chavez	Usbaldo	Cuahuizo	Jose
Callejas	Alexis	Chicas	Eric	Cuen	Alexiram
Camacho	Rene	Chicas	Jaslin	Cuen	Elexis
Camacho	Yadira	Choperena	Antonio	Cuevas	Armando
Campa	Angelica	Church	Madison	Cuevas	Francisco
Campa	Ferrando	Cisneros	Nereida	Davila	Eryca
Campos	Giselle	Cisneros	Victorino	De La Cruz	Yesenia
Campos	Juan	Cobian	Sandra	De La Riva	Karla
Cantu	Caterina	Coleman	Richard	De LA Torre	Jonathan
Cardiel	Eddie	Conrad	Brandon	Dearcos	Matthew
Carranza	Natalia	Conrad	Kristen	Dedmon	Cheyenne
Carrillo	Israel	Corchado	Andres	Dedmon	Rosalynne
Castaneda	Carmen	Corchado	Erik	Del Pinal	Yesenia
Castillo	Carlos	Cordova	Adrianna	Delgado	Isidro
Castillo	Reyann	Coronado	Eric	Delgado	Joseph
Castro	Flor	Corria	Warren	Delgado	Maria
Cervantes	Felipe	Cortes	Axel	Delgado	Miguel A
Cervantes	Jino	Cortes	Mariana	Delgodo	Arnold
Cervantes	Jose	Cortez	Carlos	Demmers	Mackenzie
Cervantes	Vanessa	Cortez	Cassandra	Diedrich	Cassidy
Cervantes	Victoria	Crank	Jonathon	Diedrich	Courtney
Cervantes	Yaneth	Crevolin	Victoria	Diedrich	Teddi
Chapa	Thomas	Cruz	Jose	Duarte	Richard
Chapman	Nathan	cuahuizo	aldo	Duran	Eric

Durazo	Daniella	Fraga	Oscar	Gomez	Lucero
Echeveste	Nicholas	Franco	Salvador	Gonzales	Carolina
Elizarraras-Cuevas	Melanie	Gabriel	Andrea	Gonzales	Kelsie
Escobedo	Gissel	Galindo	Diana	Gonzales	Orlando
Esparza	Alejandro	Gallardo	Jesus	Gonzalez	Adelhaid
Espinoza	Marcel	Gallegos	Jose	Gonzalez	Alexsis
Espinoza	Martha	Gallegos	Savannah	Gonzalez	Angel
Espinoza	Robert	Galvan	Kelsey	Gonzalez	Krystal
Espitia	Edith	Gamino	Adriana	Gonzalez	Paola
Espitia	Pedro	Gamino	Andrea	Gonzalez	Yareli
Estrada	Andrea	Garcia	Abraham	Gordan	Jared
Estrada	Francisco	Garcia	Adam	Guardado	Nadezda
Favela	Cherokee	Garcia	Carlos	Guaydacan	Chelsea
Favela	John	Garcia	Jesus	Guereca	Lisette
Felix	Alessandra	Garcia	Johnny	Guerrero	Iveth
Felix	Liliana	Garcia	Jonathan	Guerrero	Maria
Fernandez	Elias	Garcia	Juan	Guerrero	Xiclali
Ferreira	Jesus	Garcia	Kimberly	Guillen	Kevin
Flores	Andrea	Garcia	Noel	Gurierrez	Fernando
Flores	Damaris	Garcia	Oscar	Gutierrez	Adrian
Flores	Edwin	Garcia	Raymond A	Gutierrez	Allen
Flores	Jeremy	Gilley	Hannah	Gutierrez	Brayan
Flores	Rocio	Godinez	Airely	Gutierrez	Daniella
Fraga	Elizabeth	Godoy	Clarissa	Gutierrez	Jose

Gutierrez	Kevin	Jimenez	Jocelynn	Lopez	Carlos
Gutierrez	Melina	Juarez	Janet	Lopez	Christopher
Gutierrez	Pablo	Juarez	Nestor	Lopez	Dania
Guzman	Jacob	Knight	Dani	Lopez	Destiny
Guzman	Joshua	Knight	Tucker	Lopez	Eric
Guzman	Naomi	Kyle	Sydney	Lopez	Erik
Hall	Austin	La Salle	Amber	Lopez	Janette
Hercules	Marco	La Salle	Austin	Lopez	Javier
Hermisillo	Daniel	Lara	Jose	Lopez	Lizbeth
Hernandez	Alexis	Lara	Juan	Lopez-Rojas	Sehilin
Hernandez	Andrea	Lara	Lizeth	Lowry	Hannah
Hernandez	Elias	Ledford	Eli	Lowry	Mark
Hernandez	Gerardo	Levyva	Alina	Loza	Jose
Hernandez	Guadalupe	Leyva	Garrett	Luna	Antonio
Hernandez	Melissa	Lizarraga	Adriana	Luque	Hector
Herrera	Magally	Llamas	Ana	Macias	Emmanuel
Huaracha	Crystal	Llamas	Luz	Macias	Fernando
Huizache	Rosario	Lobato	Enrique	Macias	Hugo
Ibarra	Yasmin	Lomas	Jennifer	Macias	Jessica
Jalomo	Manuel	Looman	Joshua	Macias	Ysela
Jalomo	Salvador	Lopez	Abigail	Madriz	Antonio
Jasso	Jennifer	Lopez	Alexis	Magallanes	Armando
Jazo	Guillermo	Lopez	Annette	Magallon	Mayte
Jimenez	Jessica	Lopez	Brian	Magana	Juana

Magdaleno	Leanne	McDonald	Marcel	Meza	Morgan
Magdaleno	Mystery	McKay	Amber	Meza	Vanessa
Maldonado	Nicole	Medel	Liliana	Mohamed	Ahali
Manriquez	Eric	Medina	Jasper	Mohamed	Mohamed
Marin	Adrian R.	Medina	Jennifer	Mohsen	Fayzah
Martinez	Bianca	Medina	Josefina	Mohsen	Jamilah
Martinez	Carlos	Medina	Joshua	Molina	Anthony J.
Martinez	Daniel I	Medina	Juan	Molina	Brenda
Martinez	Elena	Medina	Lesley	Molina	Esteban
Martinez	Esmeralda	Medina	Reggie	Molina	Evelyn
Martinez	Graciela	Medina	Secilia	Molina	Ignacio
Martinez	Isaac	Melchor	Jason	Molina	Juan
Martinez	Israel	Melendez	David	Molina	Morgan
Martinez	Jacqueline	Mendez	Alexis	Molina	Rosalva
Martinez	James	Mendez	Christian	Mondragon	Manuel
Martinez	Jose	Mendoza	David	Montes	Jean Pierre
Martinez	Juana	Mendoza	Desiree	Montes	John
Martinez	Justina	Mendoza	Gilberto	Montes	Marlene
Martinez	Katya	Mendoza	Israel	Montes	Michael
Martinez	Melanie	Mendoza	Ivan	Montes	Rosario
Martinez	Michelle	Mendoza	Kylie	Montoya	Kenia
Martinez	Ricardo	Mendoza	Melinda	Mora	Adrianna
Martinez	Victor	Mendoza	Ricardo	Morales	Elizabeth
Mcbee	Amanda	Meraz	Alexis	Morales	Josh

Moreno	Armando	Olson	Jonathon	Perez	Julian
Moreno	Oscar	Ontiveros	Carmen	Perez	Milca
Moya	Wendy	Orozco	Adrian	Perez	Priscilla
Mumby	Loren	Orozco	Cristian	Perez	Sandra
Nagi	Miriam	Orozco	Karina	Perez	Vanessa E
Narbaitz	Madison	Ortiz	Luis	Perez-Nava	Hedna
Nava	Fabiola	Ortiz	Rachel	Phillips	Steven
Nava	Laura	Ovalles	Jonathan	Pina	Bernice
Navarro	Donovan	Pacheco	Jennifer	Pineda	Fernando
Navarro	Dulce	Pacheco	Jesus	Pineda	Mario
Navarro	Erick	Pacini	Jordan	Puente	Miguel
Negrete	Alexis	Palmer	Ashlynn	Ramirez	Alexander
Negrete	Angel	Palmer	Tylor	Ramirez	Arnulfo
Negrete	Deamber	Paredes	Armando	Ramirez	Fernanda
Nunez	Damian	Parker	Natalynn	Ramirez	Joel
Nunez	Jonathan	Patlan	Vincent	Ramirez	Jonathan
Nunez	Miguel	Pedro	Athena	Ramirez	Juan J
Ocegueda	Daniela	Perez	Andrea	Ramirez	Juanita
Ocegueda	Michael	Perez	Brenda	Ramirez	Kevin
Ocozco	Eduardo	Perez	Cecilia	Ramirez	Maria
Ojeda	Isela	Perez	Cesar	Ramirez	Maria G
Olguin	Jacqueline	Perez	Emely	Ramirez	Victor
Olivas	Isaiah	Perez	Emily A.	Ramirez-Mendez	Berenice
Olivas	Mitzi	Perez	Itzel	Ramos	Alexa

Ramos	Carlos	Rodriguez	Carlos	Ruiz	Alexis
Ramos	Jorge	Rodriguez	Daniel	Ruiz	Christian
Rangel	Anthony	Rodriguez	Eric	Ruiz	Jakob
Razaqi	Chelsea	Rodriguez	Gabriel	Ruvalcaba	Marisol
Reyes	Daniela	Rodriguez	Guillermo	Saavedra	Felipe
Reyes	Marvin	Rodriguez	Joe	Saeed	Frances
Reyes	Yelene	Rodriguez	Karen	Salas	Briayan
Rios	Adrian	Rodriguez	Lawrence	Salceda	jorge
Rios	Brenda	Rodriguez	Maria	Saleh	Rakeb
Rios	Juan	Rodriguez	Monica	Salinas	Deserie
Rios	Melissa	Rodriguez	Ricardo	Sanchez	Kiyoshi
Rios-Rico	Alberto	Rodriguez	Savannah	Sanchez	Niko
Rivas	Arturo	Rodriguez	Verania	Sandoval	Alvaro
Rivas	Jose	Rojas	Anastacia	Sandoval	Luis
Rivas	Leticia	Rojas	Marcos	Sansores	Alexis
Rivas	Oscar	Romero	Eduardo	Santillan	Fabian
Rivera	Alexandria	Romero	Mario	Santillan	Juana
Rivera	Guadalupe	Rosa	Alejandra	Santillan	Susanna
Rivera	Olegario	Rosa	Jose An	Santillan	Vanessa
Rivera	Ruben	Rosa	Juan	Santillan	Yadira
Rocha	Gabriel	Rosales	Paola	Santillan	Yaqueline
Rodriguez	Alfredo	Rubio	Eduardo	Santillan	Yareli
Rodriguez	Andrew	Rubio	Luis	Santos	Jennifer
Rodriguez	Aric	Rubio	Sandy	Saucedo	Danny

Serrano	Hazel	Torres	Catalina	Villa	Ivan
Silva	Brenda	Torres	Denise	Villa	Joanna
Silva	Gloria	Torres	Joshua	Villa	Jose
Silva	Jacqueline	Torres	Maria	Villa	Liliana
Silva	Jose	Torres	Sahaira	Villafana	Jessica
Silva	Reymundo	Trejo	Ceanah	Villafuerte	Jocelyn
Snyder	Holland	Vaca	Jasmine	Villalobos	Elena
Solano	Fatima	Valdez	Annallsia	Villanueva	Luis
Solorio	Alexis	Valdez	Anthony	villarrea	Jaime
Sorto	Flor	Valencia	Maria	Villarruel	Jorge
Sosa	Octavio	Valencia	Ruby	Villegas	Omar
Soto	Humberto	Vallejo	Jennifer	Viramontez	Montserrat
Soto	Sergio	Vallejo	Leonel	Vivanco	Nathaniel
Speakes	Sabrina	Vasquez	David	Yanez	Liliana
Stuhr	Colton	Velasquez	Jonathan	Yanez	Sebastian
Stuhr	Dalton	Velazquez	Azucena	Yehia	Amaina
Tatarakis	Mitchell	Velazquez	Marlen	Yehia	Nader
Tavares	Jose	Venegas	Brenda	Yepiz	Uriel
Teague	Jason	Verduzco	Daniel	Zambrano	Stephanie
Tiscareno	Alexia	Verduzco	Jose	Zamora	Anthony
Tiscareno	Karen	Vickery	David	Zamora	Jacob
Toledo	Josie	Vilchis	Jose	Zapata	Johnny
Torres	Brandon	Villa	Edith	Zarate	Jose
Torres	Brenda	Villa	Francisco	Zavala	Shelly

Zepeda	David
Zuniga	Juan
Zuniga	Ricardo

Recruitment Program

We have multiple recruitment opportunities throughout the year that we use to continue to grow our program. One of the biggest opportunities we have is that we have every freshman and sophomore in our department for their science class. Having the students for two years helps to grow the program in the area of retention. Keeping our juniors and seniors in the program gets difficult because there are less options, or they don't realize the credit opportunities they have. Since taking over the freshman and sophomore science classes the number of juniors in the department has increased by adding one section of Ag Chemistry and ROP floral design.

This year our chapter and Greenhand officer teams went to the middle school and hosted a rally for all eighth graders just to get them excited about agriculture. The officers had different rotations that had activities that take place in different classes such as agriculture mechanics, ornamental horticulture, and floral design, all elective options for incoming freshmen.

Each year the department hosts Back to School Night in August where we provide hamburgers and hot dogs to all of the parents, students, and teachers that attend. This is a great way for us to be among the parents and promote our program to them instead of just their kids.

The biggest event we have that helps us recruit and gain support from the community is our Ag Awareness day held every March. Students in the department plan and set up activities to do with all of the preschool through fifth grade students in the district. This gets kids excited about the program from an early age and stay that way until we get them as freshmen.

This year we set the goal of getting pictures and newspaper articles written and in the Mendota-Firebaugh newspaper once a month, as well as having an update sent home in our monthly newsletter put out by the district.

Chapter Scrapbook

Firebaugh is very competitive with our chapter scrapbook and the historian takes a lot of time creating it each year. We have a small office area in our chapter supply room where the scrapbooks and materials are kept.



Summer Activities

Below is a list of activities that happen throughout the summer:

- CATA Summer Conference and Skills Week- June
- Madera District Fair projects –June – September
 - Obtain projects
 - Project visits, weighing, showmanship, and clipping
 - Pre-weigh in at fair grounds
- Officer meetings and planning- June-August
- Department meetings and planning- June- August
- Officer Retreat- July

Each of the five teachers currently has 21 days on their extended contract which will be increased to 31 for the following school year. We do not have to work these days only throughout the summer; the days are split and paid though the entire year. We do not have any forms or grids that need to be filled out and turned in to track extra days.

Graduate follow up and survey results

The graduate follow up survey is currently under construction. With multiple teachers moving in and out of the department the old survey has been lost. We are creating an online survey that can be sent out via e-mail and social media since all of our students are now online. By using online surveys we will be able to see the information in a graphic representation very easily. The survey will be sent out to graduates by July 1st of this year. Some of the information being requested on the survey will be the following:

Year Graduated

What are you currently doing (school, work etc.)

Are you enrolled in an agriculture major?

Is your major or job area related to agriculture?

What courses helped you the most in the agriculture program?

Comprehensive Program Plan

A. Job Market

Agriculture is the most important industry in the United States, with California being the number one state in production, and the San Joaquin Region is one of the most important areas. As the look of agriculture changes in the area it is vital that the educational facilities keep pace with this by supplying the students that are fully prepared to enter this vast job market.

Firebaugh is located in West Fresno County. The climate is one of limited rainfall during the winter and the summers are hot and dry. The winter months bring foggy days and nights with mild to cold weather. The extremes have brought freezing temperatures that have caused crop damage.

Crop production dominates the area yet there is some livestock production as well. Agricultural enterprises include: cotton, tomatoes, melons, sugar beets, hay, beans, grains, grapes, citrus, nuts, beef and many others. Irrigation is a must during the dry summers. Farmers get their water supply from irrigation districts and well supplies. Allocation of water is at an all-time low this year and has been a problem for the west side for many years.

Statistics show that 80% of Firebaugh High School graduates attend post-secondary education with the remainder joining the work force. Due to the number of students that enter the work force right away it is important that we teach and train them with the skills to make them marketable. These skills are hands on vocational skills. Agriculture job skills must be taught because that is where the jobs are in our area. A student who has been properly trained but doesn't have any higher education can still get a job. Such job areas include: mechanics, welder, secretary, farm management, maintenance, landscaping, as well as others. It is the job of the agriculture program to provide these students with the vocational skills necessary for successful employment.

B. Targeted Occupations

We train our students to meet competencies in an occupation in one or more of the “four program areas of occupations” in Agriculture”. Listed below are jobs within each of the program areas.

Agriculture Production

Crop Production: Irrigator, propagator, farmhand, foreman, ranch laborer, feed lot hand, field crop grower, and general maintenance

Animal Production: Livestock handler, milker, inseminator, auctioneer, vet aid, pet care, ranch laborer, brand inspector, farm hand, pest control

Agriculture Mechanics

Mechanics: small engine mechanic, equipment operator, parts person, farm mechanic, shop foreman, general maintenance/mechanic

Welder: Welder/helper, fabricator, specialized repair and maintenance

Equipment Operator: tractor driver, harvest equipment operator, fork lift driver, mechanic helper

Ornamental Horticulture

Greenhouse Management: Greenhouse worker, foreman, maintenance, propagator, tissue culture

Nursery & Turf Operator: Nursery worker, salesman, plant propagator, gardener, golf course maintenance

Landscape: Grounds worker, gardening business, garden store sales

Floriculture: Floral design, floral sales, floral delivery

Agribusiness/Computers

Agribusiness: Ag Sales, Banking, keyboard operator, farm accounting, agriculture secretary/bookkeeper, inventory maintenance.

C. Total Program Goals and Objectives

Agriculture Education Aims

The outcome of achievements derived from courses in agriculture is many even though they are not always realized immediately. The more desirable ones are described below.

1. The students interest in agriculture is determined
2. An appreciation of conservation of our natural resources is developed in the student
3. The student is given knowledge of living and growing things
4. Gives the student the ability to make intelligent selections of farm products or home use
5. Teaches the student to provide and maintain attractive home surroundings
6. Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.
7. Acquaints the student with related fields (job prospects)
8. Trains the student for related agriculture fields
9. Prepares the student to become engaged in an agriculture production enterprise
10. Prepares the student for higher education in agriculture or its related fields.

Program Objectives

1. Classroom
 - a. Provide rigorous and relevant curriculum in all subject matters
 - b. Engage students in hands on agricultural activities to raise to raise student's interests agriculture.
 - c. Create student awareness of the critical role that agriculture plays.
 - d. Expose students to higher education and career opportunities in agriculture.
 - e. Educate students in agriculture issues, controversies, and current events.
 - f. Produce young adults that can communicate the importance of agriculture.
2. FFA
 - a. Make a positive difference in the lives of students by promoting their potential for premier leadership, personal growth, and career success through agriculture education (FFA Mission Statement).
 - b. Develop students communication skills through speaking events
 - c. Develop critical thinking skills through career development events
 - d. Develop leadership skill through conferences and leadership roles
 - e. Develop pride in the program and community through community service projects
3. Supervised Agriculture Experience
 - a. Grow students' involvement and give guidance in choosing SAE projects in a variety of areas including livestock, small animals, landscape and horticulture in both the entrepreneurship and placement project areas.

- b. Develop students' pride through exhibition of their projects or through the proficiency application process.

Program Goals

1. Enhance and expand course offerings to meet the needs of those headed towards either vocational or college/university tracks.
 - a. Addition of small engines and construction classes to offer a comprehensive agriculture mechanics pathway.
 - b. Addition of plant science class to complete horticulture pathway.
 - c. Expand courses to have an animal science pathway.
 - d. Articulate Ornamental Horticulture with an junior college.
2. Promote a positive image of Firebaugh FFA within the school and community.
 - a. Have a minimum of one article per week in the local newspaper.
 - b. Increase the number of photographs of members in action taken.
 - c. Redesign Firebaugh FFA website.
 - d. Increase use of social media to promote member involvement.
 - e. Provide more community service project opportunities for members to participate in.
3. Improve retention strategies
 - a. Expand course offerings for students to stay in program as a senior.
 - b. Create a more effective outreach program for elementary and middle school students.
 - c. Continue to hold a middle school assembly just to promote Agriculture and FFA every February.
 - d. Create a graduate-follow up survey.

D. Program Description of included courses, SAE and Leadership Development

Firebaugh FFA is currently a five person department. Department Head Robert Calvert is currently in his third year, FFA Advisor Gene Lieb is in his second year, Francisco Diaz is in his second year, and Katlyn Smith and Stephanie Goeb are first year members to the department.

Courses Offered

- Agriculture Earth Science
- Agriculture Biology
- Agriculture Chemistry
- Agriculture economics and government
- Floral Design 1
- ROP Floral Design
- ROP Ornamental Horticulture
- Introduction to Agriculture mechanics
- Agriculture mechanics 2
- ROP welding

Supervised Agriculture Experience and Leadership

Every class has a ten percent portion of their grade assigned to FFA and SAE participation. All members must participate in 8 FFA activities per semester and have an up to date record book. Record books are taught in January of each year to freshman/first year member classes. After this record books are kept up to date monthly in each class.

Career Development Events

Firebaugh FFA participates in as many CDEs as possible each year.

- Opening/Closing
- Cotton Judging
- BIG
- Farm Records
- Farm Business Management
- Light Horse Judging
- Ag Welding
- Ag Sales
- Floral

- Cooperative Marketing
- Banking
- Creed
- Job Interview
- Prepared Public Speaking
- Impromptu speaking
- Extemporaneous speaking

Conferences

- San Joaquin Region Boot camp
- Chapter officer leadership conference
- Greenhand leadership conference
- Made for Excellence
- Advanced leadership academy
- Sacramento Leadership experience
- State FFA convention
- National FFA convention

E. Program and or Course subject matter content outline

Agriculture Chemistry

Instructor: Ms. Goeb

Room: 804

Email: sgoeb@fldusd.org

Course Description:

Agriculture Chemistry is a one year laboratory science class, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among topics. The course is centered on an extensive lab component in order to connect the big ideas of chemistry with agriculture applications, earth and life science principles and other curricular areas including written, mathematical, and oral reporting skills.

Text Books:

Chemistry (Pearson Prentice Hall)

California FFA Record book

Course Outline

Periodic Law	Salts
Atomic and molecular structures	Qualitative and Quantitative Analysis
States of matter	Chemical thermodynamics
Chemical Bonding	Chemical reaction rates
Conversion of Matter	Chemical equilibrium
Stoichiometry	Nuclear processes
Gasses and their properties	Organic chemistry and Biochemistry
Acids and Bases	

Grades

Grades for each semester will be based off of the following percentages:

Classwork/labs/homework- 70%

Tests and Quizzes- 20%

FFA and SAE- 10%

*To get full FFA and SAE credit you must complete 8 FFA activities and your record book each semester.

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

59% or below = F

In order to receive credit for an assignment it must be 100% completed. You must also have a parent signature on your packet cover sheet in order to receive credit.

Late Work: You are expected to do your work on time. If you missed a lab or a test it must be made up on your own time within 1 week. Late work will not be accepted after a unit test. No Exceptions

Absences: You are expected to have all of your work done upon returning. All work will be posted on schoology.com by the end of the current day. You have all your assignments for the week in your weekly packet that is to be glued into your notebook. There are no excuses for not having your work done.

SAE Projects: SAE projects are required! During class appropriate projects will be discussed and can be anything from an Agriculture related job or yard work, to an animal or plant project.

FFA: Your enrollment in this class automatically makes you an FFA member. The FFA is an integral part of this class. You are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced daily in class.

Photo Release: Periodically photographs will be taken in class and at FFA Activities. These photos will be used in the chapter scrapbook, and website. These pictures are used to record our chapter's history and promote Firebaugh FFA. Your parent's signature is required on the photo release form below.

Schoology.com: I will be using schoology.com to post course information such as slides, notes, assignments, reminders etc. You and your parent are encouraged to join the group. To join you need to sign up at schoology.com as a student and use the following access code to join agriculture chemistry- 3D9XW-NZN4C

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email _____

Student Name: _____ Class Per _____

Student Signature: _____ Date: _____

Agriculture Earth Science

Instructor: Ms. Goeb, Mr. Lieb, Mr. Diaz

Room: 804

Email: sgoeb@fldusd.org

I Course Description:

Ag Earth Science is a freshman level class that will help you understand the basic principles of Earth's systems. The course emphasis will involve the following areas: age, composition of the earth, weather, atmosphere, resources, and environment. This is an agriculture course, as part of the curriculum each student is a member of the Future Farmers of America (FFA) and must have a supervised agriculture experience project (SAE).

II Text books

Earth Science (Prentice Hall)

California FFA Record Book

III Course Outline

California Agriculture

FFA

Origins of Modern Astronomy

Touring our solar system

Studing the sun

Beyond our solar system

Minerals and rocks

Earth's Resources

Weathering, soil, mass movements

Plate tectonics

Earthquakes

Volcanoes

Mountain building

Geologic time and Earth's History

Ocean floor

Ocean water and life

SAE/ Record Books

Atmosphere

Moisture, clouds and precipitation

Air pressure and wind

Weather patterns and severe storms

Climate

IV Grades

Grades for each semester will be based off percentages. The following areas will make up your grade each semester.

Classwork/Labs/homework – 70%

Tests and Quizzes- 20%

FFA/SAE- 10%

*To get full FFA and SAE credit you must complete 8 FFA activities and your record book each semester.

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

59% or below = F

Late Work: You are expected to do your work on time. If you missed a lab or a test it must be made up on your own time within 1 week. If you have not done an assignment you will record why you did not complete the assignment in the missing assignment binder before turning it in for credit

SAE Projects: SAE projects are required! During class appropriate projects will be discussed and can be anything from an Agriculture related job or yard work, to an animal or plant project.

FFA: Your enrollment in this class automatically makes you an FFA member. The FFA is an integral part of this class. You are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced daily in class.

Photo Release: Periodically photographs will be taken in class and at FFA Activities. These photos will be used in the chapter scrapbook, and website. These pictures are used to record our chapter's history and promote Firebaugh FFA. Your parent's signature is required on the photo release form below.

Schoology.com: I will be using schoology.com to post course information such as slides, notes, assignments, reminders etc. You and your parent are encouraged to join the group. To join you need to sign up at schoology.com as a student and use the following access code to join agriculture earth science: TNWH4-GC4T2

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Email: _____

Student Name: _____ Class Per: _____

Student Signature: _____ Date: _____

Firebaugh High School
Agriculture Department
 Course Expectations 2014-2015

Course: ROP Ornamental Horticulture & Landscape Management

Instructor: Ms. Goeb

Email: sgoeb@fldusd.org

COURSE DESCRIPTION

This course is a two-semester program designed to provide instruction for students who seek employment in the occupational areas of ornamental horticulture and landscape maintenance. Community classroom methodology will be applied at every opportunity. This course is designed to familiarize students to basic plant structures and functions. Students will be familiar with the classifying, propagating, and reproduction of plants. Topics include basic principles of soil science, fertilizer, diseases, pests, planting media and the growth of plants in regard to the environmental factors of water, light and temperature. Students will be involved in the planning and installing multiple landscape projects. We will be utilizing computer software to help us plan our landscapes and to project what they will look like in the future. Students will also be involved in raising ornamental, vegetable and bedding plants for sale in the community!

EXPECTATIONS OF STUDENTS

Be Terrific! At all times show the following characteristics:

Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

This year are that we are going to have a fabulous adventure beautifying our campus, rebuilding our greenhouse and growing produce to share with our community. I look forward to jumping into this project immediately. The key to our success will be a positive attitude and strong work ethic brought to class everyday! Let's make this year awesome!! 😊

CLASSROOM POLICIES

- 7) Come to class daily ready to get dirty! Make sure that you have pants and closed toed shoes for each day. You may leave a change of clothes in the classroom.
- 8) Be in your seat when the bell rings.
- 9) Obey all safety and school rules at all times
***** Automatic removal from class will take place for any safety violations*****
- 10) Leave the classroom and garden area as clean or cleaner than when you arrived
- 11) Treat your fellow classmates and learning environment with respect.

- 12) Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

***Note:** Students are expected to adhere to the FLDUSD and FHS policies covering attendance, tardiness, student behavior and conduct (refer to the student handbook). **CHEATING includes any attempt to represent another's knowledge or work as your own and will not be tolerated.** These policies are in effect at all times, and as such they shall be enforced following school and district guidelines.

COURSE COMPETENCIES

This course will cover the following topics. Students will receive a certificate at the end of the year stating in which areas they have proficient skills which can be attached to a job application and resume.

- | | |
|-----------------------------------|---|
| 1. Plant Identification | 9. Turf and Lawn |
| 2. Landscape Design | 10. Tool and Equipment Use and ID |
| 3. Plant Propagation | 11. Business Procedures |
| 4. Vegetable Gardening | 12. Develop a Portfolio |
| 5. Nursery Production | 13. FFA Participation |
| 6. Greenhouse Management | 14. Conduct Scientific Method Experiments |
| 7. Sprinkler Design & Exploration | 15. Career Exploration |
| 8. Landscape Installation | |

MATERIALS NEEDED

- Spiral Notebook, college ruled, at least 70 pages
- Pen / pencil
- Clothes you don't mind getting dirty, including pants and closed toed shoes

DAILY

GRADING

Your grade will be based on the following:

- 35% Participation.** Each day, students will receive points for their involvement in class
- 30% Classroom work.** This includes homework, in-class assignments & lab activities.
- 20% Assessments.** Lab reports, quizzes, tests and finals.
- 5% Guest Speaker.** Included paragraph of introduction due on date of speaker visit.
- 10% FFA Participation & SAE (Supervised Agricultural Experience) Project.** Must attend 8 activities per semester and complete their Record Book.

****It is highly encouraged that students try to attend at least 2 above the chapter level activities this year****

Letter grades will be assigned using the following guidelines:

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

PARTICIPATION

Students will receive participation points daily for their work both in and out of the classroom. Students are expected to actively participate in all activities. Students will log their hours and self-evaluate daily.

CLASSWORK AND HOMEWORK

Each student is required to keep their planner and notebook neat and up to date. Work will be completed and returned on time. All assignments must have your full name, first and last. All assignments must be in complete sentences or Q&A format where applicable.

LATE WORK

Assignments are to be turned in on time. Late assignments are subject to a 10% deduction each day, up to 5 school days. After 5 days students may still turn in late work but will only be given up to 50% credit.

MAKE UPS

If you are absent, it is **your** responsibility to get the work that you have missed and make plans to take missed tests, labs or quizzes. Any make up notes can be copied from classmates. Missed work will need to be made up no later than 1 week after your return. No exceptions. Work must be clearly labeled: "ABSENT on (date)" in large letters at the top of the page or it will not receive full/any credit. Athletes *plan ahead!*

GUEST SPEAKERS

Each student will be responsible for bringing in a speaker to the class to present on a topic related to Ornamental Horticulture. After getting approval from the instructor, they will contact the speaker and arrange for a date and time for them to come in to class. The student will present the speaker on the day of their talk and be the point person for their visit. The instructor can provide ideas or help students find contacts in any specific area of interest to them.

SAE PROJECTS

SAE Projects are required! During class, appropriate projects will be discussed and can be anything from an Ag related job or yard work to an animal or plant project. Three pictures with captions will be turned in at the end of each quarter with the Record Book. Students must log at least 10 hours per quarter for their project.

FFA

Your enrollment in this class automatically makes you an FFA member! The FFA is an integral part of this class; therefore you are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced in class daily. It is highly encouraged that students try to attend at least 2 above the chapter level activities this year.

GARDEN CLEAN-UP POLICY

Each student is responsible for cleaning-up his/her work station before leaving class. Students will not be excused to leave class until all areas are clean.

PHOTO RELEASE

Periodically photographs will be taken in class and at FFA activities. These photos will be used in the chapter scrapbook and on the chapter websites. These pictures are used to record our chapter's history and promote the Firebaugh FFA chapter. Your parent's signature is required on the photo release form below.

* Syllabus subject to change.

**Firebaugh High School Agriculture Department
ROP Ornamental Horticulture & Landscape Management
Ms. Goeb**

I have read the syllabus provided and understand what is expected of me in class:

Student Name _____

Student Signature _____

Date _____

I have read the syllabus provided to my student and understand what is expected of him or her:

Parent Name _____

Parent Signature _____

Date: _____

I hereby grant **Firebaugh FFA** permission to use my child's likeness in a photograph in any and all of its publications, including website entries, without payment or any other consideration. I

understand and agree that these materials will become the property of **Firebaugh FFA** and will not be returned.

Parent Signature _____ Date: _____

Agricultural Biology 2014-2015

Instructor: Miss. Smith

Email: ksmith@fldusd.org

Textbook: McDougal Littell; Biology

Course Description:

Agricultural Biology is devoted to an exploration of the fundamental concepts, principles, and processes of the living world. Agricultural Biology exposes students to the dynamic world of agriscience and what it has to offer, keeping in mind students interests and abilities. During the year, students will study organisms and their relationships with one another and the environment in which they live. In addition, students will learn of the diversity of organisms and evolutionary relationship and adaptations. FFA and the Supervised Agricultural Experience Program are an integral part of the instruction. Students have the option of participating in agriculture career development events, traveling to various colleges and universities throughout the state, and participating in FFA activities.

EXPECTATIONS OF STUDENTS

Be Terrific! At all times show the following characteristics:

Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

Classroom rules, procedures and expectations:

- Students are expected to arrive promptly to class and be seated with materials when the bell rings.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn.
- Students are expected to participate in labs and discussions & take notes during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me for help and for make up assignments.
- Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
- Students are expected to remain in your seats until the bell rings.

***Note:** Students are expected to adhere to the FLDUSD and FHS policies covering attendance, tardiness, student behavior and conduct (refer to the student handbook). **CHEATING includes any attempt to represent another's knowledge or work as your own and will not be tolerated.** These policies are in effect at all times, and as such they shall be enforced following school and district guidelines.

Required Materials (bring to class every day):

- Ag Biology Notebook (TEACHER WILL PROVIDE)
 - Black or blue pen, pencil, and a day planner to record all assignments
- * Periodic "Notebook Checks" will be conducted to ensure the student remains organized. The above-mentioned supplies will be expected to receive credit.*

Late Work and Make-up policy:

I follow the high school guidelines for make-up work. In the area of tests, quizzes, and labs, these activities need to be done as soon as possible during the make-up time following your absence (the make-up period is one week.) Homework is due on the date announced. All homework must be labeled with a: name, date, period, and name of assignment. It is the student's responsibility to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only.

I DO ACCEPT LATE WORK. FOR HALF CREDIT UP TILL ONE WEEK BEFORE THE FINAL!

Major Assignments/Activities:

* Students are required to complete homework, class work, labs, presentation, FFA activities (8 per semester outside of the school day) and a FFA record book.

Grading Categories:

Class work and Homework = 40%

Lab activities and Projects = 15%

FFA = 10%

Exams/Quizzes = 35%

Grading Scale:

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

0%-59% = F



Participation in FFA events:

- Your enrollment in this class automatically makes you an FFA member! The FFA is an integral part of this class; therefore you are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced in class daily.
- Students who miss school for such an event will be expected to collect assignments to be missed from each teacher before the date of absence.

Attendance:

- Daily attendance is a requirement of our high school and you will find that being here makes a significant difference in your ability to succeed in Biology.

Lab Clean-Up Policy:

- Each student is responsible for cleaning-up his/her work station before leaving class. If a lab has been performed students are to clean up their area. Students will not be excused to leave class until all areas are clean.

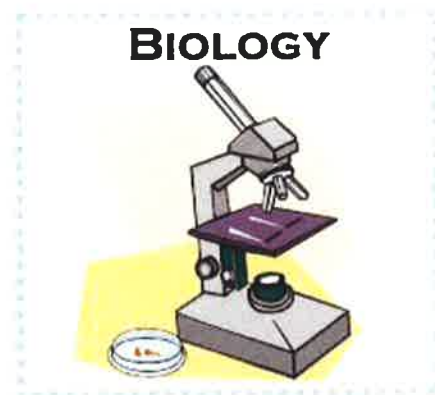
Discipline Policy:

- I know all of you will conduct yourselves in a mature manner while in this class, and show respect for yourself, your peers, and me, but if you chose not to, there are

consequences. Basically, I do not allow problem students to disrupt the learning opportunities of others, so PLEASE think before you act.

Topics to be covered:

Topics
Biology and Experimentation
Chemistry of Life
Cell Structure
Cells and their Environment
Photosynthesis and Respiration
Chromosomes and Cell Reproduction
Meiosis and Sexual Reproduction
Mendel and Heredity
DNA
How Proteins are Made
Gene Technology
Cells and Genetics
Evolution
Populations
Ecosystems
Biological Communities
The Environment
Mammal Body Systems
The Body's Defense
The Nervous System
Hormones and Reproduction
Agricultural Applications
Final Exam – Cumulative



* Various agriscience topics will be infused throughout the curriculum. Such topics may include but are not limited to: FFA, Leadership, Career Preparation, Animal Husbandry, and Horticulture.

Photo Release

- Periodically photographs will be taken in class and at FFA activities. These photos will be used in the chapter scrapbook and on the chapter websites. These pictures are used to record our chapter's history and promote the Firebaugh FFA chapter. Your parent's signature is required on the photo release form below.

Contact Information:

You can contact me by email as needed to get information, get help with the class, or if you have an issue that we need to deal with throughout the year.

Email: ksmith@fldusd.org

Agriculture Biology
Miss. Smith
Syllabus Acknowledgement

I have read the syllabus provided and understand what is expected of me in class:

Student Name _____

Student Signature _____

Date _____

I have read the syllabus provided to my student and understand what is expected of him or her:

Parent Name _____

Parent Signature _____

Date: _____

Parent Contact Phone #: _____ Email: _____

** Your student will keep the Agricultural Biology Syllabus in the portion of his/ her Notebook please refer back to the syllabus at any time.*

I hereby grant **Firebaugh FFA** permission to use my child's likeness in a photograph in any and all of its publications, including website entries, without payment or any other consideration. I understand and agree that these materials will become the property of **Firebaugh FFA** and will not be returned.

Agriculture Mechanics 1

Course: Ag Mechanics 1

Course objective:

This course is a basic entry level agriculture mechanics class that will cover a broad level of skills. The skills to be covered (not limited to) will be arc welding, oxy-acetylene cutting/welding, woodworking, electrical, small engine service and repair, tractor safety and operation. Our focus will be on shop safety at all times and will work to maintain a safe learning environment for all students. Since every student in this class is considered an FFA member, we will cover FFA materials throughout the year and a percentage of the student's grades will be decided from his or her performance and participation during these sections.

Student Expectations:

1. Be prepared to learn

- Bring a pencil and pen to class everyday
- Bring a separate binder or have a section in a three ring binder designated for this class
- Turn in class assignments on time
- Have all necessary safety equipment/proper clothing available

2. Behavior

- Treat others with respect
- Be on time
- Maintain a positive attitude
- Be honest

3. Class rules

- Always obey all shop safety rules
- No talking during lecture or instruction
- No cursing or rude remarks
- No food in the shop area
- Always cleanup assigned areas
- Take care of tools and equipment

Expected student outcomes:

1. students will pass the safety test with 90% accuracy
2. students will be able to read a ruler or tape measure
3. students will be able to identify and complete welds in various positions
4. students will understand the function of a welder
5. students will be able to safely run an oxy-acetylene torch
6. students will be familiar with woodworking tools and common practices
7. students will learn basic fundamentals of electricity
8. students will learn recordkeeping
9. students will learn about and be actively involved in the FFA chapter

Grading Policy:

ASSESSMENTS AND TEST.....45% of total grade
 CLASSROOM ASSIGNMENTS AND
 PROJECTS.....45% of total grade
 HOMEWORK.....10% of total grade

Out of class requirements

Students will be required to participate in a minimum of 6 FFA activities per year as FFA is a part of the class.

(4 activities per semester/10% of course grade)

Homework/class projects

Supplemental Materials

Welding shop

Local, County State Fairs

Competitions

Local Business, Industry members

Agriculture Mechanics 2

Course: Ag Mechanics 2

Course objective:

Each Student will be able to demonstrate the ability to weld in all positions and joints using the arc welding process and 6010/7018 electrode in addition to MIG welding (short circuit and spray globular techniques) Students will also be able to create 3 view drawings of projects/objects, interpret blueprints and be able to complete an actual project estimate/bill of materials. Time permitting this class may also include small metal project construction.

Content areas:

Introduction/orientation

Shop Safety

Project Planning

3 view drawings

Computer aided design

Blueprint/plan interpr.

Calculating estimates/materials

Arc welding

E6010/7018

(flat, horizontal, vertical, overhead)

MIG (short circuit/spray globular transfer)

Oxy fuel/plasma torch cutting and operations

Small project design and
construction

FFA

Out of class requirements

Students will be required to participate in a minimum of 8 FFA activities per year as FFA is a part of the class.

(4 activities per semester/10% of course grade)

Homework/class projects

Supplemental Materials

Welding shop

Local, County State Fairs

Competitions

Local Business, Industry members

Agriculture Welding

Course: Ag Welding

Course objective:

This course is designed to build off the skills learned in ag mech I and II in order to provide students with the opportunity to become proficient in the area of metal design and fabrication. A large component of the course is project or shop based. This course will provide students with the skills and competencies to make them employable as a welder/fabricator or prepare them for further instruction in the same area at a local college or technical center.

Content areas:

Introduction/orientation

Process/skills utilized Shop Safety

Measurement

Basic metallurgy (metals)

Project Planning/design

Cost evaluation

Computer aided design

Blueprint/plan interpr.

Calculating estimates/materials

Job readiness

Basic equipment repair

Arc welding

E7018

(flat, horizontal, vertical, overhead)

MIG (short circuit/spray globular

Transfer)

FCAW (flux cored arc welding)

TIG (tungsten inert gas welding)

Oxy fuel/plasma torch cutting

and operations

Individual or group projects

FFA

Out of class requirements

Students will be required to participate in a minimum of 8 FFA activities per year as FFA is a part of the class.

(4 activities per semester/10% of course grade)

Homework/class projects

Supplemental Materials

Welding shop

ROP career skills challenge

Local, County State Fairs

Community classroom

Competitions

Local Business, Industry members

F. Program Completion Standards

A program completer is a senior student who has been enrolled in agriculture education classes all four years of his/her high school career. Not only must the student have completed four years of agriculture courses, they must have passed with a satisfactory grade. This includes

participating in at least the minimum amount of FFA activities required per semester, having a supervised agriculture experience project each year, and maintaining a current record book for said projects. Currently our senior completers receive a sash to wear at graduation after they have provided proper documentation that all requirements have been met.

G. Description of facilities and major equipment

Facilities

- 3 lab classrooms
- 1 floral design classroom
- 1 basic classroom
- 1 welding shop
- 1 office
- 1 storage room
- 1 Ag Mechanics C-train
- 1 Horticulture C-train
- Greenhouse
- Sheep/Goat barn
- Pig barn
- Poultry barn
- Duck Nursery/run
- Rabbitry
- Pheasant nursery/Run
- 1 acre wheat field
- 4 acre Almond Orchard
- Horticulture Storage room

Major Equipment

- Small tractor
- Chevy truck
- Chevy Suburban
- Ford Truck
- Popper
- Livestock trailer
- Flatbed trailer
- 2 Cattle chutes
- Floral cooler
- Plasma cam
- Welders
- 2 livestock scales
- Large sprayer
- 10 - SMAW Lincoln Idealarc
- 8 - GMAW Miller Millermatic
- 2 - Multiprocess Miller Syncrowave
- 3 - Multiprocess Miller XMT
- 1 - Scotchman Ironworker
- 1 - Scotchman cold saw
- 1 - Ellis Band saw

H. 5 year facility and acquisition schedule

Year 1 2014-2015

1. Purchase new truck for Ag department.
\$45,000

Year 2 2015-2016

2. Purchase new/used tractor
\$60,000
3. Purchase new SUV/Van for Ag department.
\$45,000

Year 3 2016-2017

1. Purchase second new truck for Ag department.
\$45,000

Year 4 2017-2018

1. Purchase a new pull behind stock trailer.
\$10,000

Year 5 2018-2019

1. Purchase forklift
\$15,000
2. Purchase small tractor w/loader
\$15,000

I. Staff Assignments

Calvert	Diaz	Goeb	Lieb	
---------	------	------	------	--

Project Supervision					
Ag Mechanics					
Orchard/Crops					
Ornamental Horticulture					
Floral					
Cattle (beef & dairy)					
Sheep					
Swine					
Small Animals (rabbits, poultry)					
Judging Teams and Contests					
Fall					
Tree Pruning					
Vine Pruning					
Cotton Judging					
Citrus Judging					
Speaking					
Opening Closing					
- Novice Team					
- Open Team					
- Officer Team					
Best Informed Greenhand					
Banking					
Creed Speaking					
Impromptu Speaking					
Prepared Speaking					
Parli Pro					
Floriculture					
Job Interview					

J. Program of Activities

Firebaugh FFA

2014-2015



Leave your Legacy

Table of Contents

Introduction	1	SAE Budgets	49
Officer Message	2	Ag Department Contracts	56
Advisors Message	3	Department Purchasing Policy	59
FFA Mission & Strategies	4	Proficiency Areas	60
Program Objectives	5	FFA Scholarships	69
Chapter Objectives	5	FFA Conferences	73
National FFA History	6	Greenhand Degree	75
FFA Emblem	9	Chapter Degree	76
FFA Colors	10	State Degree	77
FFA Motto	10	State Degree Recipients	78
FFA Creed	11	American Degree	81
Calendar	12	American Degree Recipients	82
Chapter History	25	Chapter Constitution	83
Budget	26	Past Chapter Presidents	89
Advisors	28	Proficiency Awards	90
Administration	29	Star Awards	94
Advisory Committee	30	National Star Chapter	94
Board of Trustees	31	State Winning CDE	95
Greenhand Officers	32	Community Service	96
Chapter Officers	33	Committee Structure	97
Sectional Officers	35	Finance Committee	98
Regional Officers	36	Community Committee	99
State Officers	37	Student Committee	100
National Officers	38	Chapter Committee	101
Honorary Member	39	Point Award System	102
Program Pathways	40	Chapter Applications	105
CDE Teams	45	Chapter Roster	122
SAE Program	48		

Introduction

The FFA Organization is an organization cultivated for the members and their studying of agriculture in public secondary schools justified under the provision of the Vocational Education Act of 1917. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build towards that aspiration to forge a path of success for their career and personal future.

As a crucial part of agriculture education in the secondary school system, the FFA has become the largest and most successful high school organizations in the nation. No other national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has grown to serve thousands of communities nationwide and gain a membership of 575,000 members.

The FFA is an agricultural youth organization, designed to take its place by advocating for agriculture, in addition it strives for the development of leadership, the advancement of agricultural technology, and the improvement in agricultural life. The foundation upon it was founded the FFA drives for student success whether it be through achieving personal growth, developing premier leadership skills, and career success.

The Firebaugh FFA chapter was created in 1976 with an original size of 14 members and one advisor. Now, it has over 600 members with five fully devoted ag teachers, all of students have access to endless opportunities for the betterment of themselves and to gain skills that would have been impossible to gain without the FFA.

Officers' Message

Welcome back FFA Members. We hope that you enjoyed your summer vacation! During this time the 2014-2015 Chapter Officer Team worked hard to prepare a fun, exciting, and successful school year in the Firebaugh FFA. First things first, we would like to welcome all the newly enrolled Greenhands who have joined this outstanding chapter.

This year's theme is: Leave your legacy! We hope that this theme will inspire you to lead in the things you want in your life and your experiences in the FFA!

We, the Chapter Officer Team, challenge you, our fellow FFA members, to be involved and just jump in, and to get the most you possibly can out of the FFA. During these next nine months, you will create memories that will last a lifetime, and might even change your life. As a whole, this year promises to be a fun and exciting year, and we look forward to spending it with you. Many of the traditions that returning members have come to enjoy will be carried on; along with many new, fun, and exciting events. You, our members, are the key to making these events a great success, and we hope to see you there. The time is now, and we hope you will embark on this journey and make this upcoming year a huge success!

Your 2014-2015 Chapter Officer Team:
Loren, Austin, Ysela, Yadira, Mayte, Eduardo, and Gracy

Advisor's Message

Welcome to a new and exciting year at the Firebaugh High School Agriculture Department. Ms. Smith, Mr. Calvert, Ms. Goeb, Mr. Diaz & Mr. Lieb look forward to continuing the long tradition of success and hope that each and every one of you will become an involved member of our exciting program!

Our curriculum is on the cutting edge and our facilities are ones we are proud of and compliment our already highly successful FFA Chapter. It is our hope to offer curriculum to our students that will provide them the opportunity to learn more about agriculture and science technologies while receiving credits to graduate and get into college. With these goals in mind we are continuing to offer our Earth Science in Ag, Agriculture Biology and Agriculture Chemistry courses to our students. We are very proud to say that **all** of our science courses count for Firebaugh High School graduation credits, as well as admission credits for the University of California system.

The officer team has set the theme for the coming year: *Leave your Legacy*. As advisors, we feel that individual student growth, both personally and professionally, is the number one most important element our department can offer each member. In order for this growth to occur we will provide many different opportunities for student involvement throughout the year. The *Program of Activities* can be used as a guide, outlining the variety of opportunities students can become involved with in our outstanding FFA chapter. Student involvement is the key to success for a powerful Agriculture program. The success of *your* Agriculture department is almost entirely dependent upon *your* involvement and *your* desire to do the very best you can do.

Sincerely,
Stephanie, Kate, Robert, Francisco, and Gene

FFA Mission & Strategies

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

To accomplish this mission, we the FFA will:

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

Firebaugh Agriculture Program Objectives

- Create and maintain a program that has all four pathways for students to develop their agricultural skills.
- Develop quality student supervised agricultural experience projects.
- Maintain a school farm for members to house projects and use as a learning facility for courses.
- Provide members with opportunities to be involved in a variety of CDE teams.

Firebaugh FFA Chapter Objectives

This year the chapter officers chose four goals to focus on in order to improve the chapter and make this year more opportunistic for the members.

This year's objectives are:

- Have an average of 20% (72 members) of the chapter membership attend every FFA meeting.
- Provide members with five new activities to attend and participate in throughout the year.
- The leadership class will produce a video to advertise each FFA activity and meeting. The videos will be shown to each agriculture class a week before each event to pump up ht students and get them interested in each activity.
- Have at least 30 students recognized for California FFA State Awards. These awards will include, but are not limited to: State Degrees, Star Awards and Proficiency Awards.

National FFA History

The passage of the Smith-Hughes Vocational Education Act in 1917 not only provided federal funds to states for high school courses in vocational education (agriculture, family and consumer sciences, and trades and industries) – but it also led to the idea for an organization that is known today as the National FFA Organization.

In the early 1920s, just a few years after the Smith-Hughes Act was enacted, Virginia formed a Future Farmers of Virginia club for boys in agriculture classes. Other states soon followed Virginia's lead and formed their own Future Farmers organizations. The next logical next step was to create a national organization to bring together all of the state organizations.

In 1928, a group of vocational agriculture students were in Kansas City, Mo., for the third annual National Congress of Vocational Agriculture Students, which was held during the American Royal Livestock and Horse Show. On Nov. 20, 33 of those students from 18 states met at the Baltimore Hotel in Kansas City and formed the Future Farmers of America (FFA).

FFA was for young men who were studying vocational agriculture in public secondary schools, and the new organization was designed to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship and patriotism.

The organization was structured on three levels – local, state and national – with students starting their FFA experience by joining a local chapter at their school, where the agriculture teacher serves as the chapter advisor. As part of the larger program that is now called agricultural education, FFA members are encouraged to participate in all three components of the program: (1) classroom/laboratory work (through enrollment in agriculture classes); (2) membership in FFA; and (3) hands-on work experience through the supervised agricultural experience (SAE) program.

Each FFA chapter develops and follows an annual program of activities, and all members share in planning the program and participate in its execution. Through their participation, members learn how to take part in meetings, follow parliamentary procedure, speak in public and cooperate with their fellow students.

Student officers are elected on each level to lead the organization's activities, and FFA members receive recognition for their achievements through competition and award programs. The annual national convention offers FFA members an opportunity to come together from across the country and celebrate their accomplishments over the past year.

By 1935, FFA membership had topped 100,000 with more than 3,900 chapters in 47 states, Hawaii and Puerto Rico. That same year, the New Farmers of America was established to provide leadership opportunities to African-American students enrolled in vocational education classes.

Land was purchased in Alexandria, Va., for the National FFA Headquarters in 1939, and in 1944, the National FFA Foundation was created to raise funds from business and industry to help support the many new programs being developed for the growing FFA membership. In 1950, Public Law 740 was passed by the U.S. Congress, granting FFA a federal charter and requiring that a U.S. Department of Education staff member be the national FFA advisor.

FFA membership took a leap in 1965 when 58,000 members of the New Farmers of America merged with the Future Farmers of America. This followed an act of Congress that prohibited segregation in public schools. Four years later, delegates at the 1969 National FFA Convention voted to allow women to be members of the FFA.

In 1976, Alaska became the 50th state to obtain a state charter. An all-time membership high was recorded in 1977, with 509,735 members in 8,148 chapters in all 50 states, Puerto Rico and the Virgin Islands.

By the 1980s, the Future Farmers of America had become more than an organization for rural farm students. In 1988, the delegates at the 61st National FFA Convention voted to change the organization's official name from Future Farmers of America to the National FFA Organization. This change was made to recognize that FFA is not only for those interested in farming, but it is also for those with more diverse interests in the industry of agriculture, encompassing science, business and technology in addition to production farming.

The late 1990s marked a period of location changes for the National FFA Organization. The National FFA Center was moved from Alexandria, Va., to Indianapolis, Ind., where a new building was dedicated on July 20, 1998. And after 70 years in the same city, the national FFA convention was held for the last time in Kansas City, Mo., in 1998. The 72nd National FFA Convention in 1999 moved to Louisville, Ky., where it remained for seven years; in 2006, the national FFA convention moved to Indianapolis. Attendance at the national convention reached an all-time high in 2008 when 54,731 FFA members, advisors and supporters came to Indianapolis for the 81st National FFA Convention.

Over the years, FFA has shown the value it places on service to country and community. This was never more evident than in 2005. Following Hurricane Katrina, the National FFA Organization raised more than \$835,000 through their Seeds of Hope campaign to help FFA members, chapters and agricultural education facilities affected by the hurricane.

Today, the National FFA Organization is a premier youth leadership organization with 507,753 members in 7,439 chapters in all 50 states, Puerto Rico and the Virgin Islands. The FFA mission is to make a positive difference in the lives of students by

developing their potential for premier leadership, personal growth and career success through agricultural education.

The FFA Emblem

The National FFA emblem consists of five symbols is representative of the history, goals and future of the organization. As a whole the emblem covers a broad spectrum of FFA and agriculture. Each element within the emblem has unique significance. They are as follows:

THE CROSS SECTION OF THE EAR OF CORN:

Provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol unity, as corn is grown in every state of this nation.

THE RISING SUN

Signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

THE PLOW

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

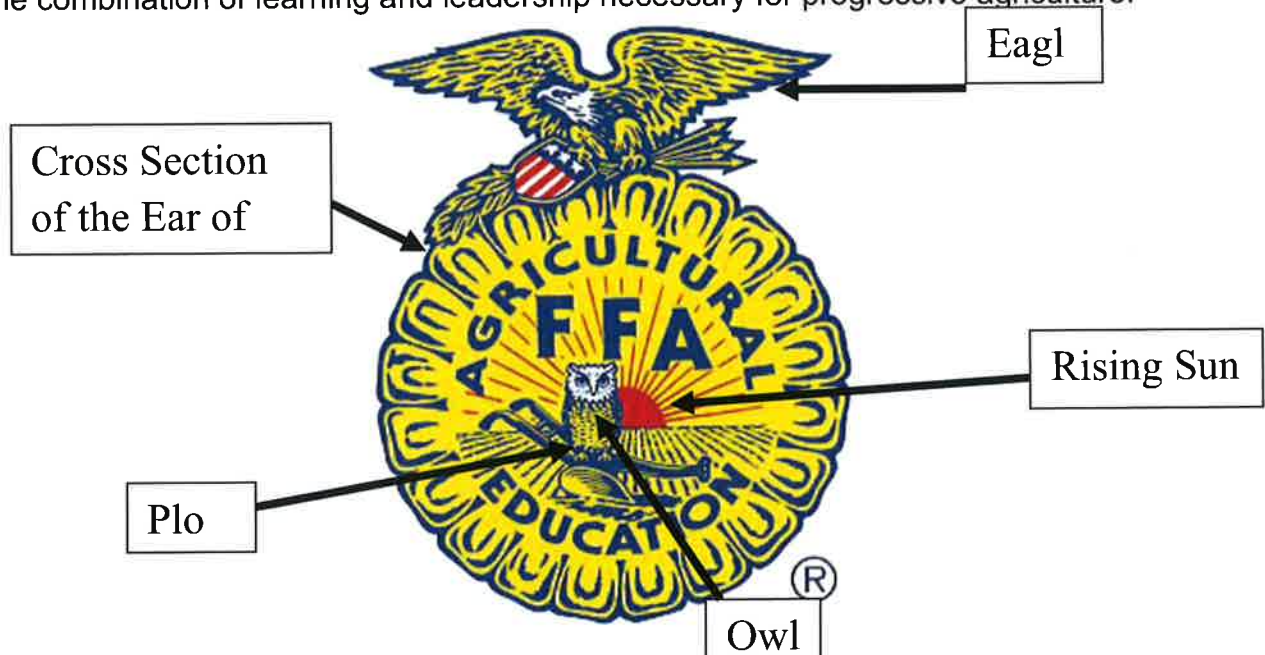
THE EAGLE

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

THE OWL

Long recognized for its wisdom, symbolizes the knowledge required to be successful in the agriculture industry.

The words Agriculture Education and FFA are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.



National FFA Colors

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



National Blue



Corn Gold

National FFA Motto

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

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

The FFA Creed

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

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

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

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

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

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

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15 Father's Day	16	17	18	19	20	21
22	23 CATA Conference- SLO	24	25	26	27	28
29	30					

July 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4 Independence Day	5
6	7	8	9 State Fair Livestock	10	11	12
13 State Fair Livestock	14	15	16	17	18	19
20	21 Chapter officer workday	22 Chapter officer retreat – Shaver Lake	23	24	25	26
27	28	29	30	31		

August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2
3	4	5	6 Round up begins	7	8	9
10	11	12 School starts	13	14	15 SJR FFA Boot Camp Session One →	16
17	18	19 Greenhand Ice Cream Social	20 Mud Volleyball Meeting	21	22 Drive-Up Dinner Tickets Out	23
24	25	26	27 E/WFM COLC/CATA- Kingsburg HS	28	29	30 Madera Fair Poultry/Rabbits

September 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Labor Day	2	3	4	5 Football vs Fowler	6
Madera County Fair						
7 Madera County Fair	8	9	10 Chapter Meeting	11 Volleyball vs McLane	12 Football vs Oristimba	13
14	15	16	17 EFM FFA- Blackbeards 5pm	18	19 Drive Up Dinner Tickets Due	20
21	22	23	24	25 Drive Up Dinner Madera Cotton-5pm	26	27
28	29	30 Volleyball vs Caruthers				

October 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6 Homecoming Week Staff Development	7 PowderBuff	8 Powder Puff	9 Volleyball vs Mendota	10 Homecoming vs Tranquility End of 1 st	11 Corcoran Cotton 8:30am
12	13 Columbus Day	14	15 Chapter Meeting	16 Volleyball vs Avenal	17	18 West Hills College Fall Field Day
19	20	21	22 GHC-Clovis East HS	23 Volleyball vs Tranquility	24 Football vs Coalinga	25
26	27 Canned Food Drive Begins	28	29 National Convention	30 Volleyball vs Dos Palos	31 Halloween Football vs Avenal	

November 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30						1 National Convention
2	3	4	5	6 Hanford Cotton 5pm Volleyball vs Coolidge	7	8 Cotton State Finals-CSUF Ag Night Football Game
9	10	11 Veterans Day	12 Greenhand Banquet	13	14 SJR CATA Road Show	15 SJR CATA Meeting
16	17	18 Canned Food Drive Ends	19 WFM O/C- Madera 5pm	20 New Prof.- Fresno	21 →	22
23	24 Thanksgiving break	25	26	27 Thanksgiving	28	29 →

December 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Toy/Coat/Orna grams Start	2	3	4	5	6
7	8	9	10 Chapter Meeting	11	12	13 Exeter Citrus 8:30am Clovis Natural Resources 8am
14	15 Toy & Cot Drive Ends	16	17	18 Ag Leadership Party & Caroling	19 End of 2 nd Quarter	20
21	22 Winter Break	23	24	25 Christmas	26	27
28	29 Winter Break	30	31			

January 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 New Year's Day Winter Break	2	3
4	5 Winter Break	6	7	8 Record Book Work Day	9	10 Reedley Tree P. 8am Fowler Vine P. 9am
11	12 Staff Development	13 School Starts	14	15	16	17 Dinuba Vine P. 8am Coalinga Nat R.- 8am Clovis Tree Prun -8am
18	19 MLK Holiday	20	21 WFM BIG/Banking- Central West 5pm	22	23 SJR FFA Officer Apps Due	24 Reedley College Field Day/Nat Res 7:30am
25	26 Drive Up Dinner Tickets OUT	27	28 EFM/WFM Record Book- Kingsburg 5pm	29	30	31 Tulare Citrus 8am Minarets Parli 8am/Good 8am

February 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7 Winter State Finals-Fresno State Arbuckle FD
8	9 Lincoln's B-Day SJR Proficiency Scoring-Fresno	10 World Ag Expo	11 WFM Manuscripts Due	12 Drive Up Dinner tickets DUE	13 MFE/ALA- Visalia SJR FFA Officer Interviews-	14
15	16 Presidents Day	17 Chapter Meeting FFA Week	18 E/WFM CoOp- Laton 5pm	19 Drive Up Dinner	20	21
22	23	24 State Prof Scoring- Bakersfield 9am	25 State Prof Scoring-Galt 9am WFM Speaking- Caruthers 4pm	26 Record Book Scoring-Galt 9am	27	28 SJR FFA/CATA Meeting-TBD

March 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6 UC Davis Parli Pro	7 UC Davis Field Day West Hills College Spring Field Day
8	9 Staff Development	10 SLE- Sacramento	11 	12	13	14 Chico State Field Day
15	16	17	18 Chapter Meeting	19	20 SJR Parli Pro- COS Tulare	21 Merced College Field Day Dinuba Vet Sci Contest
22 SJR State Officer Candidate Training-Fresno State	23	24	25	26 ROP Skills Challenge	27 SJR Speaking- COS Speaking Contests	28 MJC Field Day
29	30 Spring Break	31 				

April 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Spring Break	2	3	4
5 Easter	6	7 EFM/WFM Banquet-Fresno Fair	8	9	10	11 CRC FD/Ag Sales Reedley College FD Madera
12	13	14 Chapter Meeting	15	16 State Speaking Finals	17 State Parli Pro Finals	18 Fresno State Field Day Clovis East Weld
19 FFA State Conference	20	21	22 WFM FFA Off Apps Due	23	24	25 Madera Floral 8am Hanford Field Day
26	27 WFM Off Screening- Fresno Central	28	29	30		

May 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2 State Finals-Cal Poly
3	4	5	6	7 E/WFM CATA Planning/FFA Off Elect- Kingsburg 4:30pm	8	9
10 Mother's Day	11 Chowchilla Fair	12	13	14	15	16
<hr/>						
17 Chowchilla Fair	18	19 American Degree Scoring-Tulare	20 Final American Degree Scoring-Fresno	21	22	23
24	25 Memorial Day	26	27 Spring Banquet	28 Pool Party	29	30

June 2015

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

Firebaugh FFA History

The Firebaugh FFA Chapter was started in 1976, when Firebaugh High School was officially opened in Firebaugh, California. Prior to 1976 all students attended the neighboring town's high school in Dos Palos and were a part of their FFA program. Starting an agriculture department was a priority for the people of Firebaugh. With so many students involved in the agriculture industry it only seemed natural that a program would succeed.

When the agriculture department opened their door they were lead by one FFA Advisor, Mr. Hansen. He taught a variety of courses and was the advisor for all specie projects. The chapter elected its first Chapter President, Barbara Fulbright. In its first year the chapter had a total of 14 members, one advisor and 6 courses. With an officer team in place the chapter applied for and was granted an official charter on September 1, 1976.

Through the years the department has grown exponentially and is the largest organization on campus. As of 2014 the chapter has grown to have over 610 members, 80% of the school. The department is lead by five agriculture teachers who teach a variety of agriculture courses including leadership, science, mechanics, welding, ornamental horticulture, animal science, government and economics. The members of the chapter have more opportunities available to them than ever before. The members participate in conferences all across California and the Nation, over 20 SAE projects, 15 CDE teams, speaking contests and leadership opportunities.

Firebaugh FFA Budget

Expenses	
Event/Item	Price
Meeting Supplies	\$500.00
Scrapbook	\$250.00
Conferences	
National Convention	\$17,500.00
National FFA Week	\$600.00
Banquets	
Greenhand Banquet	
Awards	\$200.00
Food	\$300.00
Decorations	\$100.00
Spring Banquet	
Awards	\$1,000.00
Food	\$750.00
Decorations	\$150.00
Ag Awareness Day	\$250.00
Officer Retreat	\$1,500.00
Apparel	
T-Shirts	\$2,000.00
Sweatshirts	\$1,500.00
Officer Shirts	\$400.00
Top 20 Trip	\$1,000.00
State Degree Dinner	\$1,500.00
FFA Jackets	\$2,000.00
Blackbeards	\$400.00
Opening/Closing Contest	\$100.00
Sectional Opening/Closing Contest	\$400.00
Drive Up Dinner	\$2,500.00
Spring Regional Meeting	\$100.00
Sectional Speaking	\$200.00
Sectional CoOps	\$25.00
Sectional BIG/Banking	\$150.00
John's Incredible Pizza	\$600.00
Ag Night Football- Fresno State	\$1,000.00
San Joaquin Region Boot Camp	\$300.00
Chapter Officer Leadership Conference	\$200.00
Total Expenses	\$39,725.00

Firebaugh FFA Budget

Income	
Event/Item	Price
National FFA Week	\$400.00
Drive Up Dinners	\$4,000.00
Banquet Donations	\$2,500.00
Apparel	
T-Shirts	\$3,000.00
Sweatshirts	\$1,750.00
FFA Jackets	\$4,000.00
Ornagrams	\$200.00
State Degree Dinner	\$2,000.00
Parent Club Donations	\$12,000.00
Candy/Snack Sale	\$2,000.00
Blackbeards	\$650.00
John's Incredible Pizza	\$700.00
AG Night Football- Fresno State	\$900.00
MFE/ALA	\$600.00
State Conference	\$1,200.00
National Convention	
Drive Thru Dinner	\$4,000.00
Student Payments	\$5,000.00
Bingo	\$2,000.00
Placemat Ad Sales	\$5,000.00
Donations	\$4,000.00
Total Income:	\$54,820.00

Firebaugh FFA Advisors

Robert Calvert	Department Head
Gene Lieb	FFA Advisor
Stephanie Goeb	Teacher
Katlyn Smith	Teacher
Francisco Diaz	Teacher



From left to right: Mr. Diaz, Ms. Smith, Mr. Calvert, Ms. Goeb, and Mr. Lieb

Firebaugh High School Administration

Terry Anderson

Principal

Anthony Catalan

Vice Principal

Brandon Moody

Vice Principal

Elizabeth Lopez

Counselor

Lizette Jacobo

Counselor

Firebaugh Agriculture Department Advisory Committee

Our Ag advisory committee members support our department and FFA chapter without hesitation. We know that we can always count on you to provide us with tremendous help and great advice. Thank you for your time, effort and support we would not be the FFA chapter we are today without you and your guidance.

Advisory Chairman
Mr. Pat Ward

Committee Members

Mr. Chris Cardella

Mr. BJ Diedrich

Mr. Brian Maiorino

Mr. Dustin Snyder

Mr. Garrek Stuhr

Mr. Ted Crockett

Firebaugh Las Deltas School District Board of Trustees



Russell Freitas
Superintendent



Gilbert Coelho
Board President



Oscar Sablan
Clerk



Abel Serrano
Member



Jo Ann Narbaitz
Member



Fernando Campa
Member

Firebaugh Greenhand Officers

President- Liliana Medel

Reporter- Karen Tescareno

Vice President – CJ Corriea

Sentinel- Mackenzie Demmers

Secretary- Abigail Andrade

Historian- Amanda Mc Bee

Treasurer- Monica Rodriquez

Left to Right: Abigail Andrade, Karen Tiscareno, Mackenzie Demmers, CJ Corriea, Monica Rodriguez, Amanda McBee, and Liliana Medel

Firebaugh Chapter Officers





Chapter President – Loren Mumby

SAE: Market steers and Market Goat

Judging Team: Ag Welding

Goals for the chapter: My goal for this year is to help our chapter grow and become the best it has ever been.



Chapter Vice President - Austin La Salle

SAE: Dairy Cattle

Judging Team: Farm Records, Banking, Cotton judging, Marketing, and Prepared Public Speaking

Goals for the chapter: To build this chapter up to be one of the greatest in California through premier leadership, an emphasis on personal growth and success, and by becoming an idol of change and success.



Chapter Secretary - Ysela Macias

SAE: Market Turkey

Judging Team: Cotton Judging

Goals for the chapter: I would like to see more diversity in

the activities the chapter provides for the members.



Chapter Treasurer – Yadira Aguilar

SAE: Market Lambs

Judging Team: Floral, Prepared Public Speaking, and Cotton Judging

Goals for the chapter: My goal is for the average chapter

member to participate more and to have fun with everything they do.



Chapter Reporter – Mayte Magallon

SAE: Market Lambs

Judging Team: Cotton judging, Job Interview, and Marketing

Goals for the chapter: I would like to see more members involved in the chapter and excited about FFA.



Chapter Sentinel – Eduardo Rubio

SAE: Rabbits and Swine

Judging Team: Floral and Extemporaneous Speaking

Goals for the chapter: My goals as Chapter Sentinel is to invite more people into our chapter with a very warm welcome. I also would like to build up our chapter to the best it has ever been and leave a good legacy for the future years to come.



Chapter Historian – Graciela Martinez

SAE: Market Turkey

Judging Team: Cotton judging and Farm Records

Goals for the chapter: My goal for the chapter is to have members try new things the FFA has to offer. Most importantly I want this chapter to have a successful year full of achievements so next year we have higher goals.

Theme- Leave Your Legacy

2014-2015 West Fresno-Madera Sectional Officers

Position	Name	Home Chapter
President	Sean Pemintel	Fresno-Central
1 st Vice President	Vanessa Maravilla	Madera
2 nd Vice President	Brandi Gourley	Fresno-Central
Secretary	Morgan Barrett	Kerman
Treasurer	Austin La Salle	Firebaugh
Reporter	Ashley DeWitt	Kerman
Sentinel	Alex Elisalde	Fresno-Central



Bottom Row Left to Right: Morgan Barrett, Brandi Gourley, Vannessa Maravilla, Ashley De Witt
 Top Row Left to Right: Alex Elisalde and Austin La Salle (Sean Pemintel not pictured)

Theme- On a Mission to Grow Tradition

2014-2015 San Joaquin Regional Officers

Position	Name	Home Chapter
President	Grant Hall	Minarets
Vice - President EF/ M	Brent Oge	Kingsburgh
Vice - President WF/M	Virat Kang	Madera
Vice - President SEQ.	Rebecca Duran	Tulare
Vice - President T/K	Natalie Starich	Hanford
Vice - President K/I	Jennifer Hernandez	North
Vice – President South Valley	Aaron Moccardini	Frontier
Secretary	Bianka Pantoja	Arvin
Treasurer	Andrew Souza	Tulare
Reporter	Janae Hansen	Madera
Sentinel	Tanner Lopez	Minarets
Advisor	Charles Parker	



Front Row Left to Right - Aaron Moccardini, Frontier, Vice President; Tanner Lopez, Minarets, Sentinel; Virat Kang, Madera, Vice President; and Brent Oge, Kingsburg, Vice President; Back Row Left to Right - Andrew Sousa, Tulare, Treasurer; Natalie Starich, Hanford, Vice President;

Bianka Pantoja, Arvin, Secretary; Rebecca Duran, Tulare, Vice President; Jennifer Hernandez, North, Vice President; Jenae Hansen, Madera, Reporter; and Grant Hall, Minarets, President

Theme- United Your Opportunities are Endless

2014-2015 California State Officers

Position	Name	Home Chapter
President	Dipak Kumar	Tulare
Vice – President	Haley Warner	Altaville- Bret Harte
Secretary	Sierra Bryant	Templeton
Treasurer	Roman Waskiewicz	Pleasant Grove
Reporter	Ellen Van Noy	Grass Valley
Sentinel	Luis Sanchez	Gonzales
Advisor	Dr. Lloyd McCabe	



Left to Right: Luis Sanchez, Elen Van Noy, Dipak Kumar, Haley Warner, Roman Waskiewicz, and Sierra Bryant

Theme- It's in Your Hands

2014-2015 National Officers

Position	Name	Home State
President	Andy Paul	Georgia
Secretary	Victoria Maloch	Arkansas
Central Region Vice President	Kristin Schmidt	Colorado
Eastern Region Vice President	Ruth Ann Myers	Kentucky
Southern Region Vice President	Stephen Mc Bride	Tennessee
Western Region Vice President	Caleb Gustin	New Mexico
Advisor	Steve A. Brown	



Clockwise- starting from far left: Ruth Ann Meyer, Caleb Gustin,

Stephen Mc Bride, Kristen Schmidt, Victoria Maloch, and Andy Paul
Theme- Go all Out

2014 Firebaugh FFA Honorary Member

This year Firebaugh FFA has chosen an individual who has shown true leadership and dedication to our program. Darlene Demmers received the Honorary Degree Membership at our 2014 Spring Awards Banquet.

Mrs. Demmers's support and dedication is why the Firebaugh FFA Chapter has seen many of its recent successes. She is always there to lend a helping hand in any way possible.

The past few years Mrs. Demmers has been available to help our members in any way possible. They have delivered animals to our annual Ag Awareness Day, purchased animals at both the Madera and Chowchilla Fairs and sponsored awards at our banquets. Their most generous donation has been their help with rebuilding our schools beef and rabbit units.

It is hard to put into words how grateful we are for the support of Ms. Demmers, and it is with the sincerest of appreciation that we dedicate the 2014-2015 Firebaugh FFA Program of Activities to them. Her help has always been of beneficiary to our chapter and we are grateful to have their time, dedication, and support put in to our Firebaugh FFA Chapter. You have been a loyal and devoted supporter of our program, and for that we thank you.

1992- Kitty Catania

1993- Chris Mc Craw

1994- Maurice Ledford

1995- Bob Hogue

1996- Sharon Ramirez

1997- Mr. John Teixeira

1998- Mark & Mary Fickett

1999- Cindy Hansen

2000- Lorenzo Madrid

2001- Carol Ledford

2002- Violet Chuck

2004- Dustin Snyder & Brian Maiorino

2005- Doug Wood

2006- Chris Cardella

2009- Ronnie & Maurine Parker

2014- Darlene Demmer

2013- Katie & Carter Luxon

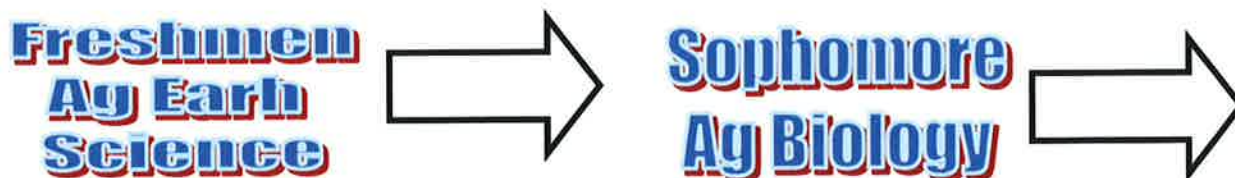
Program Path Ways- Science

Earth Science in Agriculture

Earth Science in Agriculture is a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student's life and environment. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities. The course is centered around an extensive laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science principles, and other curricular areas, including written and oral reporting skills.

Agriculture Biology

Agriculture Biology is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plant and animal genetics ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of all life science with agricultural applications, earth and physical science principles and other curricular areas, including written and oral reporting skills.



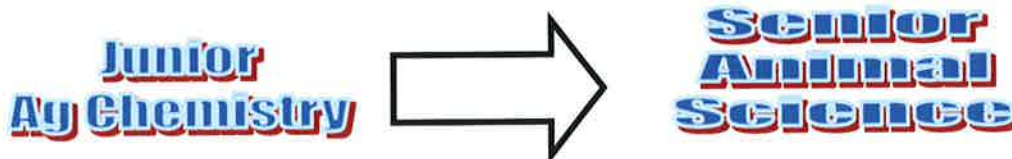
Program Path Ways- Science

Agriculture Chemistry

Agriculture Chemistry is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: periodic law and trends, atomic and molecular structures, states of matter, chemical bonding, conservation of matter and stoichiometry, gases and their properties, properties of acids, bases and salts, qualitative and quantitative analysis, chemical thermodynamics, chemical reaction rates, chemical equilibrium, nuclear processes and an introduction to organic and biochemistry. The course is centered on an extensive laboratory component in order to connect the big ideas of chemistry with agricultural applications, earth and life science principles and other curricular areas, including written, mathematical and oral reporting skills.

Animal Science

This course will follow the current advanced agriculture science curriculum with an emphasis on advanced agriculture procedures and practices. This course is designed for vocational-technical students who require competency in all phases and types of livestock and agriculture production. Students will be involved in hands-on laboratory studies and receive an in-depth look at animal science. Hands-on experience is essential for success in this class. Students' involvement will be necessary and will be incorporated by presenting many challenging practical laboratory activities and field trips.



Program Path Ways-Agriculture Mechanics

Agriculture Mechanics

Introduction to Agriculture Mechanics is a beginning course to the Agricultural Mechanics Program. The class covers shop safety, shop procedures and the proper use and handling of hand and power tools. Students will be introduced to all facets of the areas which make up the field of Agriculture Mechanics. The following areas which are covered in this class are as follows: measuring, tool identification, rope work, woodworking, electrification, cold metal, plumbing, arc welding, oxy-acetylene welding and cutting, concrete, tool sharpening and maintenance and careers in Agriculture Mechanics.

Agriculture Mechanics II

This is a one year course devoted to the development of welding skills and techniques used in industry. Topics for class activities are: all phases of oxygen-acetylene welding and cutting, shielded metal arc welding, and an introduction to metal inert gas (MIG) welding and tungsten inert gas (TIG) welding, carbon arc gouging and the cutting of mild steel, aluminum and stainless steel by use of the plasma cutter. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. Each student is required to purchase a pair of coveralls.

R.O.P. Welding & Fabrication

This course will follow the current advanced agriculture science curriculum with an emphasis on advanced agriculture procedures and practices. This course is designed for vocational-technical students who require competency in all phases and types of livestock and agriculture production. Students will be involved in hands-on laboratory studies and receive an in-depth look at animal science. Hands-on experience is essential for success in this class. Students involvement will be necessary and will be incorporated by presenting many challenging practical laboratory activities and field trips.



Program Path Ways- Floral & Landscaping

Introduction to Floral Design

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday and occasional designs. Students will achieve this through designing, creating, identifying, explaining, and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, creative thinking, interpretation, and written and verbal communication skills.

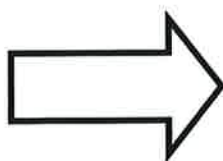
ROP Floral Design

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday and occasional designs. Students will achieve this through designing, creating, identifying, explaining, and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, creative thinking, interpretation, and written and verbal communication skills.

Ornamental Horticulture / Landscaping (ROP)

This course is intended to teach students entry level skills in the ornamental horticulture field. Students will learn various horticultural topics and a “hands-on” approach will be applied whenever possible. Plant identification, greenhouse practices and equipment use will be covered. Also various landscape projects including school beautification, garden construction, pruning and landscape maintenance.

**Intro to
Floral**



**ROP
Floral**

Path Ways- Electives

Ag Leadership and Communication

This course is designed to develop responsibility, initiative, creativity, leadership and school pride in the Agriculture program. It provides class time for the planning and organization of meetings, social and recreational events, elections, service activities, and community and other events. Students will have the opportunity to study concepts of goal development as an individual and team, the keys to success as an individual and team, character development as an individual and team, group dynamics, Parliamentary Law and Procedures, critical thinking, public speaking, personal financial management, business and how it relates to the agriculture industry, career goals and the importance of Supervised Agricultural Experience (SAE) programs and the FFA in Agricultural Education.

Agriculture Government and Economics

In this course students will learn basic economic principals and the historical development of the government. Topics include: macroeconomics, agriculture business organizations, agriculture credit, record keeping, record keeping, record analysis, marketing, campaigns, the Constitution, the Branches of government, and the Bill of Rights. Students will be expected to participate in work place learning experiences and interpersonal leadership skill development activities.

Career Development Events

The following are the current CDE's available to the members of Firebaugh FFA. The teams provided are subject to change depending on the interest of the members and the knowledge of the advisors.

Ag Mechanics

The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. Workers seeking careers in agricultural mechanics must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in fabrication and construction. Coached by: Mr. Calvert

Ag Welding

Ag Welding is a contest that tests students' knowledge of the welding industry. Students must perform a series of welds, complete a project, create a portfolio and participate in an interview. Coached by: Mr. Calvert

Banking

Members complete a written test made up of financial standings, such as checks and bank statements. Members will be expected to know the different rates of credit that may be given to them. Coached by: Mr. Lieb

Best Informed Greenhand

This contest is for freshmen FFA students only. Members on this team complete a written test on their knowledge of the FFA, members study from the official FFA manual. Coached by: Ms. Goeb

Cotton Judging

The Cotton contest seeks to effectively prepare the students for the expectation of the cotton industry. Workers seeking careers in cotton must not only develop a high degree of knowledge and skill, they must also develop the ability to solve difficult problems. This contest blends the critical thinking, mathematical, and plant biology knowledge and skills along with the ability to express oneself through oral communication. Coached by: Ms. Goeb

Cooperative Marketing

This contest is designed to create an awareness and understanding of the basic elements of farm product marketing and farmer cooperation in marketing, purchasing, bargaining, and service. Coached by Mr. Lieb

Creed Speaking

This contest is for freshmen FFA students only. Students memorize and recite the FFA Creed written by E.M. Tiffany. Some of the expectations of the judges are memorization, appearance and gestures. Coached by: Ms. Goeb and Mr. Diaz

Extemporaneous Public Speaking

Members deliver a speech on one of three agricultural topics after they are given thirty minutes to prepare a four-to-six minute speech. At the conclusion of the speech, the similar to the prepared event. Coached by: Mr. Lieb

Farm Business Management

To help close the achievement gap we will encourage students to better analyze farm records which will reinforce mathematics standards. California Career Technical Education Model Curriculum Standards addressed by this event include:

Coached by: Ms. Goeb

Farm Records

To help close the achievement gap we will encourage students to better analyze farm records which will reinforce mathematics standards. California Career Technical Education Model Curriculum Standards addressed by this event.

Coached by: Ms. Goeb

Floriculture

Members demonstrate proficiency in plant identification, judgment of floral and foliage arrangements, problem solving, and skills that include flower arranging and corsage formation. Coached by: Mr. Lieb

Impromptu

Members compete in a two round completion speaking about agricultural topics give. They are then given a two minutes to gather their thoughts and present them to the judges. This contest is exclusively for competitive sophomores looking to advance their speaking capabilities. Coached by: Ms. Smith

Job Interview

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

Light Horse Evaluation

A team may consist of three or four members. The top three scores will be used to determine the official team. If a school only has three members, they are the official team. These same three individuals will be used in selecting sub-contest, team winners. Coached by: Ms. Smtih

Livestock Judging

Students measure their knowledge of the ideal livestock structure and present oral reason to defend their placing. Students must have knowledge of the following species: beef, swine, lamb, and goats. Coached by: Mr. Diaz

Opening/Closing

This contest is made up of a six-person team. Each member of the team is responsible for memorizing one officer part of the opening and closing ceremonies and reciting it at the sectional contest as if it was an actual opening/closing ceremony. Coached by: All Ag Teachers

Prepared Public Speaking

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

Scrapbook

The Scrapbook Career Development Event seeks to actively prepare the students to document the history of the chapter by using different forms of media. The scrapbook will serve as a recruitment and advertisement tool, within the chapter, school and community. Coached by: Mr. Lieb

FFA SAE Programs

An agricultural education program is made up of three integrated parts: Classroom instruction, FFA and Supervised Agricultural Experience (SAE). Students with an SAE learn by doing. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories:

Entrepreneurship

Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales.)

Placement

Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

Research and Experimentation

Plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods.)

Exploratory

Explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian



SAE Budgets

Market Swine

A swine project is a great experience. When you begin your project, you must exercise your pig everyday in order for it to maintain a quality build. You are responsible for feeding and cleaning according to your assigned schedule. As your project progresses, you begin to wash your animal often. As you approach fair time you wash your animal every day. Before you go the fair you will need to clip your hog. Like other projects, you compete in two types of shows: market and showmanship. In the market show, the judge evaluates the animal for meat quality and the showmanship class determines how well you control your animal, as well as how well you can show your animals.

Expenses	Item	Price
	Feeder Hog	\$300.00
	Feed	\$200.00
	Vet Supplies/Medication	\$10.00
	Insurance	\$15.00
	School Housing/Bedding	\$10.00
	Entry Fee	\$10.00
	Total	\$545.00

Receipt

Sale of Hog (250lbs @ \$3.00)	\$750.00
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Profit/Loss Margin	\$205.00
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All above numbers have been estimated, and can be changed at any time.

SAE Budgets

Market Goat

This year Firebaugh FFA is bringing back the opportunity of showing and selling Market Goats. FFA members and Advisors are excited for this new opportunity. The goat unit will be covered by Mr. Lieb and Ms. Goeb.

A market goat project is challenging, yet rewarding. Raising this project will take a tremendous commitment on the students' part. From feeding and washing to shearing and exercising; a great deal of responsibility will be involved. The student will be required to feed one or two days a week as well as work with the goats three to four times a week. The length of the project is two to three months. The student will exhibit the animal in a market class and a showmanship class at fair. In market the animal will be judged on muscle, balance, and condition. The objective of the showmanship class is to determine the top exhibitor in terms of technique and style. The cost of raising a goat project may vary throughout the year, but here is an estimate to assist you in your decision.

Expenses	Item	Price
	Goat	\$350.00
	Feed and Wormer	\$150.00
	Vet Supplies/Medication	\$10.00
	Insurance	\$15.00
	School Housing/Bedding	\$10.00
	Entry Fee and Show Shirt	\$25.00
	Total	\$560.00
Receipt		
	Sale of Goat (85lbs @ \$7.00)	\$595.00
Profit/Loss Margin		\$35.00

All above numbers have been estimated, and can be changed at any time.

SAE Budgets

Market Lamb

A market lamb project is rewarding yet challenging. Raising this project will take a tremendous commitment on the students' part. From feeding to washing and shearing to exercising; a great deal of responsibility will be involved. The student will be required to feed one to two days per week as well as work with the lamb three to four times per week. The length of this project is two to three months. The student will exhibit the animal in a market class and a showmanship class at the fair. In market, the animal will be judged on muscle, balance and condition. The objective of the showmanship class is to determine the top exhibitor in terms of technique and style. The cost of raising a lamb project may vary throughout the year, but here is an estimate to assist you in your decision.

Expenses	Item (per lamb)	Price
	Feeder Lamb	\$400.00
	Feed	\$150.00
	Halters (2)	\$23.00
	Canvas Blankets (2)	\$60.00
	Tubes (2)	\$40.00
	Entry Fee	\$14.00
	Total	\$762.00
Receipt		
	Sale of Lamb (145lbs @ \$6.00)	\$870.00
Profit/Loss Margin		\$108.00

All above numbers are estimated, and can be changed at any time.

SAE Budgets

Market Steer

A steer project is commonly thought of as the most challenging of animal projects in the FFA. Steers are normally purchased weighing 700 pounds and are shown at the fair at a market weight of roughly 1200 pounds. Therefore, no matter what developmental stage the steer is at his weight will range from 4 to 8 times heavier than that or the average student showman. This means it is critical that any student wishing to show a steer have a working knowledge of livestock behavior and a thorough understanding of safe handling practice.

With showing a steer comes a tremendous amount of responsibility. Not only is each steer showman expected to perform the normal duties associated with raising sheep and hogs (feeding and care), but they are also expected to rinse and brush their animal each day. This is necessary in order to promote healthy hair growth. Additionally steers need to be walked and worked with so that they become accustomed to a show stick. Without a doubt, raising a steer to show can be challenging, but it is also very rewarding. Below is a projectile budget for a steer project.

Expenses	Item	Price
	Feeder Steer	\$2500.00
	Feed	\$1500.00
	Vet Supplies/Medication	\$25.00
	Insurance	\$100.00
	School Housing/Bedding	\$10.00
	Entry Fee	\$10.00
	Total	\$4145.00
Receipt		
	Sale of Steer (1200lbs @ \$3.50)	\$4200.00
Profit/Loss Margin		\$55.00
All above numbers are estimated, and can be changed at any time.		

SAE Budgets

Replacement Dairy Heifer

To participate in this program, you must be an FFA member throughout the project and eligible to show at the Chowchilla- Madera Co. Fair. The heifer must be shown in Special Dairy Heifer Project classes as a calf at the Madera District Fair, as a yearling at the Chowchilla- Madera Co. Fair and shown and sold as a springer at the Chowchilla- Madera Co. Fair. You shall purchase your heifer with the approval of your FFA Advisor and the Dairy Committee. Heifers will be born no earlier than January 1st, (approximately 28 months prior to sale) and no later than the following March 1st. This form, dam's record sheet and a photograph of one side of your heifer must be turned in to the Dairy Committee by August 1st.

Expenses	Item	Price
	Heifer	\$600.00
	Feed	\$1200.00
	Vet Supplies/Medication	\$50.00
	Insurance	\$50.00
	School Housing/Bedding	\$25.00
	Entry Fee	\$30.00
	Total	\$1955.00
Receipt		
	Sale of Heifer (1 heifer @ \$4000.00)	\$4000.00
Profit/Loss Margin		\$2045.00

All above numbers are estimated, and can be changed at any time.

SAE Budgets

Poultry

The poultry project does not require as much maintenance, as compared to other projects simply because they are small animals. You will take ownership and care for the animals for thirty days prior to the fair. When you get your animals you have to feed them and practice showmanship. Showmanship requires you to inspect the animal. After you show your animal, it will go to the auction if it does well at the show.

Expenses	Item	Price
	Market Turkey	\$15.00
	Feed	\$50.00
	Vet Supplies/Medication	\$5.00
	Insurance	\$5.00
	School Housing/Bedding	\$10.00
	Entry Fee	\$10.00
	Total	\$95.00
Receipt		
	Sale of Turkey (1 bird @ \$200.00)	\$200.00
Profit/Loss Margin		\$105.00

All above numbers are estimated, and can be changed at any time.

SAE Budgets

Rabbits

Raising and showing rabbits can be a lot of fun. If you are the type of person who doesn't like to work with larger animals then this is the animal for you! There are a lot of responsibilities when you show rabbits. You have to feed and water them everyday and make sure you groom them everyday also. You can either show a meat pen, which consists of 3 meat rabbits and you sell them at the fair. You can also show rabbits, which are used strictly for showing and kept as your pet to use them for breeding.

Expenses	Item	Price
	Meat Pen (3 rabbits)	\$75.00
	Feed	\$10.00
	Vet Supplies/Medication	\$5.00
	Insurance	\$5.00
	School Housing/Bedding	\$5.00
	Entry Fee	\$10.00
	Total	\$110.00
Receipt		
	Sale of Meat Pen (1 Pen @ \$200.00)	\$200.00
Profit/Loss Margin		\$90.00
All above numbers are estimated, and can be changed at any time.		

FIREBAUGH AGRICULTURE DEPARTMENT EXHIBITOR CONTRACT

FFA members have the opportunity to raise animal projects to exhibit at the fairs. This is a great learning experience but also a commitment. In order for all to learn and work together, the following requirements are expected of each exhibitor regardless of where their animal is housed.

7. Attend all exhibitor meetings called by the advisor.
8. Purchase the supplies necessary for your project.
9. Secure a buyer prior to the fair.
10. Complete all paper work for traveling to the fair by the Friday before the fair.
11. Have the complete FFA show uniform
12. Prior to receiving fair checks, students must update record books, clean facilities tack box and equipment, hand the buyer thank you letter with an envelope and stamp to the advisor. A buyer gift is strongly encouraged.

Animals housed off campus will be the sole responsibility of the student. However, animals at the project facility will have scheduled workdays. Students who keep their animal at home are required to make arrangements with the advisors for project visits as well as contact the advisor when they need assistance.

Student Signature

Date

Parent Signature

Date

FIREBAUGH AGRICULTURE DEPARTMENT PROJECT FACILITY CONTRACT

If you choose to keep your animal at the FHS farm you are required to maintain the following for the duration of your project:

4. Grades and Eligibility

- ❖ Student must have a 2.0 GPA currently with no more than one “F” grade.
- ❖ Student must maintain grade requirement until the first day of the fair.
- ❖ Student must arrange for homework to be completed with all teachers and must get signed out by all teachers before the start of the fair.
 - Failure to meet grade requirements will result in student not being able to participate, show or sell the animal at the Fair.

Student Initials _____ Parent Initials _____

5. Project and Facility requirements – Feeding and Cleaning

- ❖ Contact advisor when feed is low (1/2 a bag).
- ❖ Clean your pen and surrounding areas every day you are assigned to feed.
- ❖ Attend all required workdays on time. More than 10 minutes late will be considered a tardy!!!!
 - 1st unexcused absence or tardy: Warning.
 - 2nd unexcused absence or tardy: Strike
 - 3rd unexcused absence or tardy: Parent/Teacher/Student conference. Contact will be put into place to move animal to an alternate location and 2nd strike will be given.
 - 3rd unexcused absence or tardy: Student must remove animal from school facility and take it to the alternate location. Student will no longer be able to house any animal at the school facility.
- ❖ Feed and Clean on your assigned time and day. Failure to do any of the following will result in a strike.
 - Morning feeding – 6:00 A.M. – 8:00 A.M. (Includes fresh clean water at every feeding.)
 - Evening feeding – 6:00 P.M. – 8:00 P.M. (Includes fresh clean water at every feeding.)
 - Sweep and wash alley (if in old barn); Rake alley (if in new barn)
 - Sweep feed room (if in old barn)
 - Take garbage to dumpster
 - Shut all gates
 - Turn lights on and off
 - Turn fans and misters on and off
 - Make sure electric fence is connected

- ❖ Working with your animal
 - Student will exercise or work with their animal three or more times per week.
- ❖ Wear appropriate clothing for working on the farm and around livestock
 - Appropriate clothing includes long pants, short sleeve or long sleeve shirt (no sleeveless shirts or tank tops), socks and closed toe, closed back shoes. Failure to wear the appropriate clothing will result in a strike.
 - Clothing requirements also apply to loading in, exhibiting and loading out at the fair.
- ❖ Absences and Tardies
 - If you must miss a workday due to a doctor, dentist or other appointment you will need to bring a doctor's note or proof of the appointment. You will be excused from only one workday for appointments...after that you will receive a strike if you must miss workday due to an appointment.
 - You must call your advisor if you are going to miss any workday. Failure to notify your advisor will result in a strike.

6. Strike Policy

- ❖ 1st Strike: Warning, verbal conversation and strike form must be signed by student and parent and returned within two days of receiving the strike.
- ❖ 2nd Strike: Parent/Student/Teacher Conference will be assigned. Mandatory attendance will be necessary to discuss the direction of the project. Strike form must be signed by student and parent and returned within two days of receiving the strike.
- ❖ 3rd Strike: Removal of animal from school property. Student will be given one week to remove animal from the school property. Advisor will do project visits weekly to make sure the project is being cared for. If project is not being cared for, termination of the project will occur immediately.
- ❖ Strike items include but are not limited to:
 - Tardy or unexcused absences
 - Missing a feeding
 - Not working with or exercising animal
 - Not completing all work jobs for assigned day.
 - Not wearing appropriate clothing for working on farm and around animals.

FAILURE TO FOLLOW THE ABOVE STANDARDS WILL RESULT IN THE "3 STRIKE METHOD". THE THIRD STRIKE WILL RESULT IN THE ANIMAL BEING REMOVED FROM THE BARN WITHIN 1 WEEK. IF YOU FAIL TO REMOVE THE ANIMAL IN THE ALLOTTED TIME IT WILL BE TAKEN TO THE LOCAL LIVESTOCK AUCTION AND THE PROCEEDS WILL GO TO THE FIREBAUGH HIGH SCHOOL AG DEPARTMENT.

THIS CONTRACT IS DUE TO THE ADVISOR PRIOR TO KEEPING THE ANIMAL AT THE FIRBAUGH HIGH SCHOOL FARM.

PARENT SIGNATURE _____

STUDENT SIGNATURE _____

FIREBAUGH HIGH SCHOOL AGRICULTURE DEPARTMENT ANIMAL PROJECT PURCHASING POLICY

Student must meet the following criteria in order to purchase a market turkey:

8. This contract must be turned in to the project advisor by the assigned date or an animal will not be purchased for the student.
9. Once the animal has been purchased for the student, the student becomes liable for the entire cost of the project even if the student backs out of the project **OR** loses the project due to ineligibility or breaking contract rules.
10. Student must pay the cost of the animal may 1st for Chowchilla Fair
11. The remaining balance of the project must be paid by **May 1st** for Chowchilla Fair and **August 26th** for Madera Fair.
 - a. No project is taken to the fair unless the project has been paid in full before the fair.
12. The project will become property of the Agriculture Department if proper payments are not received by the given due dates.
13. All students must purchase an FFA jacket and tie/scarf at least 6 weeks before the fair. Students who cannot do so due to financial constraints must talk with their advisor for other arrangements. All students must show proof of a show uniform 6 weeks prior to fair.
 - a. Full FFA show uniform includes:
 - i. FFA jacket
 - ii. FFA tie or scarf
 - iii. White pants
 - iv. White collared shirt
 - v. Brown or black shoes or boots
 - vi. Brown or black belt
14. The student must complete the following requirements before any check is released to the student:
 - a. Complete the FFA Recordbook for all projects.
 - b. Write thank you notes (must be cleared by advisor before sending out)
 - c. Obtain a buyer's gift for all who supported the project. This includes award sponsors.
 - d. Must participate in "Barn Clean-up Day" or equivalent hours if animal is held at school facilities.
 - e. Must clear all outstanding debts.

I understand and agree to the above terms.

Student

Date

Parent

Date

FFA Proficiency Areas

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 49 areas covering everything from Agricultural Communications to Wildlife Management. Each award area has two categories, placement and entrepreneurship. Proficiency awards are given out at the local, state and national levels

There are four categories of SAE programs:

Exploratory - Learn about the big picture of agriculture and its many related careers.

Agriscience Research and Experimentation-Involve planning and conducting a scientific experiment based on hypothesis and the use of the scientific method of investigation on the hypothesis. This may include qualitative, quantitative, experimental, descriptive and quasi experimental research.

Entrepreneurship - A student-owned enterprise where the student assumes responsibility for all financial and management decisions for the successful completion of the project or activity.

Placement – A student works for an agriculture-related business or individual, either for pay or for the experience.

FFA Proficiency Areas

Agricultural Communications – Entrepreneurship/Placement – Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio and TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

Agricultural Education – Entrepreneurship/Placement – Relates to education and extension, including, but not limited to youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, developing and conducting informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement – Involves the design and construction of agricultural equipment, structures, and/or selection of the structural materials, and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

Agricultural Mechanics Energy Systems– Entrepreneurship/Placement – Involves the adjustment, repair, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power. **NOTE:** Electrical wiring for general construction, restoration of tractors, general engine repair is more appropriately covered in other agricultural mechanics proficiency award areas.

Agricultural Mechanics Repair and Maintenance – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Mechanics Repair and Maintenance – Placement – Student works for an employer involved in the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could

include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Nonfood products could include byproducts processing such as meat, bone, fish and blood meal, tallow, hides; processing of wool & cotton, making compost, cubing & pelleting of forages, producing bird seed and other pet foods. **NOTE:** Processing of forest products is no longer part of the Agricultural Processing area. See: Forest Management and Products.

Agricultural Sales-Entrepreneurship – Student owns the enterprise or business, not covered in a more appropriate proficiency award category, could include enterprises such as the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, or forestry items at either the retail.

Agricultural Sales-Placement – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category. This could include sales of feed, seed, fertilizer or agricultural chemicals. Students could also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities could include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, floriculture and/or forestry items at either the retail or wholesale level.

Agricultural Services – Entrepreneurship/Placement –Student owns enterprises or works in an agricultural business that is not covered in any of the existing award categories. This includes enterprises such as custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (working at or owning the auction house), custom and contract feeding services or other appropriate services offered through agricultural enterprises. Students applying for placement in agricultural services must work for a company or individual whose primary activity to provide agricultural services. **NOTE:** Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other, more appropriate areas related to turf care, horticulture or nursery landscape.

AgriScience Animal Systems Research - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

AgriScience Plant Systems Research - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.

Agriscience Integrated Systems Research- Must fit one of the following descriptions:

Diversified Research – Research in two or more of the Agriscience research areas.

- **Environmental Service Systems/Natural Resource Systems Research** - Research in the systems, instruments and technology used in waste management and their influence on the environment.
- **Food Products and Processing Systems Research** - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.
- **Power, Structural and Technical Systems Research** - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
- **Social Sciences Research** - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

Beef Production- Entrepreneurship – Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Beef Production- Placement – Student works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Dairy Production- Entrepreneurship – Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products

Dairy Production- Placement – Student works in the dairy cattle industry applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products

Diversified Agricultural Production - Entrepreneurship/Placement- Involves the use of the best management practices available to produce and market a combination of livestock and crops in **two or more** proficiency areas. These areas include at least one species included in Diversified Livestock and at least one species included in Diversified Crop proficiency area.

Diversified Crop Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from **two or more** of the crop related proficiencies areas. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

Diversified Crop Production – Placement – Student works for a crop producer that applies the best management practices available to efficiently produce and market crops from **two or more** of the crop related proficiencies. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

Diversified Horticulture – Entrepreneurship/Placement – Student works for someone who owns the enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes **two or more** of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production

Diversified Livestock Production – Entrepreneurship/Placement – Involves the use of the best management practices available to efficiently produce and market a combination of **two or more** livestock related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care, or poultry.

Emerging Agricultural Technology - Entrepreneurship/Placement – Involves gaining career experiences in the development of new and emerging agricultural technologies such as engineering, remote sensing, hand held device technology, precision agriculture, agrobotics and other new and emerging technologies that are not covered in any of the existing award categories. The implementation of new and emerging agricultural technologies is more appropriate in other existing categories

Environmental Science and Natural Resources Management – Entrepreneurship /Placement – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, serving in the conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, wildlife surveys, erosion prevention practices; public relations and education concerning pollution.

Equine Science - Entrepreneurship – Student owns an enterprise or business that provides experiences in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

Equine Science- Placement – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training,

riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

Fiber and Oil Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fiber and/or oil such as cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

Food Science and Technology – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies microbiology and biochemistry or food product development to improve taste, nutrition, quality and/or value of food. Programs could include the development of new products, food testing, grading and inspecting.

NOTE: Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.

Forage Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for forage such as sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages and all pastures.

Forest Management and Products – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, making and selling cedar shakes and firewood, and wood chips/mulch, or working for the Forest Service.

Fruit Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, grapes, nuts and all common fruits. (Pome fruits include apples, , and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries).

Goat Production - Entrepreneurship/Placement -- Student owns the enterprise, or works for a business that involves the use of the best management practices available to efficiently produce and market goats and all goat products.

Grain Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not** include any of the aforementioned crops with an intended use for forage.

Grain Production – Placement – Student works for a crop producer or grain production related business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not** include any of the aforementioned crops with an intended use for forage.

Home and/or Community Development – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

Landscape Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

Nursery Operations – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that provides students with job-entry experience in areas such as turf, ornamental plants, vegetable starter plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that develops outdoor recreational activities best suited to family use or as income-producing enterprises. These enterprises could include vacation cabins and cottages, camping and/or picnic areas, fishing, hunting, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where the member does not own or manage animals.

Poultry Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Sheep Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, small birds (such as canaries, cockatiels,

cockatoos, parakeets, parrots, etc.), and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services, working at a kennel, or preparing guide and assistance animals.

Specialty Animal Production – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market specialty animals within the Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, mules, donkeys, bison, oxen, mink, worms, ostriches, pigeons, emus, alpacas or llamas. Placement experiences could include roles as a zoo worker or placement at any specialty animal facility. In their supervised work experience, students must participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment.

Swine Production – Entrepreneurship – Student owns an enterprise that applies the best management practices available to efficiently produce and market swine.

Specialty Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories such as: native prairie plants, sugar beets, dry edible beans, green peanuts, gourds, tobacco, bittersweet (if not a greenhouse crop), specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed or specific floriculture production.

Swine Production – Placement – Student works for an employer that applies the best management practices available to efficiently produce and market swine.

Turf Grass Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves the planting and maintaining of turf for outdoor beautification, providing a lawn mowing service; improving recreational areas, sod produced for sale, and sport field or golf course management.

Vegetable Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

Veterinary Science – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health

of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Wildlife Production and Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the improvement and the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, or the stocking of fish and wild game. This proficiency includes activities conducted with the Fish & Wildlife departments, or Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible if used as an income enterprise.

Firebaugh FFA Scholarships

If you wish to obtain a scholarship application they will be available through the counseling office. It is the student's responsibility to fill out the application and turn it in by the deadline.

Matthew Roussel Memorial

\$250

This memorial scholarship is to honor an alumni FFA member who has passed away. This scholarship is awarded to an FFA member who has been active in the FFA. If you want to apply for this scholarship you must fill out the general FHS scholarship application form. Once the applications are turned in and the requirements are met, the high school scholarship committee will select a recipient.

California Women for Agriculture

\$250

In order to obtain an application you must see your counselor or your agriculture teacher. The requirements for this scholarship consist of being an active in the FFA, as well as pursuing a career in agriculture.

Madera Agriculture Youth Association (MAYA)

\$500

The MAYA scholarship is offered to high school students pursuing an agriculture career.

Eligibility Requirements:

4. A 2.5 cumulative grade point average.
5. Must be planning to enroll as a full time student with a minimum of 12 units.
6. Must be a resident of Madera County and an active FFA member of Chowchilla, Firebaugh, or Yosemite High Schools or a Madera County 4-H Club.

CALCOT

\$1,000

The Calcot-Seitz is for students from Arizona or California who plan to or are attending a college that offers a **four-year degree** in Agriculture.

Requirements:

5. The student must be from a cotton producing area in CA or AZ.
6. The student must be enrolled as a full time student in a four-year college and have a major in the field of agriculture.
7. A general guideline will be a 3.0 grade point average for high school graduates and college students.
8. Applicants must also complete the entire application form along with having three recommendations from non-relatives.

Lara Family Memorial Scholarship

This scholarship is awarded to a female Ag student who meets the following requirements:

6. Student must provide a copy of the completed scholarship application to the Ag department chairperson by May 5th of the current school year (late applications & essays will not be considered).
7. A committee will review the applications and check for the following mandatory qualifications:
 - a. All applicants must have a minimum **2.50 GPA** to be considered for an award.
 - b. All applicants must be majoring in an **agriculturally related major** when entering college.
 - c. Three (3) confidential statements completed by high school teachers or administrators must be attached.
 - d. All applications are confidential and become property to the Firebaugh High School Agriculture Department.
8. The student will receive \$4,000.00. \$1,000.00 will be given each year, for four years while enrolled in college.
9. Student can take any 2 semesters off without losing the remainder of the scholarship.
10. Money is disbursed as follows:

i. First semester registration	\$250.00
ii. First semester grades	\$250.00
iii. Second semester registration	\$500.00
iv. Total	\$1,000.00 (per year)
v. Grand Total	\$4,000.00

Lara Family Memorial Scholarship Winners

2005 – Stacey Norton
 2006 – Jessica Coursey
 2007 – Maricruz Silva
 2008 - Kayla Diedrich
 2012- Mayra Magallon
 2013- Stephanie Barrera
 2014-Natalynn Parker

Willoughby Houk Memorial Scholarship

This scholarship is awarded to a male Ag student who meets the following requirements:

6. Student must provide a copy of the completed scholarship application to the Ag department chairperson by May 5th of the current school year (late applications & essays will not be considered).
7. A committee will review the applications and check for the following mandatory qualifications:
 - a. All applicants must have a minimum **2.50 GPA** to be considered for an award.
 - b. All applicants must be majoring in an **agriculturally related major** when entering college.
 - c. Three (3) confidential statements completed by high school teachers or administrators must be attached.
 - d. All applications are confidential and become property to the Firebaugh High School Agriculture Department.
8. The student will receive \$4,000.00. \$1,000.00 will be given each year, for four years while enrolled in college.
9. Student can take any 2 semesters off without losing the remainder of the scholarship.
10. Money is disbursed as follows:

i. First semester registration	\$250.00
ii. First semester grades	\$250.00
iii. Second semester registration	\$500.00
iv. Total	\$1,000.00 (per year)
Grand Total	\$4,000.00

Willoughby Houk Memorial Scholarship Winners

2005 – Vincent Fitch
 2006 – Juan Ruvalcaba
 2007 – Steven Cardella
 2012- Tate Parker
 2013- Dani Knight
 2014- Joshua Allen

Monsanto Agriculture Scholarship

The Monsanto Scholarship group annually awards 100 high school students with an interest in working towards a degree in Agriculture. The award amount is \$1,500.00. To qualify one must come from an agriculture background, preferably from a farm family, and have an above average academic record. Also you must plan to enroll as a full time student at the college of your choice where you will be working towards an agriculture major

California State FFA Scholarship Program

Each year the California FFA association awards more than \$1 million in scholarships to members. There are many types of scholarships to fit the many types of FFA members. Scholarships are given for a wide variety of experiences, career goals and higher education plans. Different awards may be used at colleges, universities and

post secondary agricultural programs. The scholarships are sponsored by numerous agricultural businesses through the state, and new scholarships are added every year.

California Farm Bureau Federation

The California Farm Bureau Scholarship Foundation was organized to give aid to students with a desire to pursue a career in the agricultural industry. The scholarships are awarded annually based upon academic achievement, career goals, extracurricular activities, determination, leadership skills, and a commitment to study agriculture. Each year, the Scholarship Foundation Board of Directors determines the award amounts depending on the funds available. In recent years, the range has been \$1,800 to \$5,000, for approximately 30 recipients each year.

National FFA Collegiate Scholarship Program

Each year the National FFA Organization awards more than \$2 million in scholarships to members. There are many types of scholarships to fit the many types of FFA members. Scholarships are given for a wide variety of experiences, career goals and higher education plans. Different awards may be used at colleges, universities and post secondary agricultural programs. The scholarships are sponsored by numerous agricultural businesses through the National FFA Foundation, and new scholarships are added every year.

National FFA Collegiate Scholarship Program Winners

2005 – Tyler Britton

2013- Skotlynn Snyder

FFA Conferences

The Greenhand Conference

This leadership development conference is designed for freshman students. Participants are provided an overview of the opportunities in the FFA. They also become involved in goal setting activities. We take 9 -18 students to this one conference. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

The Made for Excellence Conference

This is designed for sophomore students and second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence. Unlike the Greenhand Conference, this is an overnight activity. The cost is about \$100.

The Advanced Leadership Conference

This leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success. Like the Made for Excellence conference, this is an overnight activity. The cost is about \$100.

The California State FFA Convention

The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Firebaugh FFA chapter selects their state-voting delegates through an application and essay process that occurs in December. All students must go through the chapter application and essay process; this includes students interested in applying for Committee Chairperson, State FFA Band, State FFA Choir and State FFA Talent. The chapter pays for the full cost of registration for the delegates. Members who are selected by the State for the State FFA Band, Choir and Talent will have half of their registration costs paid. The conference offers many leadership and personal development workshops as well as showcases the tremendous opportunities available to California State FFA members.

The Sacramento Leadership Conference

This is the final conference in the Integrated Leadership Development Program. This is without a doubt one of the best conference that a student will have the opportunity to participate in. This conference is four days and three nights. Participants have the opportunity to discuss important agriculture issues with some of the most powerful and influential leaders of California. The conference includes an activity where students discuss an issue on the Senate Floor. Only forty students from the state of California are selected each year to participate in the Sacramento Leadership Experience.

The National FFA Convention

The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day attend. Our chapter sends the Top 10 Winner to the National FFA Convention each year. Additionally, every two years we plan a chapter trip to the National FFA Convention and Washington D.C. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a career and a trade shows the size of 10 football fields.

The Washington Leadership Conference

Located in our nation's capital, the Washington Leadership Conference is a five-day event that trains FFA members to make a positive impact in their school, local community, state and country. The conference focuses on the following five areas: Problem Solving, Relationship Building, Living with Character and Developing an Attitude of Serving Others. Student registration for the conference is \$550. This includes lodging, meals and transportation, while at the conference.

FFA Degrees

Greenhand Degree

The Greenhand Degree is earned by first year FFA members, primarily freshmen. The Greenhand pin is made of bronze for its hardness and endurance, two qualities all members must have to be successful throughout their careers. Requirements to earn the Greenhand Degree are as follows:



- Enroll in an agricultural education program and have satisfactory plans for a Supervised Agricultural Experience (SAE).
- Learn and explain the FFA Creed, FFA Mission and Motto, and FFA salute.
- Describe and explain the meaning of the FFA emblem and FFA colors.
- Demonstrate an understanding of the FFA Code of Ethics and the proper use of the FFA jacket.
- Demonstrate an understanding of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
- Own or have access to the Official FFA Manual and the Official FFA Student Handbook.
- Submit a written application for the Greenhand FFA Degree.

Chapter Degree

The Chapter Degree is earned by second year FFA members, primarily sophomores. The Chapter Degree is made of silver and while it is a precious laurel there are much more precious degrees to earn.



To receive a Chapter FFA Degree, members must meet the following requirements:

- Received the Greenhand FFA Degree
- Satisfactorily completed 180 hours (or the equivalent) of systematic school instruction in agricultural education at or above the ninth grade level.
- Have an approved SAE in operation.
- Enrolled in an agriculture course
- Participated in the planning and implementation of at least three official FFA chapter activities.
- Earned and productively invested at least \$150, or have worked at least 45 hours outside of scheduled class time, or a combination of the two, through their SAE.
- Have developed plans for continued growth and improvement of their SAE.

- Effectively lead a group discussion for 15 minutes.
- Demonstrated five parliamentary law procedures.
- Show progress toward achievement in FFA award programs.
- Have a satisfactory academic record.
- Submitted a written application for the Chapter FFA Degree
- Complete a minimum of 10 hours of community service activities

State Degree

The highest degree a state can bestow upon its members. The California State FFA Degree is earned by 1,700 students every year. The members earn the Golden Pin. To receive a State FFA Degree, members must meet the following requirements:



- Received a Chapter FFA Degree.
- Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree
- Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes an SAE.
- Have earned and productively invested at least \$1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
- Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
- Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent.
- Participated in the planning and implementation of the chapter's Program of Activities.
- Participated in at least five different FFA activities above the chapter level.
- Complete at least **25 hours** of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.

California State FFA Degree Recipients

Class of 1982

Jeff Cradock
Ron Diaz
Keith Dodderer
Monty Robinson

Class of 1983

Barbara Diedrich
William Felix
Billy Roussell
Teddi Snyder

Class of 1984

Edward Ward

Class of 1985

Trace Maiorino

Class of 1986

Gina Diaz
Dustin Snyder

Class of 1987

Freddie Fonseca
Shelly Nash
Sheri Smith

Class of 1988

Claudine Bishop
Susan Diedrich

Class of 1989

John Nuefield

Class of 1990

Tracey Coelho
Jeff Eppler

Class of 1991

Stacey Gilbert
Bobby Nash

Class of 1993

Karina Franco
Salvador Fuentes
Nicole Lake
Todd Turner

Class of 1994

Erin Miller

Class of 1995

Juan Arana
Jesus Fuentes
Martha Guzman
Elias Lujan
Jose Molina
David Ortega
Luis D. Perez
Josh Ross
Jason Zaro

Class of 1996

Cesar Arias
Summer Houk
Dustin Lowery
Carolina Ramirez
Pablo Vasquez

Class of 1997

Sandy Catania
Stacie Dabbs
Jane Diedrich
Augie Lope
Juan Molina
Shannon Norton
Paula Pafford
Shaun Ramirez
Nathan Thomas

Class of 1998

Victor Avila
Leticia Campa
Jason Davis
Vincent Garcia
Ryan Lowery
Milagros Lujan
Rafael Madriz
Roberto Perez
Tom Phelen
Susan Poppa
Jose Sepulveda
Alberto Torres

Class of 1999

Jordan Fickett
Tracey Hansen
Bobby Hogue
Juan Jacobo
Jose Martinez
Patrick Ramirez

Class of 2000

Brittany Fickett
Reymindo Gamino
Vincent Guthrie
Anthony Rodriguez
Erin Trujillo

Class of 2001

Mariam Arias
Omar Hernandez
Jeremy Ramirez
Matthew Shuemaker

Class of 2002

Joel Saldana, Jr.
Santos Martinez
April Phelen
Samantha Serrias
Brittany Westbrook

Class of 2003

Genna Delgado
 Karary Gonzalez
 Michael Howard
 Mayra Magallanes
 Johanna Magana
 Katie Maiorino
 Justine Maiorino
 Chris Miller
 Manuel Torrez
 Amanda Trujillo
 Crystal Rangel

Class of 2004

Melissa Cardiel
 Vincent Fitch
 Luke Hicks
 Stacey Norton
 Stephanie Percy
 Gabrielle Perez
 Tracie Robertson
 Brain Wood

Class of 2005

Michael Barragan
 Marco Chavez
 Stephen Hurt
 Manauri Marquez
 Jayson Martinez
 Stephanie Shuemaker

Class of 2006

John David Calderon
 Suzanne Catania
 Chad Crockett
 Cheryl Hogue
 Samantha Miller
 George Ortiz
 Maricruz Silva
 Brittany Wood
 Tiffany Wood

Class of 2007

Noelle Catania
 John Cortez
 Jessica Coursey
 Kayla Diedrich
 Katelyn Hicks
 Adam Quinteros

Class of 2008

Amy Crockett
 Martha Marin
 Ricardo Lomas
 Anthony Delgado

Class of 2009

Cristal Sanchez
 Dillon Knight
 Michael Ortiz
 Lauren Diedrich
 Juan Guana
 Quinton Parker

Class of 2010

Miryam Magallon
 Alba Marquez
 Amanda Quinteros
 Skottlynn Snyder
 Andrew Mc Bee
 Fiona Jasso
 Desiree Gonzales
 Joshua Cortez
 Brittney Alvarado

Class of 2011

Mayra Magallon
 Yuriana Aguilar
 Tate Parker
 Kimberly Celaya
 Ian McCarthy
 Anthony Salceda
 Gerald Castenada

Class of 2012

Stephaine Barrera
 Emmanuel Carrillo
 Michael Diedrich
 Jared Eldson
 Dani Knight
 Tucker Knight
 Jordan Madrid
 Alexis Ontiveros
 Jacob Phelen
 Alexis Ontiveros
 Alejandra Rosa

Class of 2013

Joshua Allen
 Francisco Cuevas
 Matthew De Arcos
 John Favela
 Jesus Ferriera
 Oscar Fraga
 Sydney Kyle
 Amber La Salle
 Jennifer Ledford
 Morgan Molina
 Madison Narbaitz
 Luis Ortiz
 Natalynn Parker
 Jacob Quinteros
 Fernando Serna
 Daniel Verduzco
 Anthony Valdez

Class of 2014

Yadira Aguilar
 Jason Allen
 Anthony Argueta
 Aaron Caballero
 Antonio Choperena
 Jonathan Crank
 Elias Fernandez
 Betsy Lanuza
 Christopher Lopez
 Lizette Lopez
 Ysela Macias
 Nicole Maldonado
 Morgan Meza
 Armand Molina
 Aaron Mora
 Sierra Mora
 Loren Mumby

Class of 2014 (cont.)

Armando Paredes
 Jose Rivas
 Marcos Rojas
 Eduardo Rubio
 Holland Snyder
 Jennifer Vallejo

Class of 2015

Daniel Alvarez
 Isaac Bautista
 Liliana Berber
 Eddie Cardiel
 Aldo Cuahizo
 Jose Cuahizo
 Eric Chicas
 Cassidy Diedrich
 Teddi Diedrich
 Eric Duran
 Marcel Espinoza
 Jesus Garcia
 Allen Gutierrez
 Brayan Gutierrez
 Chelsea Guaydacan
 Gerardo Hernandez
 Juan Lara
 Austin La Salle
 Eli Ledford
 Ana Llamas
 Gilberto Mendoza
 Jason Melchor
 Manuel Mondragon
 Ivan Mendoza
 Damien Nunez
 Daniela Reyes
 Ole Rivera
 Alfredo Rodriguez
 Anastacia Rojas
 Aric Rodriguez
 Eric Rodriguez
 Danny Saucedo
 Yadira Valencia
 Jose Vilchis
 Nathaniel Vivanco
 Juan Zuniga

American Degree



The American FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to FFA and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 3,500 American FFA Degrees are handed out each year at the National FFA Convention. That number represents less than half of one percent of all FFA members, making it one of the organization's highest honors. In addition to their degree, each recipient receives a gold American FFA Degree key.

FFA members who qualify for the American FFA Degree:

- Have received a Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree.
- Have been FFA members for at least three years.
- Have completed at least three years (540 hours) of high school agriculture classes, or 2 years of high school agriculture classes and one year of college agriculture classes (360 hours.)
- Have graduated from high school one year prior to the National FFA Convention at which their degree will be awarded.
- Have maintained detailed SAE records, which demonstrate outstanding planning, managerial and financial skills.
- Have earned and productively invested at least \$7,500, or have earned and productively invested at least \$1,500 and worked 2,250 hours beyond scheduled school hours through their SAEs.
- Have a record of outstanding leadership skills.
- Have a record of participating in community service activities. Updated Community Service Requirements
- Have maintained a "C" grade average or better.

American FFA Degree Recipients

Class of 1988

Teddi Snyder
Dustin Snyder

Class of 1996

Jesus Fuentes

Class of 1999

Jane Diedrich
Paula Pafford

Class of 2000

Alberto Torres
Jason Diedrich
Jason Davis
Bobby Peres
Tom Phelen

Class of 2001

Bobby Hogue
Patrick Ramirez
Tracey Hansen
Jordan Fickett

Class 2002

Anthony Rodriguez
Brittany Fickett

Class of 2003

Joel Saldana

Class of 2004

Tyler Britton
Luke Hicks
Brian Wood

Class of 2006

Manauri Marquez
Traci Robertson
Katie Maiorino

Class of 2008

Brittany Wood
Katelyn Hicks

Class of 2011

Quinton Parker
Dillon Knight
Amy Crockett

Class of 2012

Alba Marquez
Kimberly Celaya

Class of 2013

Yuriana Aguilar
Michael Diedrich
Jordan Madrid
Tate Parker
Skotlynn Snyder

Class of 2014

Sydney Kyle
Jennifer Ledford
Morgan Molina
Madison Narbaitz
Alexis Ontiveros
Alex Quinteros

FIREBAUGH FFA CONSTITUTION AND BY-LAWS

Article I. Name and Purposes

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

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

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

Article II. Organization

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

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

Article III. Membership

Section A. Membership is limited to students enrolled in Agriculture Education at Firebaugh High School.

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

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

- Section D.** No student may participate in any FFA activities unless they are members in good standing with the FFA. In order to be in good standing with the FFA a student must owe no money to the FFA, and their name must not appear on the ineligible list.
- Section E.** The FFA advisors at their own discretion have the right to dismiss any members from the FFA organization at anytime with approval of the administration.
- Section F.** Membership in this chapter shall be of three kinds:
1. **Active** - Any student enrolled in an agriculture education program.
 2. **Alumni** - Any person who has formerly been enrolled in an agriculture education program or in other ways interested in supporting the FFA.
 3. **Honorary** - Any person who has helped to advance agriculture education and the FFA and who have rendered outstanding service may be elected to honorary membership.
- Section G.** The regular work of this chapter shall be carried on by the active membership.
- Section H.** Honorary membership in the chapter shall be limited to the Honorary FFA Degree.
- Section I.** There shall be four levels of active degree attainment in the Firebaugh FFA Chapter.
2. **The Greenhand FFA Degree**
 - All Greenhand Degree recipients are entitled to wear the regulation bronze emblem charm.
 2. **The Chapter FFA Degree**
 - All members holding the Chapter FFA Degree are entitled to wear the silver emblem pin.
 3. **The State FFA Degree**
 -
 - All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm.
 4. **The American FFA Degree**

- All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

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

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

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

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

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

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

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

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

Organization.

Section N. Special committees shall review the qualifications of members and

make recommendations to the chapter concerning degree advancement.

Article IV. Officers

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

- | | |
|--------------------|---------------|
| 1.) President | 5.) Reporter |
| 2.) Vice President | 6.) Sentinel |
| 3.) Secretary | 7.) Historian |
| 4.) Treasurer | |

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

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

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

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

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

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

Section F. Officer Probation due to academic ineligibility

Any officer who becomes academically ineligible during their term of office will be put on a one-time probationary four-week suspension. At the end of four weeks a grade check will be due to the advisors.

While officers are on probation they will not participate in any FFA affiliated activities. If the student meets grade requirements they will be immediately reinstated. If the officer remains academically ineligible they will be immediately removed from office.

- * Grades will be based on quarter report cards

- * Officer participation during the probationary period will be at the advisors discretion.

Article V. Impeachment of Officers

Section A. Immediate Impeachment.

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

Article VI. Executive Committee

Section A. Executive Meetings shall be held as needed.

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

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

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

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

Article VII. Dues

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

Article VIII. Eligibility

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

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

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

Article IX. Amendments

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

Article X. Ratification of the Constitution

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

Firebaugh FFA Chapter Former Presidents

School Year	President
1982-1983	William Feliz

1983-1984	Teddi Snyder
1984-1985	Sandy Applewhite
1985-1986	Gina Diaz
1986-1987	Shelly Nash
1987-1988	Johnny Neufield
1988-1989	Jared Banta
1989-1990	Jared Banta
1990-1991	Dustin Dillard
1991-1992	Scott Kreighbaum
1992-1993	Karina Franco
1993-1994	Saul Fuentes
1994-1995	Erin Miller
1995-1996	David Ortega
1996-1997	Shannon Norton
1997-1998	Milagros Lujan
1998-1999	Roberto Perez
1999-2000	Jordan Fickett
2000-2001	Anthony Rodriguez
2001-2002	April Phelen
2002-2003	Joel Saldana
2003-2004	Katie Maiorino
2004-2005	Traci Robertson
2005-2006	Manuari Marquez
2006-2007	Cheryl Hogue
2007-2008	Katelyn Hicks
2008-2009	Ricardo Lomas
2009-2010	Michael Ortiz
2010-2011	Skottlynn Snyder
2011-2012	Yuriana Aguilar
2012-2013	Stephanie Barrera
2013-2014	Natalyn Parker
2014-2015	Loren Mumby

Firebaugh FFA Awards & Recognition

Proficiency Awards

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 49 areas covering everything from Agricultural Communications to Wildlife Management.

Placement proficiency awards are given to those whose SAEs are related to employment, apprenticeships, or internships at an agribusiness or agriculture-related organization. Entrepreneurship proficiency awards are given to those whose SAEs are related to ownership of an agribusiness or agriculture-related organization. Proficiency awards are given out at the local, state and national levels.

West Fresno-Madera Sectional Proficiency Winners

Student	Proficiency Area	Year
Sal Fuentes	Cereal Grain Production	1993-1994
Jesus Mendoza	Specialty Animal Production	1994-1995
Josh Ross	Poultry Production	1994-1995
Jesus Fuentes	Forage Crop	1994-1995
Stacie Dabbs	Ag Communications	1996-1997
Jane Diedrich	Equine Science	1996-1997
Paula Pafford	Fiber Crop Production	1996-1997
Nathan Thomas	Landscape Management	1996-1997
Pablo Vasquez	Soil and Water Management	1996-1997
Leticia Campa	Vegetable Production	1997-1998
Jane Diedrich	Diversified Livestock Production	1997-1998
Jason Diedrich	Equine Science	1997-1998
Vincent Garcia	Turf Grass Management	1997-1998
Bobby Hogue	Oil Crop Management	1997-1998
Tom Phelen	Soil and Water Management	1997-1998
Alberto Torres	Diversified Crop Management	1997-1998
Bobby Hogue	Oil Crop Management	1998-1999
Tom Phelen	Soil and Water Management	1998-1999
Vincent Garcia	Turf Grass Management	1998-1999
Jason Diedrich	Diversified Crop Production	1998-1999
Jordan Fickett	Specialty Animal Production	1998-1999
Anthony Rodriguez	Ag Mechanics Placement	2000-2001
Mathew Shuemaker	Emerging Agriculture Technology	2000-2001
Clayton Best	Turf Grass Management	2002-2003

West Fresno-Madera Sectional Proficiency Winners

Student	Proficiency Area	Year
Michael Howard	Agriculture Sales and Service	2002-2003
Joel Saldana	Diversified Crop Production	2002-2003
Chris Miller	Beef Production	2002-2003
Chris Demmers	Landscape Management	2003-2004
Brian Wood	Agricultural Service	2003-2004
Marco Chavez	Agricultural Mechanics Repair & Maintenance	2003-2004

Chris Demmers	Turf Management	2004-2005
Luke Hicks	Forage Crop Production	2004-2005
Brian Wood	Agricultural Service	2004-2005
Garrett Blanchard	Beef Production	2006-2007
Amy Crockett	Sheep Production	2006-2007
Cheryl Hogue	Swine Production	2006-2007
Martha Marin	Poultry Production	2006-2007
Adam Quinteros	Pomology Production	2006-2007
Garrett Blanchard	Poultry Production	2007-2008
Skottlynn Snyder	Sheep Production	2007-2008
Ashley Cortez	Specialty Animal Production	2007-2008
Amanda Quinteros	Swine Production	2007-2008
Martha Marin	Vegetable Production	2007-2008
Quinton Parker	Diversified Crop Production	2008-2009
Dillon Knight	Pomology Production	2008-2009
Luis Linares	Poultry Production	2008-2009
Amy Crockett	Sheep Production	2008-2009
Miryam Magallon	Sheep Production	2008-2009
Martha Marin	Specialty Animal Production	2008-2009
Dillon Knight	Agricultural Services	2009-2010
Dillon Knight	Pomology Production	2009-2010
Skottlynn Snyder	Sheep Production	2009-2010
Jacob Phelen	Swine Production	2009-2010
Jordan Madrid	Wildlife Production and Management	2009-2010
Amber LaSalle	Dairy Cattle Production	2010-2011
Alba Marquez	Specialty Animals Entrepreneurship	2010-2011
Skottlynn Snyder	Sheep Production Entrepreneurship	2010-2011
Jason Allen	Grain Entrepreneurship	2011-2012
Alba Marquez	Goat Production	2011-2012
Joshua Allen	Grain Production Placement	2011-2012
Skottlynn Snyder	Sheep Production Entrepreneurship	2011-2012
Stephanie Barrera	Poultry Production	2012-2013
Joshua Allen	Grain Production Entrepreneurship	2012-2013
Jason Allen	Grain Production Placement	2012-2013
Marcos Rojas	Outdoor Recreation	2012-2013

West Fresno-Madera Sectional Proficiency Winners

Student	Proficiency Area	School Year
Loren Mumby	Forage Production	2012-2013
Holland Snyder	Production	2012-2013
Amber La Salle	Dairy Production Placement	2012-2013
Jason Allen	Fiber Crop Production	2012-2013
Joshua Allen	Diversified Crop Production	2013-2014
Jason Allen	Fruit Production	2013-2014

Loren Mumby	Agricultural Services	2013-2014
Holland Snyder	Forage Production	2013-2014
Joshua Allen	Grain Production Placement	2013-2014
Jason Allen	Fiber&Oil Crop	2013-2014
Jenny Vallejo	Poultry Production	2013-2014
Holland Snyder	Sheep Production	2013-2014
Marcos Rojas	Wildlife Management	2013-2014
Christopher Lopez	Diversified Horticulture	2013-2014
Holland Snyder	Sheep Production	2014-2015

San Joaquin Regional Proficiency Winners

Student	Proficiency Area	School Year
Sal Fuentes	Cereal Grain Production	1993-1994
Jesus Fuentes	Forage Crop	1994-1995
Jane Diedrich	Equine Science	1996-1997
Leticia Campa	Vegetable Production Placement	1997-1998
Bobby Hogue	Oil Crop Production Placement	1997-1998
Jason Diedrich	Diversified Animal Production	1998-1999
Garrett Blanchard	Beef Production	2006-2007
Cheryl Hogue	Swine Production	2006-2007
Martha Marin	Poultry Production	2006-2007
Garrett Blanchard	Beef Production	2007-2008
Skottlynn Snyder	Sheep Production	2008-2009
Jordan Madrid	Wildlife Production & Management	2010-2011
Skottlynn Snyder	Sheep Production	2011-2012
Jason Allen	Grain Production Entrepreneurship	2011-2012
Stephanie Barrera	Poultry Production	2012-2013
Jason Allen	Grain Production Placement	2012-2013
Joshua Allen	Grain Production Entrepreneurship	2013-2014
Loren Mumby	Agricultural Services Placement	2013-2014
Holland Snyder	Sheep Production	2013-2014
Jason Allen	Fiber & Oil Production	2013-2014
Marcos Rojas	Wildlife Production	2013-2014
Christopher Lopez	Diversified Horticulture	2013-2014

California State Proficiency Winners

Student	Proficiency Area	School Year
Sal Fuentes	Cereal Grain Production	1993-1994
Jane Diedrich	Equine Science	1996-1997
Jason Diedrich	Diversified Animal Production	1998-1999
Garrett Blanchard	Beef Production	2006-2007
Jordan Madrid	Wildlife Production & Management	2010-2011

Skottlynn Snyder	Sheep Production	2011-2012
Jason Allen*	Grain Production Entrepreneurship	2011-2012
Stephanie Barrera	Poultry Production	2012-2013
Joshua Allen	Grain Production Entrepreneurship	2012-2013
Jason Allen	Grain Production Placement	2012-2013
Jason Allen	Fiber & Oil Production	2013-2014
Joshua Allen	Diversified Crop Entrepreneurship	2013-2014
Christopher Lopez	Diversified Horticulture	2013-2014
Marcos Rojas	Wildlife Management	2013-2014

National Proficiency Winners

Student	Proficiency Area	Year
Jane Diedrich	Equine Science	1997
Jason Diedrich	Diversified Animal Production	1999
Jordan Madrid	Gold- Wildlife Entrepreneurship	2011
Skottlyn Snyder	Gold- Sheep Production	2012
Jason Allen	Grain Production Entrepreneurship	2012
Joshua Allen	Silver- Grain Production Entrepreneurship	2013
Jason Allen	Silver- Grain Production Placement	2013
Stephanie Barrera	Gold- Poultry Production	2013

State Awards

Student	Award	Year
Skottlyn Snyder	California National Star Farmer Candidate	2013
Joshua Allen	West Fresno Madera Star Farmer	2013
	West Fresno Madera Star Placement	
	San Joaquin Regional Star Farmer	
Loren Mumby	West Fresno Madera Star Agri-Business	2014
	San Joaquin Region Star Agri-Business	
	California State Star Agri- Business	
Jason Allen	West Fresno Madera Star Placement	2014
Joshua Allen	West Fresno Madera Star Farmer	2014
	San Joaquin Region Star Farmer	
	California State Star Farmer	

National Star Chapter Award

School Year	Ranking
2004	2 Star
2005	2 Star
2006	3 Star
2007	2 Star
2008	2 Star
2009	3 Star
2010	2 Star
2011	3 Star
2012	1 Star

California State Winning Judging Teams

Computer Application Team- 2005

David Ortega
Mishia Rodriguez
Jason Zaro
Coach: Gina Gravatt

Best Informed Greenhand – 2002

Clay Best
Melissa Cardiel- High Individual
Vincent Fitch
Stacey Norton
Traci Robertson
Coach: Sheryl Geist

Computer Application Team- 2007

Noelle Catania
Katelyn Hicks
Cheryl Hogue
Maricruz Silva- High Individual
Coach: Heather Opfergelt

Best Informed Greenhand – 2006

Julia Calderon
Amy Crockett- High Individual
Ricardo Lomas
Martha Marin
Mayela Reyes
Coach: Elizabeth Ammon

Firebaugh FFA Community Service

The Firebaugh FFA Organization feels that community service isn't really a service at all. As community members, we feel it is our duty to step in and help when it is needed. Whether it is making sure community members have food at Thanksgiving or making sure children have a toy to open on Christmas morning, Firebaugh FFA is there and willing to help when the community needs it.

Change Bandits- Firebaugh FFA Leadership class joins up with Kiss Country in their annual change bandit drive. Students collect money and donate it to Valley Children's Hospital for children who lack funds to propel through their respective health problems.

Ag. Awareness Day- We host a day in which we recognize the importance of Agriculture to the preschoolers and elementary students within our community, so that we can get them involved with the chapter and create a lasting positive memory for them about agriculture.

Bowl-A-Thon- West Fresno Madera Sectional Bowl-A-Thon is an event that is meant to those individuals who help raise money for Children's Hospital of Central California.

FFA Food Drive- We host a food drive during the Thanksgiving season, working with local churches to distribute the food to the needy in our community. We do this so that the nobody in our community goes without having a proper holiday dinner.

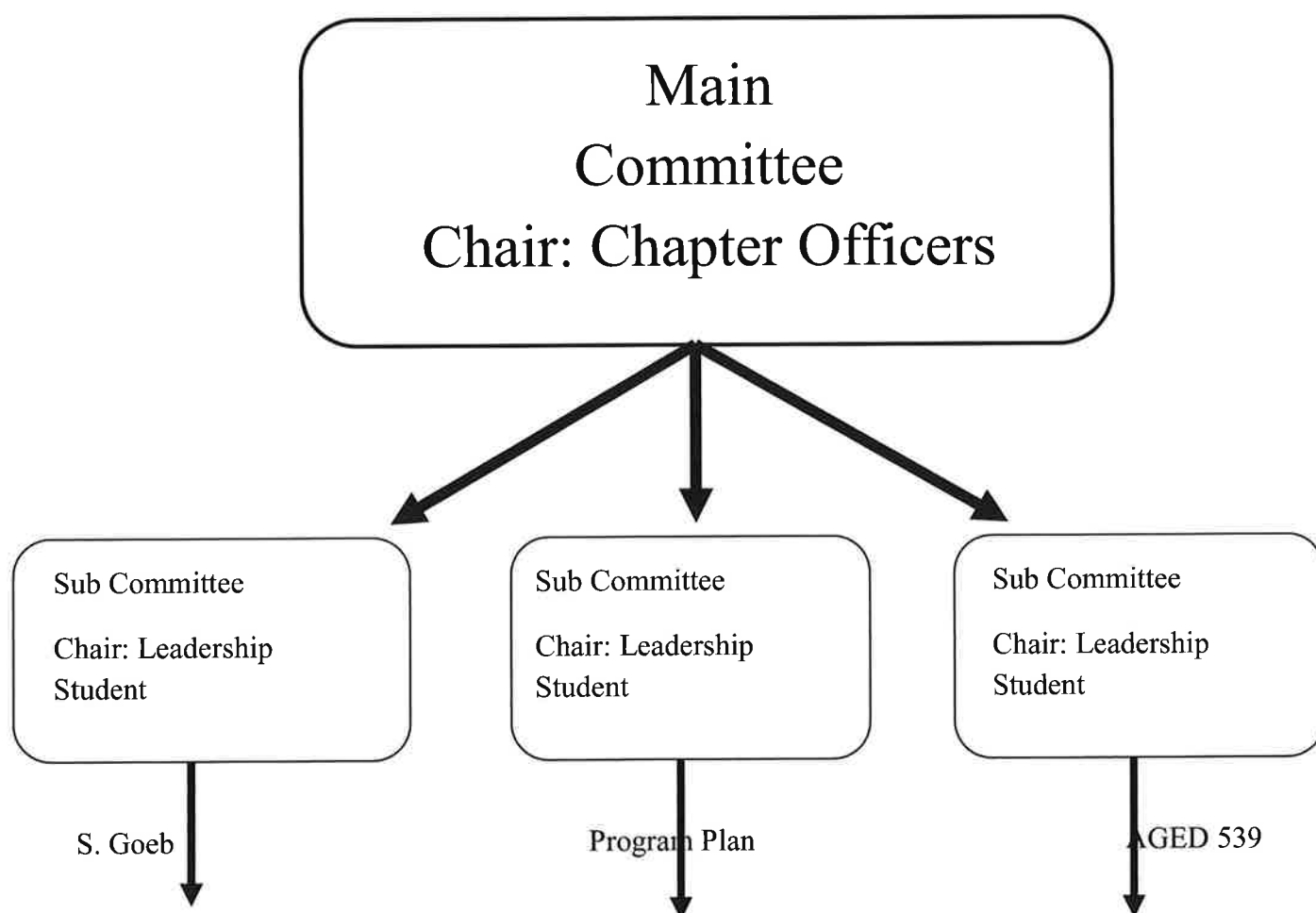
FFA Toy Drive- We host a toy drive during the Christmas season, working with local churches to distribute the toys to the needy in our community. This ensures that children throughout ours and adjacent communities can experience the joy of Christmas.

Coats for Kids- Firebaugh FFA and a local radio station work together to bring coats and sweaters to needy children in our area during the winter season. So that no man, woman, or child will lack proper warmth throughout winter.

Turkey Tickets- Firebaugh FFA works with local churches to provide meals to families at Thanksgiving that otherwise would go without. The tickets sold are \$.50 each and enters the individual into a drawing for a turkey. The winners will receive a turkey dinner. The money generated went to buying supplies for dinner baskets, that was then given to members of our community that suffer from hunger.

Committee Structure

There are four main committees: Finance, PR, Student/Chapter and Community Service. Each committee is developed and run by two chapter officers. At workday the officers come up with goals for their committee and a plan of action. The leadership class makes up the bulk of the committee members, but other members are welcome to join as well. While each committee is ran by the officers assigned to the committee, there are sub committees that are ran by leadership students for each task in that committee.



Committee Members

Committee Members

Committee Members

Goal: The finance committee's primary job is to think of and run the chapter's fundraisers and financial standing reports. They must meet and go over the chapter's expenses and income and plan out when and how the chapter will be fundraising. They are advised by the FFA adviser and one chapter officers.

Committee Officers: Yadira Aguilar

Sub- Committee Chair: Tony Choperena

Members: Tony Choperena, Vanessa Cervantes, Teddi Diedrich, Jason Allen, and Nader Yahiya

Events:

Fall Drive Up Dinner

Spring Drive Up Dinner

Candy Sales

Silent Auction

Football Concession Stands

Dinner Dance

FFA Apparel

Chapter Shirts

Field Trip Costs

Budgeting

Car Smash

Kiss the Pig

Objectives and Plans:

- II. Encouraging thrift and good financial standing. This committee will present a monetary account balance and statement as well as spending recommendations for the upcoming monthly meeting.
- IV. The annual budget will be created and presented at the first official FFA chapter meeting. A quorum must be presented in order to approve a budget as well as any expenditures throughout the year. Throughout the year we also encourage sound financial standing in all of our members' SAE projects.
- V. Members will help organize countless fundraisers regardless of how important it is to the chapter throughout the year. Our chapter's large

monetary surplus over the past several years would not have been possible without this committee's success.

Community Development Committee

Goal: They plan runs, food drives, clean up days, teacher appreciation day and any collection drives the chapter participates in. Publicize all chapter activities that are meant for the betterment of the local community. The committee will complete a monthly chapter newsletter that will announce any upcoming community service activities the chapter will be hosting. They are advised by the FFA adviser and two chapter officers

Committee Officers: Loren Mumby and Ysela Macias

Sub Committee Chair: Garrett Leyva

Members: Marcel Espinoza, Alexis Meraz, Eric Coronado, Eddie Cardiel, Garrett Leyva, Eli Ledford, Marco Hercules, and Courtney Diedrich

Events:

Color Run	Change Bandits
Pennies for Patients	Canned Food Drive
Toy Drive	Coat Drive
Community Clean Up	Kids Day
Night in Vegas	Beef Jerky Sales

Objectives and Plans:

The community development committee is in charge of all community service activities for the chapter.

- IV. The Firebaugh FFA chapter realizes that there is a mutual dependency between the success of our chapter and our local community. To ensure that both parties prosper, our Community Development committee engages in a wide scope of activities that are meant for the amelioration of the community of Firebaugh.
- V. The committee members are always looking to help children that are in need of financial support to regain their health. Change Bandits, Color Run, Pennies for Patients, and Kids Day are meant to raise money for children in our own and adjacent communities who struggling with health problems.

- VI. Activities such as the Coat drive, Toy Drive, and the Canned food Drive are non-profit fundraisers that supply under privileged people with coats, toys, and food for the holidays.

Student Development Committee

Goal: This committee spearheads our FFA chapter's drive to develop an emphasis on personal growth, encouraging members to be premier leaders, and for them to develop a successful career regardless of occupation. The student development committee wishes to ensure that the FFA makes a positive difference in the lives of students. This committee is advised by the advisor and two chapter officers.

Committee Officers: Austin La Salle and Eduardo Rubio

Sub Committee Chairs: Macros Rojas

Members: Tori Crevolin, Sabrina Aguilar, Emily Perez, Alex Cuen, Macros Rojas, Jennifer Vallejo, Desiree Mendoza, Holland Snyder

Events:

Greenhand Ice cream social	MFE& ALA Promotional Event
State Conference Promotional Event	GLC Promotional Event
National Convention Promotional Event	Agricultural Industry Tours

Objectives and Plans-

Inform the members of the endless opportunities that the FFA has to offer.

- IV. Events put on by the Student Development Committee are designed to promote attendance of events such as GLC, MFE, and state conference to ensure our members develop premier leadership by garnering leadership qualities that are imperative to creating a leader.
- V. In addition to refining leadership qualities this committee focuses heavily on personal growth. This is achieved by encouraging members to become more involved in the FFA and giving them the capabilities to be a fantastic asset to humanity in their future.
- VI. This committee also conducts Agricultural Industry tours, so that the members can begin to grasp the full scope of this vital agricultural industry; giving the chapter the capabilities to arm our members with the ability to have a successful career.

Chapter Development Committee

Goal: The Chapter Development committee is in charge of chapter publicity, planning and organizing chapter activities, and informing prominent community members and school administration. They focus on putting together the chapter scrapbook, newsletter, newspaper articles, announcements and publicizing chapter activities. They are advised by the FFA advisor and two chapter officers.

Committee Officers: Gracy Martinez and Mayte Magallon

Sub Committee Chair: Alfredo Rodriquez

Members: Amanda Mc Bee, Lissette Greca, Dalton Stuhr, Alfredo Rodriquez

Events:

Chapter Scrapbook	Classroom FFA Boards
Chapter Newsletter	Board Presentations
Newspaper Articles	Teacher Appreciation
Activity Posters	Aggie of the Month

Objectives and Plans-

Conduct activities to assist in member leadership development and teamwork and to administer public relations activities to promote FFA in a positive light.

I. To ensure coordination between the FFA chapter and FFA members, school administration, prominent community leaders, and the local agricultural industry

II. Committee members will assist in both the selection of chapter delegates as well as the logistical planning of FFA state conference

III. Students will assist in planning the leadership development portion of the summer portion of the chapter officer retreat.

IV. Committee members will help elect community award receipts for the spring banquet.

V. Committee members will plan the spring ag awareness day for Hazel M. Bailey elementary school. Members will plan the fall drive up dinner, a major propellant of this chapter's finances.

Point Award System

This year Firebaugh FFA officers and advisors agreed unanimously to bring back the Point Award System. Every two months members will be receiving point

forms in their Ag classes. The 20 highest scores at the end of the year will go to Magic Mountain on June 20th, 2014.

STUDENT DEVELOPMENT

B. Leadership

Leadership in Chapter

XVI.	Delegate to National Convention	<u>15</u>
XVII.	Attend National Convention	<u>10</u>
XVIII.	Delegate to State Convention	<u>8</u>
XIX.	Committee Activity at State Convention	<u>10</u>
XX.	Attend State Convention	<u>6</u>
XXI.	Attend One Day State Convention	<u>2</u>
XXII.	Delegate to Regional Meeting	<u>5</u>
XXIII.	Greenhand Leadership Conference	<u>5</u>
XXIV.	Made For Excellence/ Advanced Leadership Academy	<u>7</u>
XXV.	Sacramento Leadership Experience	<u>10</u>
XXVI.	Present at monthly meetings	(2 pts per meeting)
XXVII.	Attend Sectional Activities	<u>3</u>
XXVIII.	Attend Regional Meeting	<u>4</u>
XXIX.	Aggie of the Month	<u>5</u>
XXX.	Setting Up for Monthly Meeting	<u>3</u>

B. Supervised Agricultural Experience

Fair Awards

VI.	First Place	<u>5</u>
VII.	Second Place	<u>4</u>
VIII.	Third – Fifth Place	<u>2</u>
IX.	Round Robin Participant	<u>7</u>
X.	Round Robin Winner	<u>9</u>

Proficiency

VII.	Entrepreneurship SAE project (per project)	<u>4</u>
VIII.	Placement SAE project (per project)	<u>4</u>
IX.	Attend Record Book Night/Workshop	<u>2</u>

X.	Star	
a.	Sectional	<u>6</u>
b.	Regional	<u>10</u>
c.	State	<u>15</u>
XI.	State Proficiency Award Finalist(Top 3)	<u>9</u>
XII.	Proficiency Award Winner	
a.	Sectional	<u>5</u>
b.	Regional	<u>8</u>
c.	State	<u>13</u>
d.	National	<u>20</u>
C.	<u>Career Development Events</u>	
II.	Field Days	
a.	Competed Team/Individual	<u>3</u>
b.	2 nd -5 th place Team/Individual	<u>5</u>
c.	1 st Team/Individual	<u>6</u>
IV.	State Finals	
a.	Competed Team/Individual	<u>7</u>
b.	6 th -10 th High Team/Individual	<u>8</u>
c.	2 nd -5 th High Team/Individual	<u>10</u>
d.	1 st High Team/Individual	<u>12</u>
V.	National	<u>20</u>

CHAPTER DEVELOPMENT

A. Recruitment

VII.	Presentation to 8 th grade	5
VIII.	Greenhand Ice Cream Social	<u>2</u>
IX.	Greenhand Degree Recipient	<u>3</u>
X.	Chapter Degree Recipient	<u>5</u>
XI.	State Degree Recipient	<u>10</u>
XII.	American Degree Recipient	<u>30</u>

B. Financial

III.	Fundraiser Participant	(5pts per box)
IV.	Ticket Sales	(5pt=1ticket)

C. Public Relations

- | | | |
|-----|--------------------------------------|------------------|
| IV. | Participation in FFA Week Activities | (2pt each event) |
| V. | Scrapbook Participation | <u>4</u> |
| VI. | Attend Chapter Banquet | <u>3</u> |

COMMUNITY DEVELOPMENT

A. Human Resources

- | | | |
|-------|--------------------------------|-------------------|
| V. | Donation to Canned Food Drive | (2pts for 5 cans) |
| VI. | Donation to Toy and Coat Drive | (1pt per toy) |
| VII. | Ag Awareness Day | <u>6</u> |
| VIII. | Kids Day | <u>6</u> |

2014-2015 Star Greenhand Application

Name: _____

3rd Quarter GPA: _____ Greenhand Office (if any): _____

List Agriculture Courses Currently Enrolled in:

List Chapter Level Activities You Have Participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List Sectional, Regional or State Activities You Have Participated in:

_____	_____
_____	_____
_____	_____

List your current SAE project/s, your future plans, and when you started:

2014-2015 Greenhand Officer Application

Name: _____

Address: _____

Telephone: _____ Age: _____

Office Applying For:

1st Choice: _____

2nd Choice: _____

3rd Choice: _____

Future FFA Plans:

Why do you want to be a Greenhand Officer?

What FFA contests and activities do you plan to participate in this school year?

What can you contribute to the FFA chapter if you were elected into office?

Please circle:

I am willing to work at lunch and after school as necessary	Yes	No
I will be a responsible person and carry out all job duties	Yes	No
I will attend all activities required of me	Yes	No
I understand I will be moved from office if I fail to meet ALL of my duties	Yes	No
I will make FFA my priority	Yes	No

Applications Due by Tuesday, September 9, 2014

Group Interview Monday, September 15, 2014

Applicant Signature: _____

Date signed: _____

Chapter Officer Application

2014 – 2015 Firebaugh FFA Chapter Officer Application

General Information:

Name of Applicant: _____

Year in School: _____ Year in FFA: _____

Degree Currently Held: _____

Office Applying for:

First Choice: _____

Second Choice: _____

Third Choice: _____

Short Answer:

List (One line explanations):

7. What is your community service involvement (FFA, church, school, etc.)?

a. _____

b. _____

c. _____

8. What FFA leadership activities have you been involved in (office positions, conferences, chairpersons, SAE, delegate, etc.)?

a. _____

b. _____

c. _____

d. _____

e. _____

9. What different FFA contests have you competed in (opening/closing, judging teams, speaking, banking, etc.)?

a. _____

b. _____

c. _____

10. What non-FFA activities are you involved in (ASB, sports, CSF, church, etc.)?

a. _____

- b. _____
- c. _____

11. Grade Point Average: _____

12. Please Check:

- a. I am willing to work at lunch and after school as necessary.
 _____ Yes _____ No
- b. I will make arrangement to attend an officer training during the summer.
 _____ Yes _____ No
- c. I will enroll in the Ag Leadership class next school year and remain in the class for the **ENTIRE school year.**
 _____ Yes _____ No
- d. I will maintain a **2.25 GPA** throughout my term in office.
 _____ Yes _____ No
- e. I will be responsible and carry out all job duties.
 _____ Yes _____ No
- f. I will attend all activities required of me.
 _____ Yes _____ No
- g. I understand I will be removed from my office if I fail to meet all of my duties.
 _____ Yes _____ No

Signature of Applicant: _____

Signature of Parent/Guardian: _____

2014 Star Chapter Farmer Application

Name: _____

3rd Quarter GPA: _____

Chapter Office (if any): _____

List agriculture courses currently enrolled in:

List chapter level activities you have participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List Sectional, Regional or State activities you have participated in:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

List Your Current SAE Project/s:

When Started:

Future plans of growth:

SAE description (in detail):

2014 Outstanding Junior Application

Name: _____

3rd Quarter GPA: _____

Chapter Office (if any): _____

List agriculture courses currently enrolled in:

List chapter level activities you have participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List Sectional, Regional or State activities you have participated in:

_____	_____
_____	_____
_____	_____

List Your Current SAE Project/s:

When Started:

Future plans of growth:

SAE description (in detail):

2014 Outstanding Senior Application

Name: _____

3rd Quarter GPA: _____

Chapter Office (if any): _____

List agriculture courses currently enrolled in:

List chapter level activities you have participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List Sectional, Regional or State activities you have participated in:

_____	_____
_____	_____
_____	_____

List Your Current SAE Project/s:

When Started:

Future plans of growth:

SAE description (in detail):

MADE FOR EXCELLENCE & ADVANCED LEADERSHIP ACADEMY APPLICATION

MFE and ALA will take place on February 13-14 in Visalia (Students will be missing class on the 13th) MFE is a leadership conference designed specifically for second year students with ALA being for third and fourth year members. Students who are chosen to attend will need to pay half of the \$100 registration fee with Firebaugh Agricultural Department paying the rest. Students attend the conference in a hotel and stay in a room with three other FFA members. Dinner on Friday and breakfast Saturday will be included. If the student, for any reason cannot attend the conference, he/she must reimburse, he/she must reimburse the Firebaugh Agricultural Department for the total cost of the conference.

Application DUE Friday, December 5, 2015

Name: _____ Grade: _____ Years in Ag: _____

Briefly describe SAE projects that you have done in the past, are currently doing, or plan to do in the future.

List the teams that you have participated on or plan to participate on.

TEAM	YEAR(S)	TEAM	YEAR(S)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

In 5 sentences or more tell why you would like to go to this conference.

2015 Firebaugh FFA State Convention Application

Applicant's Name: _____

Age: _____ Grade: _____

7. List all offices you have held in FFA: (Chapter, Section, Region)

8. List reasons why would like to attend the State FFA Convention.

9. Describe your leadership qualities which would be a benefit to our chapter>

10. Briefly explain your SAE.

11. List ten accomplishments or significant activities you have achieved as a member of the FFA:

12. Describe why you should be selected to serve as a delegate.

I have personally prepared this application and believe it to be true correct. I understand the responsibilities expected of me and I will do my best to comply with them if selected to attend the state convention.

 (Signature of applicant)

I understand the responsibilities expected of my son/daughter and I support their decision to attend the State FFA Convention.

 (Signature of parent/guardian)

Chapter Roster

Abdullah	Asrar	Alfaro	David	Alvarez	Jacqueline
Abrego	Jose	Alfaro	Erik	Alvarez	Priscilla
Acosta	Yisel	Alfaro	Francisco	Amaral	Jenyce
Aguilar	Sabrina	Alfaro	Jazmin	Amaya	Julio
Aguilar	Yadira	Allen	Jason	Andalon	Israel
Aguilera	Alexis	Allen	Joshua	Andrade	Abigail
Aguirre	Gustavo	Allison	Alexa	Andrade	Diane
Aguirre	Maritza	Almaraz	Maria	Andrade	Marcos
Alaniz	Mario	Almeraz	Alexis	Anguiano	Angela
Alaniz	Rosalina	Altamirano	Angel	Argueta	Anthony
Alcaraz	Leonardo	Alvarado	Mayra	Arias	Brenda
Aldana	Yvette	Alvarez	Andrew	Arias	Julio
Aleman	Ruben	Alvarez	Daniel	Arias	Luis

Arreola	Juana	Blanco	Melany	Cervantes	Jose
Arreola	Sergio	Borquez	samantha	Cervantes	Vanessa
Arrez	Monica	Borquez	Vanessa	Cervantes	Victoria
Arroyo	Yahaira	Cabrera	Chris	Cervantes	Yaneth
Avila	Damian	Cabrera	Savannah	Chapa	Thomas
Avila	Roxie	Calderon	Manuel	Chapman	Nathan
Baez	Isaiah	Calderon	Rebekah	Chavez	Usbaldo
Banda	Anthony	Callejas	Alexis	Chicas	Eric
Banda	Dayla	Camacho	Rene	Chicas	Jaslin
Banda	Julian	Camacho	Yadira	Choperena	Antonio
Barajas	Gabriel	Campa	Angelica	Church	Madison
Barrera	Stephanie	Campa	Ferrando	Cisneros	Nereida
Barrera	Victoria	Campos	Giselle	Cisneros	Victorino
Barrios	Julio	Campos	Juan	Cobian	Sandra
Bautista	Isaac	Cantu	Caterina	Coleman	Richard
Becerra-Castillo	Alicia	Cardiel	Eddie	Conrad	Brandon
Bencomo	Elizabeth	Carranza	Natalia	Conrad	Kristen
Berber	Alberto	Carrillo	Israel	Corchado	Andres
Berber	Diego	Castaneda	Carmen	Corchado	Erik
Berber	Francisco	Castillo	Carlos	Cordova	Adrianna
Berber	Liliana	Castillo	Reyann	Coronado	Eric
Berber	Rocio	Castro	Flor	Corria	Warren
Berber	Victor	Cervantes	Felipe	Cortes	Axel
Bernal	Arnold	Cervantes	Jino	Cortes	Mariana

Cortez	Carlos	Demmers	Mackenzie	Flores	Andrea
Cortez	Cassandra	Diedrich	Cassidy	Flores	Damaris
Crank	Jonathon	Diedrich	Courtney	Flores	Edwin
Crevolin	Victoria	Diedrich	Teddi	Flores	Jeremy
Cruz	Jose	Duarte	Richard	Flores	Rocio
cuahuizo	aldo	Duran	Eric	Fraga	Elizabeth
Cuahuizo	Jose	Durazo	Daniella	Fraga	Oscar
Cuen	Alexiram	Echeveste	Nicholas	Franco	Salvador
Cuen	Elexis	Elizarraras-Cuevas	Melanie	Gabriel	Andrea
Cuevas	Armando	Escobedo	Gissel	Galindo	Diana
Cuevas	Francisco	Esparza	Alejandro	Gallardo	Jesus
Davila	Eryca	Espinoza	Marcel	Gallegos	Jose
De La Cruz	Yesenia	Espinoza	Martha	Gallegos	Savannah
De La Riva	Karla	Espinoza	Robert	Galvan	Kelsey
De LA Torre	Jonathan	Espitia	Edith	Gamino	Adriana
Dearcos	Matthew	Espitia	Pedro	Gamino	Andrea
Dedmon	Cheyenne	Estrada	Andrea	Garcia	Abraham
Dedmon	Rosalynne	Estrada	Francisco	Garcia	Adam
Del Pinal	Yesenia	Favela	Cherokee	Garcia	Carlos
Delgado	Isidro	Favela	John	Garcia	Jesus
Delgado	Joseph	Felix	Alessandra	Garcia	Johnny
Delgado	Maria	Felix	Liliana	Garcia	Jonathan
Delgado	Miguel A	Fernandez	Elias	Garcia	Juan
Delgodo	Arnold	Ferreira	Jesus	Garcia	Kimberly

Garcia	Noel	Gurierrez	Fernando	Ibarra	Yasmin
Garcia	Oscar	Gutierrez	Adrian	Jalomo	Manuel
Garcia	Raymond A	Gutierrez	Allen	Jalomo	Salvador
Gilley	Hannah	Gutierrez	Brayan	Jasso	Jennifer
Godinez	Airely	Gutierrez	Daniella	Jazo	Guillermo
Godoy	Clarissa	Gutierrez	Jose	Jimenez	Jessica
Gomez	Lucero	Gutierrez	Kevin	Jimenez	Jocelynn
Gonzales	Carolina	Gutierrez	Melina	Juarez	Janet
Gonzales	Kelsie	Gutierrez	Pablo	Juarez	Nestor
Gonzales	Orlando	Guzman	Jacob	Knight	Dani
Gonzalez	Adelhaid	Guzman	Joshua	Knight	Tucker
Gonzalez	Alexsis	Guzman	Naomi	Kyle	Sydney
Gonzalez	Angel	Hall	Austin	La Salle	Amber
Gonzalez	Krystal	Hercules	Marco	La Salle	Austin
Gonzalez	Paola	Hermisillo	Daniel	Lara	Jose
Gonzalez	Yareli	Hernandez	Alexis	Lara	Juan
Gordan	Jared	Hernandez	Andrea	Lara	Lizeth
Guardado	Nadezda	Hernandez	Elias	Ledford	Eli
Guaydacan	Chelsea	Hernandez	Gerardo	Levyva	Alina
Guereca	Lisette	Hernandez	Guadalupe	Leyva	Garrett
Guerrero	Iveth	Hernandez	Melissa	Lizarraga	Adriana
Guerrero	Maria	Herrera	Magally	Llamas	Ana
Guerrero	Xiclali	Huaracha	Crystal	Llamas	Luz
Guillen	Kevin	Huizache	Rosario	Lobato	Enrique

Lomas	Jennifer	Macias	Jessica	Martinez	Katya
Looman	Joshua	Macias	Ysela	Martinez	Melanie
Lopez	Abigail	Madriz	Antonio	Martinez	Michelle
Lopez	Alexis	Magallanes	Armando	Martinez	Ricardo
Lopez	Annette	Magallon	Mayte	Martinez	Victor
Lopez	Brian	Magana	Juana	Mcbee	Amanda
Lopez	Carlos	Magdaleno	Leanne	McDonald	Marcel
Lopez	Christopher	Magdaleno	Mystery	McKay	Amber
Lopez	Dania	Maldonado	Nicole	Medel	Liliana
Lopez	Destiny	Manriquez	Eric	Medina	Jasper
Lopez	Eric	Marin	Adrian R.	Medina	Jennifer
Lopez	Erik	Martinez	Bianca	Medina	Josefina
Lopez	Janette	Martinez	Carlos	Medina	Joshua
Lopez	Javier	Martinez	Daniel I	Medina	Juan
Lopez	Lizbeth	Martinez	Elena	Medina	Lesley
Lopez-Rojas	Sehilin	Martinez	Esmeralda	Medina	Reggie
Lowry	Hannah	Martinez	Graciela	Medina	Secilia
Lowry	Mark	Martinez	Isaac	Melchor	Jason
Loza	Jose	Martinez	Israel	Melendez	David
Luna	Antonio	Martinez	Jacqueline	Mendez	Alexis
Luque	Hector	Martinez	James	Mendez	Christian
Macias	Emmanuel	Martinez	Jose	Mendoza	David
Macias	Fernando	Martinez	Juana	Mendoza	Desiree
Macias	Hugo	Martinez	Justina	Mendoza	Gilberto

Mendoza	Israel	Montes	Michael	Ocegueda	Michael
Mendoza	Ivan	Montes	Rosario	Ocozco	Eduardo
Mendoza	Kylie	Montoya	Kenia	Ojeda	Isela
Mendoza	Melinda	Mora	Adrianna	Olguin	Jacqueline
Mendoza	Ricardo	Morales	Elizabeth	Olivas	Isaiah
Meraz	Alexis	Morales	Josh	Olivas	Mitzi
Meza	Morgan	Moreno	Armando	Olson	Jonathon
Meza	Vanessa	Moreno	Oscar	Ontiveros	Carmen
Mohamed	Ahali	Moya	Wendy	Orozco	Adrian
Mohamed	Mohamed	Mumby	Loren	Orozco	Cristian
Mohsen	Fayzah	Nagi	Miriam	Orozco	Karina
Mohsen	Jamilah	Narbaiz	Madison	Ortiz	Luis
Molina	Anthony J.	Nava	Fabiola	Ortiz	Rachel
Molina	Brenda	Nava	Laura	Ovalles	Jonathan
Molina	Esteban	Navarro	Donovan	Pacheco	Jennifer
Molina	Evelyn	Navarro	Dulce	Pacheco	Jesus
Molina	Ignacio	Navarro	Erick	Pacini	Jordan
Molina	Juan	Negrete	Alexis	Palmer	Ashlynn
Molina	Morgan	Negrete	Angel	Palmer	Tylor
Molina	Rosalva	Negrete	Deamber	Paredes	Armando
Mondragon	Manuel	Nunez	Damian	Parker	Natalynn
Montes	Jean Pierre	Nunez	Jonathan	Patlan	Vincent
Montes	John	Nunez	Miguel	Pedro	Athena
Montes	Marlene	Ocegueda	Daniela	Perez	Andrea

Perez	Brenda	Ramirez	Kevin	Rivera	Olegario
Perez	Cecilia	Ramirez	Maria	Rivera	Ruben
Perez	Cesar	Ramirez	Maria G	Rocha	Gabriel
Perez	Emely	Ramirez	Victor	Rodriguez	Alfredo
Perez	Emily A.	Ramirez-Mendez	Berenice	Rodriguez	Andrew
Perez	Itzel	Ramos	Alexa	Rodriguez	Aric
Perez	Julian	Ramos	Carlos	Rodriguez	Carlos
Perez	Milca	Ramos	Jorge	Rodriguez	Daniel
Perez	Priscilla	Rangel	Anthony	Rodriguez	Eric
Perez	Sandra	Razaqi	Chelsea	Rodriguez	Gabriel
Perez	Vanessa E	Reyes	Daniela	Rodriguez	Guillermo
Perez-Nava	Hedna	Reyes	Marvin	Rodriguez	Joe
Phillips	Steven	Reyes	Yelene	Rodriguez	Karen
Pina	Bernice	Rios	Adrian	Rodriguez	Lawrence
Pineda	Fernando	Rios	Brenda	Rodriguez	Maria
Pineda	Mario	Rios	Juan	Rodriguez	Monica
Puente	Miguel	Rios	Melissa	Rodriguez	Ricardo
Ramirez	Alexander	Rios-Rico	Alberto	Rodriguez	Savannah
Ramirez	Arnulfo	Rivas	Arturo	Rodriguez	Verania
Ramirez	Fernanda	Rivas	Jose	Rojas	Anastacia
Ramirez	Joel	Rivas	Leticia	Rojas	Marcos
Ramirez	Jonathan	Rivas	Oscar	Romero	Eduardo
Ramirez	Juan J	Rivera	Alexandria	Romero	Mario
Ramirez	Juanita	Rivera	Guadalupe	Rosa	Alejandra

Rosa	Jose An	Santillan	Vanessa	Teague	Jason
Rosa	Juan	Santillan	Yadira	Tiscareno	Alexia
Rosales	Paola	Santillan	Yaqueline	Tiscareno	Karen
Rubio	Eduardo	Santillan	Yareli	Toledo	Josie
Rubio	Luis	Santos	Jennifer	Torres	Brandon
Rubio	Sandy	Saucedo	Danny	Torres	Brenda
Ruiz	Alexis	Serrano	Hazel	Torres	Catalina
Ruiz	Christian	Silva	Brenda	Torres	Denise
Ruiz	Jakob	Silva	Gloria	Torres	Joshua
Ruvalcaba	Marisol	Silva	Jacqueline	Torres	Maria
Saavedra	Felipe	Silva	Jose	Torres	Sahaira
Saeed	Frances	Silva	Reymundo	Trejo	Ceanah
Salas	Briayan	Snyder	Holland	Vaca	Jasmine
Salceda	jorge	Solano	Fatima	Valdez	Annallsia
Saleh	Rakeb	Solorio	Alexis	Valdez	Anthony
Salinas	Deserie	Sorto	Flor	Valencia	Maria
Sanchez	Kiyoshi	Sosa	Octavio	Valencia	Ruby
Sanchez	Niko	Soto	Humberto	Vallejo	Jennifer
Sandoval	Alvaro	Soto	Sergio	Vallejo	Leonel
Sandoval	Luis	Speakes	Sabrina	Vasquez	David
Sansores	Alexis	Stuhr	Colton	Velasquez	Jonathan
Santillan	Fabian	Stuhr	Dalton	Velazquez	Azucena
Santillan	Juana	Tatarakis	Mitchell	Velazquez	Marlen
Santillan	Susanna	Tavares	Jose	Venegas	Brenda

Verduzco	Daniel	Villalobos	Elena	Zambrano	Stephanie
Verduzco	Jose	Villanueva	Luis	Zamora	Anthony
Vickery	David	villarrea	Jaime	Zamora	Jacob
Vilchis	Jose	Villarruel	Jorge	Zapata	Johnny
Villa	Edith	Villegas	Omar	Zarate	Jose
Villa	Francisco	Viramontez	Montserrat	Zavala	Shelly
Villa	Ivan	Vivanco	Nathaniel	Zepeda	David
Villa	Joanna	Yanez	Liliana	Zuniga	Juan
Villa	Jose	Yanez	Sebastian	Zuniga	Ricardo
Villa	Liliana	Yehia	Amaina		
Villafana	Jessica	Yehia	Nader		
Villafuerte	Jocelyn	Yepiz	Uriel		

K. School and/or Department Policies: student eligibility, leadership development, SAE integration

FIREBAUGH FFA CONSTITUTION AND BY-LAWS

Article I. Name and Purposes

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

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

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

Article II. Organization

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

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

Article III. Membership

Section A. Membership is limited to students enrolled in Agriculture Education at Firebaugh High School.

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

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

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

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

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

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

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

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

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

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

- All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm.

4. The American FFA Degree

- All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

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

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

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

1. Must have received the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.

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

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

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

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

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

Organization.

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

Article IV. Officers

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

- | | |
|--------------------|---------------|
| 1.) President | 5.) Reporter |
| 2.) Vice President | 6.) Sentinel |
| 3.) Secretary | 7.) Historian |
| 4.) Treasurer | |

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

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

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

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

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

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

Section F. Officer Probation due to academic ineligibility

Any officer who becomes academically ineligible during their term of office will be put on a one-time probationary four-week suspension. At the end of four weeks a grade check will be due to the advisors.

While officers are on probation they will not participate in any FFA affiliated activities. If the student meets grade requirements they will

be immediately reinstated. If the officer remains academically ineligible they will be immediately removed from office.

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

Article V. Impeachment of Officers

Section A. Immediate Impeachment.

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

Article VI. Executive Committee

Section A. Executive Meetings shall be held as needed.

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

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

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

Section E. Delegates go through an application process headed by the Ag staff to be able to represent the chapter at the State Convention.

Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

Article VII. Dues

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

Article VIII. Eligibility

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

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

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

Article IX. Amendments

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

Article X. Ratification of the Constitution

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

L. Proficiency Standards for program Completer

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

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

Agriculture and

Natural Resources

Industry Sector

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

(10.0) Students add, subtract, multiply, and divide monomials and polynomials.

Students solve multistep problems, including word problems, by using these techniques.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

2

Foundation Standards

(13.0) Students add, subtract, multiply, and divide rational expressions and functions.

Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of

triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

(12.2) Students analyze the elements of America's market economy in a global setting.

3

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

- (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
- (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
- (12.2.6) Describe the effect of price controls on buyers and sellers.
- (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve

their purposes.

- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

4

Foundation Standards

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- (2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
- a. Provide clear and purposeful information and address the intended audience appropriately.

- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.

5

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

c. Modify the tone to fit the purpose and audience.

d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

6

Foundation Standards

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.8) Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

7

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

(2.4) Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications,

résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Understand geographic information systems (G.I.S.).

4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.

4.6 Differentiate among, select, and apply appropriate tools and technology.

8

Foundation Standards

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related

issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.3 Understand how to locate important information on a material safety data sheet.

6.4 Maintain safe and healthful working conditions.

6.5 Use tools and machines safely and appropriately.

6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

9

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization,

and know the opportunities it makes available.

10.2 Manage and actively engage in a career-related, supervised agricultural experience.

10

Foundation Standards

10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

11

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.

A1.3 Understand the advantages and disadvantages of the four types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key

management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural

production:

A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.

A2.2 Know basic agricultural economic terminology.

A2.3 Understand the law of supply and demand as it effects price determination.

A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and longterm credit).

A3.2 Know the criteria lenders use to evaluate repayment capacity.

A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

12

Agricultural Business Pathway

A4.0 Students understand proper accounting principles and procedures used in business

management and tax planning:

A4.1 Understand the differences between cash and accrual accounting systems.

A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.

A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.

A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.

A4.5 Understand how to determine property values and how to complete a depreciation schedule.

A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

A5.1 Understand environmental responsibility and its impact on agribusiness.

A5.2 Understand the concept of liability and the economic impact of being held liable.

A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.

A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.

A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.

A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.

A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

A7.1 Understand how marketing functions in a free market society.

A7.2 Understand the advantages and disadvantages of the various marketing options

for agricultural products and services.

A7.3 Understand how the law of comparative advantage affects agricultural production.

A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.

A7.5 Understand how promotion trends for agricultural products influence individuals.

A7.6 Understand how to develop a marketing plan for an agricultural product or service.

13

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

A8.0 Students understand the sales of agricultural products and services:

A8.1 Determine the most effective methods for assessing customer needs and wants.

A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.

A8.3 Examine the physiological and psychological factors that influence motivation to

purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.

A9.2 Know how governmental, economic, and cultural factors affect international trade.

A9.3 Compare and contrast United States trade policies with those of other important trading partners.

A9.4 Understand how biotechnology affects trade and global economies.

A9.5 Understand how different cultural values affect agricultural production and marketing.

A9.6 Understand how negotiations and bargaining agreements affect trade agreements.

A9.7 Analyze agricultural marketing strategies in other parts of the world.

14

Agricultural Mechanics Pathway

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry.

Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology.

Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.

B1.2 Know the relationship between accepted shop management procedures and a safe working environment.

B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:

B2.1 Know how to identify common wood products, lumber types, and sizes.

B2.2 Know how to calculate board feet, lumber volume, and square feet.

B2.3 Know how to identify, select, and implement basic fastening systems.

B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

B3.1 Understand the relationship between voltage, amperage, resistance, and power

in single-phase alternating current (AC) circuits.

B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).

B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).

B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.

B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:

B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).

B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

15

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

B4.3 Know how various plumbing and irrigation systems are used in agriculture.

B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

B5.1 Know how to identify common metals, sizes, and shapes.

B5.2 Know basic tool-fitting skills.

B5.3 Know layout skills.

B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).

B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.

B6.2 Know proper bed preparation, concrete forms layout, and construction.

B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:

B7.1 Understand the role of heat and oxidation in the cutting process.

B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.

B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.

B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.

B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:

B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.3 Weld a variety of joints in various positions.

B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

16

Agricultural Mechanics Pathway

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.

B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.

B9.4 Understand how to design project plans by using mechanical drawing techniques.

B9.5 Understand how to finish a metal project by implementing proper sequencing.

B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).

B9.7 Construct a welding project (using any electric welding process, appropriate

products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

B10.1 Understand engine theory for both two- and four-stroke cycle engines.

B10.2 Know different types of small engines and their applications.

B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).

B10.4 Know how to troubleshoot and solve problems with small engines.

B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.

B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

B11.1 Understand how to identify common agricultural machinery.

B11.2 Operate and maintain equipment safely and efficiently.

B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).

B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.

B11.5 Troubleshoot common problems with engines and agricultural equipment.

B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

17

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).

B12.2 Know how to draw and interpret architectural plans.

B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.

18

Agriscience Pathway

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:

C1.1 Understand the history of the agricultural industry in California.

C1.2 Understand how California agriculture affects the quality of life.

C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.

C1.4 Understand the economic impact of leading California agricultural commodities.

C1.5 Understand the economic impact of major natural resources in California.

C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:

C2.1 Understand important agricultural environmental impacts on soil, water, and air.

C2.2 Understand current agricultural environmental challenges.

C2.3 Understand how natural resources are used in agriculture.

C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.

C2.5 Understand how new energy sources are developed from agricultural products

(e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:

C3.1 Understand how an agricultural commodity moves from producer to consumer.

C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.

C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.

C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:

C4.1 Understand the evolution and roles of domesticated animals in society.

C4.2 Know the differences between domestication and natural selection.

C4.3 Understand the modern-day uses of animals and animal by-products.

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

C4.4 Understand various points of view regarding the use of animals.

C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:

C5.1 Understand the purpose and anatomy of cells.

C5.2 Know how cell parts function.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:

C6.1 Know the names and locations of the external anatomy of animals.

C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:

C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).

C7.4 Understand the fertilization process.

C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:

C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.

C8.3 Understand basic animal feeding guidelines and evaluate sample feeding

programs for various species, including space requirements and economic

considerations.

C9.0 Students understand basic animal health:

C9.1 Assess the appearance and behavior of a normal, healthy animal.

C9.2 Understand the ways in which housing, sanitation, and nutrition influence

animal health and behavior.

C9.3 Understand the causes and control of common animal diseases.

20

Agriscience Pathway

C9.4 Understand how to control parasites and why.

C9.5 Understand the legal requirements for the procurement, storage, methods of

application, and withdrawal times of animal medications and know proper

equipment handling and disposal techniques.

C10.0 Students understand soil science principles:

C10.1 Recognize the major soil components and types.

C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.

C10.3 Understand water delivery and irrigation system options.

C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development:

C11.1 Understand the anatomy and functions of plant systems and structures.

C11.2 Understand plant growth requirements.

C11.3 Know annual, biennial, and perennial life cycles.

C11.4 Examine plant sexual and asexual reproduction.

C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll,

sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:

C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).

C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.

C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.

C13.3 Use the scientific method to conduct agricultural experiments.

21

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems.

The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

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

equipment:

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

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

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

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

D2.0 Students understand key principles of animal nutrition:

D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.

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

D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

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

D3.0 Students understand animal physiology:

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

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

22

Animal Science Pathway

D4.0 Students understand animal reproduction, including the function of reproductive organs:

D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).

D4.2 Understand the gestation process and basic fetal development.

D4.3 Understand the parturition process, including the identification of potential problems and their solutions.

D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.

D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

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

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

breeding selection.

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

D5.3 Research and discuss current technology used to measure desirable traits.

D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.

D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

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

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

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

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

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

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

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

D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

23

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program.

D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

D7.3 Understand how to manage rangelands (including how to calculate carrying

capacity) for a variety of animal species and locations.

D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

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

D8.1 Understand animal waste treatment and disposal management systems.

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

D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

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

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

D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.

D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.

D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

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

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

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

Animal Science Pathway

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

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

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

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

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

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and byproducts) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

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

25

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships

between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:

E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.

E1.2 Understand the difference between renewable and nonrenewable energy sources.

E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.

E1.4 Compare the effects on air and water quality of using different forms of energy.

E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Students understand air and water use, management practices, and conservation strategies:

E2.1 Understand the government's role in regulating air, soil, and water use management practices and conservation strategies.

E2.2 Understand air and water conservation issues.

E2.3 Understand appropriate water conservation measures.

E2.4 Understand the component of a plan that monitors water quality.

E2.5 Understand the component of a plan that monitors air quality.

E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management:

E3.1 Understand the systems used to classify soils.

E3.2 Understand the reasons for and importance of soil conservation.

E3.3 Understand how to analyze soils found in the different natural resource management areas.

E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.

E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

26

Forestry and Natural Resources Pathway

E4.0 Students understand rangeland management:

E4.1 Know the locations of major U.S. and California rangeland areas.

E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.

E4.3 Understand practices used to improve rangeland quality.

E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.

E4.5 Distinguish among different browse and forage species in California rangelands.

E4.6 Understand the components of a rangeland monitoring plan.

E4.7 Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

E5.0 Students understand wildlife management and habitat:

E5.1 Understand the relationship between habitat and wildlife population.

E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.

E5.3 Understand the methods for determining existing wildlife species populations.

E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.

E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.

E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.

E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Students understand aquatic resource use and management:

E6.1 Understand the different types of aquatic resources.

E6.2 Know the major body parts, digestive systems, and reproductive organs of

aquatic species.

E6.3 Understand a variety of methods to determine the populations of existing

aquatic species.

E6.4 Analyze the relationship between water quality and aquatic species habitat.

E6.5 Understand a variety of management practices for managing aquatic species for

sport fishing and other purposes.

E6.6 Understand how to make financial and production decisions and maintain

growth and management records for a selected aquatic species.

27

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

E7.0 Students understand the outdoor recreation industry:

E7.1 Understand the potential environmental impacts of recreational activities and

how to manage the resources affected.

E7.2 Understand basic survival skills and first-aid procedures.

E7.3 Understand appropriate trail construction and maintenance techniques.

E7.4 Understand how to select appropriate recreational gear for trips of varying types

and durations and how to use it safely and appropriately (for minimum environmental impact).

E7.5 Know how to set up a campsite for minimum environmental impact.

E8.0 Students understand basic plant physiology, anatomy, and taxonomy:

E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.

E8.2 Know how to use a dichotomous key to identify plants and animals.

E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.

E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Students understand the role of fire in natural resource management:

E9.1 Understand the role of fire in forest and rangeland ecosystems.

E9.2 Understand the significance of each of the components of the “fire triangle.”

E9.3 Know appropriate wildland fire-suppression practices.

E9.4 Understand the components of a fire-control plan.

E9.5 Know how to use fire-control tools safely.

E9.6 Know the training requirements for fire-suppression certification.

E10.0 Students understand forest management practices:

E10.1 Understand how social, political, and economic factors can affect the use of forests.

E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.

E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).

E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.

E10.5 Understand Silvicultural systems and skills, including appropriate tool use.

E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

28

Forestry and Natural Resources Pathway

E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

E11.1 Understand the Public Land Survey System.

E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.

E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.

E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.

E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.

E12.3 Analyze the production of specialty and seasonal products from natural resources.

E12.4 Know different wood types and their uses.

E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

E13.1 Understand the differences between publicly and privately held lands.

E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).

E13.3 Understand the role of public and private property rights and how they affect agriculture.

E13.4 Understand the role of government in managing public and private property rights.

29

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.

- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.
- F2.0 Students understand plant physiology and growth principles:
 - F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
 - F2.2 Understand the seed's essential parts and functions.
 - F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
 - F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
 - F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

F3.1 Understand the different forms of sexual and asexual plant reproduction.

F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).

F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.

F4.2 Understand how pesticide regulations and government agencies affect agriculture.

F4.3 Understand common horticultural pests and diseases and methods of controlling them.

F4.4 Understand the systematic approach to solving plant problems.

30

Ornamental Horticulture Pathway

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.

F5.2 Know basic irrigation design and installation methods.

F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.

F5.4 Understand major issues related to water sources and water quality.

F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.

F6.2 Understand basic nutrient testing procedures on soil and plant tissue.

F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.

F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

F7.1 Understand the selection and management of landscape and sports field turf.

F7.2 Understand how to select, install, and maintain a designated turfgrass area.

F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

F8.1 Understand how to properly use production facilities and common nursery equipment.

F8.2 Understand common nursery production practices.

F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.

F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.

F9.2 Operate and maintain selected hand and power equipment safely and appropriately.

F9.3 Select proper tools for specific horticultural jobs.

F9.4 Understand how to install landscape components and electrical land and water features.

31

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.

F10.2 Understand the principles of residential design, including how to render design to scale.

F10.3 Understand proper landscape planting and maintenance practices.

F10.4 Prune ornamental shrubs, trees, and fruit trees.

F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.

F11.2 Apply basic design principles to products and designs.

F11.3 Handle, prepare, and arrange cut flowers appropriately.

F11.4 Understand marketing and merchandising principles used in the floral industry.

32

Plant and Soil Science Pathway

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students

learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

G1.1 Understand how to classify and identify plants by order, family, genus, and species.

G1.2 Understand how to identify plants by using a dichotomous key.

G1.3 Understand how common plant parts are used to classify the plants.

G1.4 Understand the differences between and uses of native and nonnative plants.

G1.5 Understand the differences between monocots and dicots.

G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:

G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.

G2.2 Understand plant cellular function reactions when plants are grown under different conditions.

G2.3 Understand what functions organelles play in the health of the cell.

G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.

G2.5 Understand plant inheritance principles, including the structure and role of DNA.

G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 Students understand plant physiology and growth principles:

G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.

G3.2 Understand the seed's essential parts and functions.

G3.3 Understand how primary, secondary, and trace elements are used in plant

growth.

G3.4 Understand the factors that influence plant growth, including water, nutrients,

light, soil, air, and climate.

G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

G3.6 Understand the factors that affect plant growth and predict plant response.

33

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

G4.0 Students understand sexual and asexual reproduction of plants:

G4.1 Understand the different forms of sexual and asexual plant reproduction.

G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).

G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 Students understand pest problems and management:

G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their

roles.

G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and

weeds.

G5.3 Know conventional, sustainable, and organic management methods to prevent

or treat plant disease symptoms.

G5.4 Understand integrated pest management to prevent, treat, and control plant

disease symptoms (including conventional, sustainable, and organic management methods).

G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:

G6.1 Understand soil types, soil texture, structure, and bulk density and explain the

U.S. Department of Agriculture (USDA) soil-quality rating procedure.

G6.2 Understand soil properties necessary for successful plant production, including

pH, EC, and essential nutrients.

G6.3 Understand soil biology and diagram the soil food chain.

G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 Students understand effective tillage and soil conservation management practices:

G7.1 Understand how to effectively manage and conserve soil through conventional,

minimum, conservation, and no-tillage irrigation and through drainage and

tillage practices.

G7.2 Understand how global positioning systems, surveying, laser leveling, and other

tillage practices conserve soil.

G7.3 Use tools such as the USDA and the local Resource Conservation District soil

survey maps to determine appropriate soil management practices.

G8.0 Students understand effective water management practices:

G8.1 Understand California water history, current issues, water rights, water law, and

water transfer through different distribution projects throughout the state.

G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

34

Plant and Soil Science Pathway

G8.3 Understand the definition of a watershed and how it is used to measure water quality.

G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an “agrosystem” approach to production:

G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Understand the elements of conventional, sustainable, and organic production systems.

G9.3 Understand the components of “whole-system management.”

G10.0 Students understand local crop management and production practices:

G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Understand common marketing and shipping characteristics of local commodities.

G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects

plant production, yields, and management.

G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).

G11.3 Know how herbicide-resistant plant genes can affect the environment.

G11.4 Understand how genetic engineering techniques have been used to improve crop yields.

G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

M. Teacher Data sheet for each teacher

R2 Teacher Information Firebaugh HS, Firebaugh Year: 2014

Last Name	First Name	M I	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Calvert	Robert		Male	Hispanic	3	Agriculture Specialist	42494	4849	0	2420	N
Diaz	Francisco		Male	Hispanic	10	Agriculture Specialist	54375	6205	0	0	N
Goeb	Stephanie		Female	White	4	Agriculture Specialist	43899	5010	0	0	N
Lieb	Gene		Male	White	2	Agriculture Specialist	41709	4760	1815	0	N
Smith	Katelyn		Female	White	1	Agriculture Specialist	41709	4760	0	0	N

Calvert, Robert					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	800	Ag Mechanics 2	16	Ag Mechanics
1	2	912	Ag Mechanics 2	15	Ag Mechanics
1	3	1019	ROP Ag Welding	6	Ag Mechanics
1	4	1111	ROP Ag Welding	6	Ag Mechanics

1	5	1203	Ag Mechanics 1	15	Ag Mechanics
1	7	1417	Ag Mechanics 1	19	Ag Mechanics

Diaz, Fransisco					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	800	Ag Earth Science	30	Agriscience I
1	2	912	Ag Government & Econmomics	16	Other Ag
1	3	1019	Ag Earth Science	25	Agriscience I
1	4	1111	Ag Earth Science	32	Agriscience I
1	6	1325	Ag Biology	5	Ag Biology
1	7	1417	Ag Biology	5	Ag Biology

Goeb, Stephanie					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	800	Ag Chemistry	31	Other Ag
1	2	912	Ag Earth Science	30	Agriscience I
1	3	1019	ROP Ornamental Horticulture	16	O.H./Floral
1	4	1111	ROP Ornamental Horticulture	16	O.H./Floral
1	5	1203	Ag Chemistry	34	Other Ag
1	6	1325	Ag Chemistry	33	Other Ag

Lieb, Gene					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	800	Ag Leadership & Communication	34	Ag Bus Mgt
1	2	912	Floriculture	32	O.H./Floral
1	3	1000	ROP Floriculture Design	33	O.H./Floral
4	4	1111	Floriculture	34	O.H./Floral
4	5	1203	Ag Earth Science	24	Agriscience I
4	6	1325	Ag Earth Science	31	Agriscience I

Smith, Katelyn					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0800	Ag Biology	31	Ag Biology
1	2	0912	Ag Biology	28	Ag Biology
1	3	1019	Ag Biology	34	Ag Biology
1	4	1111	Ag Biology	32	Ag Biology
1	5	1203	Ag Biology	28	Ag Biology
1	6	1325	Ag Biology	29	Ag Biology

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Current Document: All Documents | Adverse and Commission Actions |

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
10105995	Single Subject Teaching Credential	Clear	Valid	6/1/2011	7/1/2016	7/1/2010		
101192371	Single Subject Teaching Credential	Preliminary	Valid	7/1/2010	6/1/2015	7/1/2010		

Authorization/Subjects |

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R15	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRE	Agriculture	MAJ	
ELA2	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; (2) the prerequisite credential or permit is a designated subject adult education teaching credential, a child development instructional permit, or a child development supervisor permit; English language development instruction is limited to the programs authorized by that credential or permit; (3) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit; This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

Renewal Requirements
Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R22	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

No Records

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CAUVERT, ROBERT Documents

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Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
140079590	Single Subject Teaching Credential	Clear	Valid	5/6/2014	6/1/2019			
123133670	Specialist Instruction Credential (Agriculture)	Clear	Valid	8/21/2012	8/1/2017			
123142103	Single Subject Teaching Credential	Preliminary	Valid	8/21/2012	8/1/2017			
110359301	Certificate of Clearance		Valid	3/31/2011	4/1/2016			

Authorization/Subjects |

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R15	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRE	Agriculture	MAJ	
ELA2	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; (2) the prerequisite credential or permit is a designated subject adult education teaching credential, a child development instructional permit, or a child development supervisor permit; English language development instruction is limited to the programs authorized by that credential or permit; (3) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit; This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

Renewal Requirements
Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 1 of 1

**COMMISSION ON
TEACHER CREDENTIALING**
Ensuring Educator Excellence

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SMITH, KATELYN > Document

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

Last Name: SMITH
 First Name: KATELYN
 Middle Name: ELIZABETH

Last Known County of Employment:
 Adverse and Commission Actions Indicator:

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

Current Document | All Documents | Adverse and Commission Actions



Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
140019173	Single Subject Teaching Credential	Preliminary	Valid	1/15/2014	2/1/2019			
120067405	Certificate of Clearance		Valid	4/15/2012	5/1/2017			

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R15	The document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGR1	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subject's adult education teaching credential, a child development instructional permit, or a child development supervisor permit, English language development instruction is limited to the programs authorized by that credential or permit. (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

Renewal Requirements
 Please disregard any + signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R24	This credential may not be renewed. To qualify for the clear credential, the holder of the document must complete a Commission-approved induction program including Verification of Completion by the program sponsor.	TC Code Not Required

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[Agency User](#) | [Search](#)

GOEB, STEPHANIE > Document

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

Last Name: GOEB
 First Name: STEPHANIE
 Middle Name: LYNN

Last Known County of Employment: FRESNO COUNTY OFFICE OF EDUCATION
 Adverse and Commission Actions Indicator:

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

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
150071664	Single Subject Teaching Credential	Clear	Valid	4/21/2015	5/1/2020	2/8/2013		
130029558	Single Subject Teaching Credential	Preliminary	Valid	2/8/2013	3/1/2018	2/8/2013		
130029439	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/8/2013	3/1/2018			
110179310	Certificate of Clearance		Valid	9/29/2013	10/1/2016			

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R15	The document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGR1	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subject's adult education teaching credential, a child development instructional permit, or a child development supervisor permit, English language development instruction is limited to the programs authorized by that credential or permit. (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

Renewal Requirements
 Please disregard any + signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

N. Roster of Agriculture Advisory Committee

Ag Advisory President

- Pat Ward- Farm Manager

Members

- Brian Maioreno- Farmer
- Chris Cardella- Farmer
- B.J Diedrich- Farmer
- Dustin Snyder-Farmer
- Ted Crockett- Farmer
- Garrick Stuhr- Dow AgroSciences

Teachers

- Department Head- Robert Calvert
- FFA Advisor- Gene Lieb
- Stephanie Goeb
- Katelyn Smith
- Francisco Diaz

Advisory Committee minutes

Firebaugh High School



Agriculture Department

1976 Morris Kyle Drive
Firebaugh, CA 93622



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

Ag Advisory Committee Meeting

September 18, 2014

Agenda

- I. Introduction of committee members and advisors
- II. Old Business
 - a. Madera Fair
 - i. Turkeys (Lieb)
 - ii. Rabbits (Lieb)
 - iii. Cattle (Goeb)
 - iv. Swine (Diaz)
 - v. Sheep (Calvert)
 - b. Orchard (Calvert)
 - c. Aquaponics project (Calvert)
- III. New Business
 - a. Officer teams (Lieb)
 - i. Chapter
 - ii. Greenhand
 - b. Schedule Overview (All Advisors)
 - c. Upcoming CDE teams and events
 - d. Current Ag Projects
 - i. Paramount Grants
 - ii. OH plan
 - e. Possible new projects
 - i. Market goats
 - ii. Guide dogs
 - f. Chowchilla Fair
 - i. Small animals (Smith)
 - ii. Swine (Diaz)
 - iii. Sheep/Goats (Lieb/ Goeb)
 - iv. Cattle (Goeb)
 - v. Farm Maintenance (Calvert)
 - g. OH Unit (Goeb)
 - h. ROP Courses (Calvert, Goeb & Lieb)

- i. Drive thru Dinner 10/21
 - j. Dinner/Dance Fundraiser – March 21st, 2015?
 - k. Department Update & Concerns
 - l. Adding a member to the Advisory committee
 - i. David Castillo of West Hills college
- IV. Advisory Member Comments

O. Current year budget

		4000 Books & Supplies			
430000		Materials and Supplies			
		Ag Mech Supplies			\$ 3,000.00
		Floral Supplies			\$ 1,000.00
		OH Supplies			\$ 1,000.00
		General Supplies (Classrooms)			\$ 1,000.00
		Leadership Supplies			\$ 2,000.00
		Livestock Supplies			\$ 500.00
		Totals			\$ 8,500.00
430007		Field Trips - Supplies			
		FLD Milage			\$ 1,500.00
		Field Days			\$ 6,000.00
		Hotels			\$ 4,000.00
		Totals			\$ 11,500.00
430014		Other Supplies			
		Dept. Office Supplies			\$ 1,000.00
		School Farm			\$ 1,000.00
		Totals			\$ 2,000.00
4000	Totals				\$ 22,000.00

5000 Service & Other					
520001		Conference Expenses			
		FFA Conferences			\$ 7,500.00
		CATA Conferences			\$ 2,000.00
		Hotels			\$ 2,500.00
		Total			\$ 12,000.00
520002		Travel Reimbursement Expenses			
530000		Dues And Membership			
		CA FFA Dues			\$ 5,000.00
560000		Rentals, Leases and Repairs & Non Capital Improvements			
571000		Direct Costs for Interprogram Services			
5000	Totals				\$ 17,000.00

4000 Books & Supplies						
430000		Materials and Supplies				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
150365	Evans Feed	Livestock Supplies	\$ 500.00			
				8/21/2014	\$ 256.50	\$ 243.50
				9/1/2014	\$ 63.72	\$ 179.78
				9/2/2014	\$ 159.52	\$ 20.26
150366	Home Depot	Ag Mech Supplies	\$ 1,000.00			
				8/26/2014	\$ 42.35	\$ 957.65
				9/8/2014	\$ 51.51	\$ 906.14
				10/1/2014	\$ 28.32	\$ 877.82
				10/22/2014	\$ 21.25	\$ 856.57
150367	Wal-Mart	Leadership Supplies	\$ 1,000.00			
				9/8/2014	\$ 408.37	\$ 591.63
				9/9/2014	\$ 14.91	\$ 576.72
150370	Office Depot	Leadership Supplies	\$ 1,200.00			
150392	Valley Iron	Ag mech supplies	\$ 1,000.00			
				9/5/2014	\$ 267.32	\$ 732.68
150636	Wal-Mart	Class Supplies	\$ 1,000.00			
150653	Fresno Oxygen	Ag Mech Supplies	\$ 1,000.00			
150741	Lincoln Electric	Ag Mech Supplies	\$ 600.00			
	Totals:		\$ 7,300.00			
430007		Field Trips -				

		Supplies				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
150752	FS Field Day	Cotton State Finals	\$ 10.00			
150753	MJC	Cotton Contest	\$ 15.00			
	Totals:		\$ 25.00			
430014		Other Supplies				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
150368	Office Depot	Department Supplies	\$ 1,000.00			
150373	Home Depot	Farm Supplies	\$ 200.00			
				9/2/2014	\$ 148.59	\$ 51.41
	Totals:		\$ 1,200.00			
4000	Totals					
<u>5000 Service & Other</u>						
520001		Conference Expenses				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
150369	SJ CATA		\$ 490.00			
150635	CA FFA		\$ 965.00			
150754	Cal Poly		\$ 375.00			
	Totals		\$ 1,830.00			
520002		Travel Reimbursement Expenses				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
530000		Dues And				

		Membership				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
150740	CA FFA		\$ 5,091.50			
	Totals:		\$ 5,091.50			
560000		Rentals, Leases and Repairs & Non Capital Improvements				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
571000		Direct Costs for Interprogram Services				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
5000	Totals					
<u>6000 Capital Outlay</u>						
	Pos needed	Agri-Valley	\$ 250.00			
		HD - Farm	\$ 250.00			
		Evans	\$ 250.00			

			Encumbered			
	Total		\$ 15,446.50			

P. Signed articulation agreement

We do not currently have an articulation agreement between our department and any colleges. It is our goal to become articulated with Reedly, West Hills, and Merced colleges in agriculture mechanics and ornamental horticulture.

Q. Graduate follow up system

We are currently updating and revamping our graduate follow up system so that it is digital and can be sent out yearly to our graduates.

R. List of placement sites

We do not currently have any placement sites for students in our program. Students with placement SAE projects have gained employment on their own.

S. Recruitment activities and materials

We have multiple recruitment opportunities throughout the year that we use to continue to grow our program. One of the biggest opportunities we have is that we have every freshman and sophomore in our department for their science class. Having the students for two years helps to grow the program in the area of retention. Keeping our juniors and seniors in the program gets difficult because there are less options, or they don't realize the credit opportunities they have. Since taking over the freshman and sophomore science classes the number of juniors in the department has increased by adding one section of Ag Chemistry and ROP floral design.

This year our chapter and Greenhand officer teams went to the middle school and hosted a rally for all eighth graders just to get them excited about agriculture. The officers had different rotations that had activities that take place in different classes such as agriculture mechanics, ornamental horticulture, and floral design, all elective options for incoming freshmen.

Each year the department hosts Back to School Night in August where we provide hamburgers and hot dogs to all of the parents, students, and teachers that attend. This is a great way for us to be among the parents and promote our program to them instead of just their kids.

The biggest event we have that helps us recruit and gain support from the community is our Ag Awareness day held every March. Students in the department plan and set up activities to do with all of the preschool through fifth grade students in the district. This gets kids excited about the program from an early age and stay that way until we get them as freshmen.

This year we set the goal of getting pictures and newspaper articles written and in the Mendota-Firebaugh newspaper once a month, as well as having an update sent home in our monthly newsletter put out by the district.

T. Staff In-Service Record

st Name	First Name	School	Section	Fall Region Meeting	Roadshow	Spring Region Meeting	Sec 1
lvert	Robert	Firebaugh	WFM	x	x	x	x
az	Francisco	Firebaugh	WFM	x	x		x
ieb	Stephanie	Firebaugh	WFM	x	x	x	x
b	Gene	Firebaugh	WFM	x	x	x	x
ith	Katelyn	Firebaugh	WFM	x	x	x	x

U. Staff Minutes

As an agriculture department we don't keep minutes since most of what we do is done through email and conversation. Our department meetings are just check ins. Myself, Mr. Lieb, Mr. Diaz, and Ms. Smith are all a part of the science department and the science department head takes and sends all minutes in to administration.

Mr. Diaz also meets with the history department for his Agriculture government and economics class where the department head sends minutes in to administration.

V. Department Inventory

There currently isn't a department inventory. I am working with Mr. Calvert to complete a department inventory by the end of the school year.

W. List of Courses that qualify for alternative credit

Intro to agriculture Mechanics- Elective

Agriculture Mechanics 2- Elective

ROP agriculture Welding- Elective

Floral Design 1- Elective

ROP Floral Design- Elective, UC A-G

ROP Ornamental Horticulture- Elective

Advisory Committee meeting Agendas

Firebaugh High School

Agriculture Department

1976 Morris Kyle Drive
Firebaugh, CA 93622



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Ag Advisory Committee Meeting

September 18, 2014

Agenda

- V. Introduction of committee members and advisors
- VI. Old Business
 - a. Madera Fair
 - i. Turkeys (Lieb)
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 - iii. Cattle (Goeb)
 - iv. Swine (Diaz)
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 - b. Orchard (Calvert)
 - c. Aquaponics project (Calvert)
- VII. New Business
 - a. Officer teams (Lieb)
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- ii. Greenhand
 - b. Schedule Overview (All Advisors)
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 - k. Department Update & Concerns
 - l. Adding a member to the Advisory committee
 - i. David Castillo of West Hills college
- VIII. Advisory Member Comments

Firebaugh High School

Agriculture Department

1976 Morris Kyle Drive



Firebaugh, CA 93622

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

Ag Advisory Committee Meeting

May 20, 2015

Agenda

- I. Introduction of committee members and advisors

- II. New Business
 - a. Officer teams (Lieb)
 - i. Chapter
 - ii. Greenhand
 - b. Upcoming CDE teams and events (All Advisors)
 - c. Chowchilla Fair (All Advisors)
 - . Sheep
 - i. Swine
 - ii. Goats
 - iii. Rabbits
 - iv. Poultry
 - d. ROP Courses (Calvert, Goeb & Lieb)
 - e. Pathways grant
 - . Ag Mechanics
 - i. Agriscience
 - ii. Need:
 - 1. Industry support Letters
 - f. Casino Night Fundraiser – March 21st, 2015
 - g. Department Update & Concerns

III. Advisory Member Comments

Advisory Committee Minutes

Please see Comprehensive Program Plan tab O for the Advisory Committee Meeting minutes.

Advisory Committee By-Laws

Firebaugh FFA currently does not have any Advisory Committee By-Laws. The department is working with our advisory committee to write full by-laws by the end of the 2015-2016 school year.

Proficiency Standards

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

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

Agriculture and

Natural Resources

Industry Sector

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

(10.0) Students add, subtract, multiply, and divide monomials and polynomials.

Students solve multistep problems, including word problems, by using these techniques.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

Foundation Standards

(13.0) Students add, subtract, multiply, and divide rational expressions and functions.

Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or

uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

(12.2) Students analyze the elements of America’s market economy in a global setting.

3

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production

and industry and the spatial distribution of transportation and retail facilities.

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches,

primary source material).

4

Foundation Standards

Specific applications of Reading Comprehension standards (grades eleven and twelve):

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

(2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

(2.5) Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.

5

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

- a. Report information and convey ideas logically and correctly.
- b. Offer detailed and accurate specifications.
- c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

c. Modify the tone to fit the purpose and audience.

d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

6

Foundation Standards

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.

e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.

b. Make notes of responses.

c. Use language that conveys maturity, sensitivity, and respect.

d. Respond correctly and effectively to questions.

e. Demonstrate knowledge of the subject or organization.

f. Compile and report responses.

g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards

(grades eleven and twelve):

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect

b. Standard American English for clarity

c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

7

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Understand geographic information systems (G.I.S.).

4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.

4.6 Differentiate among, select, and apply appropriate tools and technology.

8

Foundation Standards

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.5 Use tools and machines safely and appropriately.

6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually

refine and perfect it.

9

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.

10.2 Manage and actively engage in a career-related, supervised agricultural experience.

10

Foundation Standards

10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

11

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization,

marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.

A1.3 Understand the advantages and disadvantages of the four types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.

A2.2 Know basic agricultural economic terminology.

A2.3 Understand the law of supply and demand as it effects price determination.

A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and longterm credit).

A3.2 Know the criteria lenders use to evaluate repayment capacity.

A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

12

Agricultural Business Pathway

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

A4.1 Understand the differences between cash and accrual accounting systems.

A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.

A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.

A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.

A4.5 Understand how to determine property values and how to complete a depreciation schedule.

A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

A5.1 Understand environmental responsibility and its impact on agribusiness.

A5.2 Understand the concept of liability and the economic impact of being held liable.

A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.

A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.

A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.

A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.

A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

A7.1 Understand how marketing functions in a free market society.

A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.

A7.3 Understand how the law of comparative advantage affects agricultural production.

A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.

A7.5 Understand how promotion trends for agricultural products influence individuals.

A7.6 Understand how to develop a marketing plan for an agricultural product or service.

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

A8.0 Students understand the sales of agricultural products and services:

A8.1 Determine the most effective methods for assessing customer needs and wants.

A8.2 Understand the stages in making a successful sale and the various techniques

used to approach potential customers and overcome their objections.

A8.3 Examine the physiological and psychological factors that influence motivation to

purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how

trade affects the economy:

A9.1 Understand how the importance of agricultural imports and exports affects state

and national economies.

A9.2 Know how governmental, economic, and cultural factors affect international

trade.

A9.3 Compare and contrast United States trade policies with those of other important

trading partners.

A9.4 Understand how biotechnology affects trade and global economies.

A9.5 Understand how different cultural values affect agricultural production and marketing.

A9.6 Understand how negotiations and bargaining agreements affect trade agreements.

A9.7 Analyze agricultural marketing strategies in other parts of the world.

14

Agricultural Mechanics Pathway

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry.

Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology.

Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.

B1.2 Know the relationship between accepted shop management procedures and a safe working environment.

B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:

B2.1 Know how to identify common wood products, lumber types, and sizes.

B2.2 Know how to calculate board feet, lumber volume, and square feet.

B2.3 Know how to identify, select, and implement basic fastening systems.

B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.

B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).

B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).

B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.

B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:

B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).

B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

15

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

B4.3 Know how various plumbing and irrigation systems are used in agriculture.

B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

B5.1 Know how to identify common metals, sizes, and shapes.

B5.2 Know basic tool-fitting skills.

B5.3 Know layout skills.

B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).

B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.

B6.2 Know proper bed preparation, concrete forms layout, and construction.

B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:

B7.1 Understand the role of heat and oxidation in the cutting process.

B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.

B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.

B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.

B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:

B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate

welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.3 Weld a variety of joints in various positions.

B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

16

Agricultural Mechanics Pathway

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.

B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.

B9.4 Understand how to design project plans by using mechanical drawing techniques.

B9.5 Understand how to finish a metal project by implementing proper sequencing.

B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).

B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

B10.1 Understand engine theory for both two- and four-stroke cycle engines.

B10.2 Know different types of small engines and their applications.

B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).

B10.4 Know how to troubleshoot and solve problems with small engines.

B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.

B10.6 Know how to look up parts, apply repair and maintenance recommendations

from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery

used in agriculture:

B11.1 Understand how to identify common agricultural machinery.

B11.2 Operate and maintain equipment safely and efficiently.

B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).

B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.

B11.5 Troubleshoot common problems with engines and agricultural equipment.

B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

17

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).

B12.2 Know how to draw and interpret architectural plans.

B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.

18

Agriscience Pathway

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:

C1.1 Understand the history of the agricultural industry in California.

C1.2 Understand how California agriculture affects the quality of life.

C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.

C1.4 Understand the economic impact of leading California agricultural commodities.

C1.5 Understand the economic impact of major natural resources in California.

C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:

C2.1 Understand important agricultural environmental impacts on soil, water, and air.

C2.2 Understand current agricultural environmental challenges.

C2.3 Understand how natural resources are used in agriculture.

C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.

C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:

C3.1 Understand how an agricultural commodity moves from producer to consumer.

C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.

C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.

C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the

role of animals in modern society:

C4.1 Understand the evolution and roles of domesticated animals in society.

C4.2 Know the differences between domestication and natural selection.

C4.3 Understand the modern-day uses of animals and animal by-products.

19

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

C4.4 Understand various points of view regarding the use of animals.

C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:

C5.1 Understand the purpose and anatomy of cells.

C5.2 Know how cell parts function.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:

C6.1 Know the names and locations of the external anatomy of animals.

C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:

C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).

C7.4 Understand the fertilization process.

C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:

C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.

C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:

C9.1 Assess the appearance and behavior of a normal, healthy animal.

C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.

C9.3 Understand the causes and control of common animal diseases.

Agriscience Pathway

C9.4 Understand how to control parasites and why.

C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:

C10.1 Recognize the major soil components and types.

C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.

C10.3 Understand water delivery and irrigation system options.

C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development:

C11.1 Understand the anatomy and functions of plant systems and structures.

C11.2 Understand plant growth requirements.

C11.3 Know annual, biennial, and perennial life cycles.

C11.4 Examine plant sexual and asexual reproduction.

C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:

C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).

C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.

C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific

method.

C13.3 Use the scientific method to conduct agricultural experiments.

21

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals.

Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems.

The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

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

equipment:

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

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

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

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

D2.0 Students understand key principles of animal nutrition:

D2.1 Understand the flow of nutrients from the soil, through the animal, and back to

the soil.

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

D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

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

D3.0 Students understand animal physiology:

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

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

22

Animal Science Pathway

D4.0 Students understand animal reproduction, including the function of reproductive organs:

D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).

D4.2 Understand the gestation process and basic fetal development.

D4.3 Understand the parturition process, including the identification of potential problems and their solutions.

D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.

D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

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

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

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

D5.3 Research and discuss current technology used to measure desirable traits.

D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.

D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

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

- D6.1 Understand the signs of normal health in contrast to illness and disease.
- D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.
- D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.
- D6.4 Understand prevention, control, and treatment practices related to pests and parasites.
- D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.
- D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
- D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained

and eradicated.

23

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program.

D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.

D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

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

D8.1 Understand animal waste treatment and disposal management systems.

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

D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

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

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

D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.

D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.

D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

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

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

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

24

Animal Science Pathway

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

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

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

D12.2 Understand the relative importance of the major meat classifications, including

the per capita consumption and nutritive value of those classifications.

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

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and byproducts) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

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

25

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:

E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.

E1.2 Understand the difference between renewable and nonrenewable energy sources.

E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.

E1.4 Compare the effects on air and water quality of using different forms of energy.

E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Students understand air and water use, management practices, and conservation strategies:

E2.1 Understand the government's role in regulating air, soil, and water use management practices and conservation strategies.

E2.2 Understand air and water conservation issues.

E2.3 Understand appropriate water conservation measures.

E2.4 Understand the component of a plan that monitors water quality.

E2.5 Understand the component of a plan that monitors air quality.

E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management:

E3.1 Understand the systems used to classify soils.

E3.2 Understand the reasons for and importance of soil conservation.

E3.3 Understand how to analyze soils found in the different natural resource management areas.

E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.

E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

26

Forestry and Natural Resources Pathway

E4.0 Students understand rangeland management:

E4.1 Know the locations of major U.S. and California rangeland areas.

E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.

E4.3 Understand practices used to improve rangeland quality.

E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.

E4.5 Distinguish among different browse and forage species in California rangelands.

E4.6 Understand the components of a rangeland monitoring plan.

E4.7 Understand the requirements and rights accompanying public land grazing

permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

E5.0 Students understand wildlife management and habitat:

E5.1 Understand the relationship between habitat and wildlife population.

E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.

E5.3 Understand the methods for determining existing wildlife species populations.

E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.

E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.

E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.

E5.7 Understand the purpose, history, terminology, and challenges of the Endangered

Species Act and current activities related to the Act.

E6.0 Students understand aquatic resource use and management:

E6.1 Understand the different types of aquatic resources.

E6.2 Know the major body parts, digestive systems, and reproductive organs of aquatic species.

E6.3 Understand a variety of methods to determine the populations of existing aquatic species.

E6.4 Analyze the relationship between water quality and aquatic species habitat.

E6.5 Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.

E6.6 Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

E7.0 Students understand the outdoor recreation industry:

E7.1 Understand the potential environmental impacts of recreational activities and how to manage the resources affected.

E7.2 Understand basic survival skills and first-aid procedures.

E7.3 Understand appropriate trail construction and maintenance techniques.

E7.4 Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).

E7.5 Know how to set up a campsite for minimum environmental impact.

E8.0 Students understand basic plant physiology, anatomy, and taxonomy:

E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.

E8.2 Know how to use a dichotomous key to identify plants and animals.

E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.

E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Students understand the role of fire in natural resource management:

E9.1 Understand the role of fire in forest and rangeland ecosystems.

E9.2 Understand the significance of each of the components of the “fire triangle.”

E9.3 Know appropriate wildland fire-suppression practices.

E9.4 Understand the components of a fire-control plan.

E9.5 Know how to use fire-control tools safely.

E9.6 Know the training requirements for fire-suppression certification.

E10.0 Students understand forest management practices:

E10.1 Understand how social, political, and economic factors can affect the use of

forests.

E10.2 Understand the California Forest Practice Act and the requirements for Timber

Harvest and Habitat Conservation Plans.

E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).

E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.

E10.5 Understand Silvicultural systems and skills, including appropriate tool use.

E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

28

Forestry and Natural Resources Pathway

E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

E11.1 Understand the Public Land Survey System.

E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.

E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.

E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.

E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.

E12.3 Analyze the production of specialty and seasonal products from natural resources.

E12.4 Know different wood types and their uses.

E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

E13.1 Understand the differences between publicly and privately held lands.

E13.2 Understand the differences between public land designations (e.g., State Park,

National Forest, wilderness areas, wild and scenic areas).

E13.3 Understand the role of public and private property rights and how they affect

agriculture.

E13.4 Understand the role of government in managing public and private property

rights.

29

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery,

landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.

F1.2 Understand how to identify plants by using a dichotomous key.

F1.3 Understand how common plant parts are used to classify the plants.

F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.

F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.

F2.2 Understand the seed's essential parts and functions.

F2.3 Understand how primary, secondary, and trace elements are used in plant growth.

F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.

F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

F3.1 Understand the different forms of sexual and asexual plant reproduction.

F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).

F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

F4.1 Read and interpret pesticide labels and understand safe pesticide management

practices.

F4.2 Understand how pesticide regulations and government agencies affect agriculture.

F4.3 Understand common horticultural pests and diseases and methods of controlling

them.

F4.4 Understand the systematic approach to solving plant problems.

30

Ornamental Horticulture Pathway

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.

F5.2 Know basic irrigation design and installation methods.

F5.3 Prepare and amend soils, implement soil conservation methods, and compare

results.

F5.4 Understand major issues related to water sources and water quality.

F5.5 Know the components of soilless media and the use of those media in various

types of containers.

F6.0 Students understand ornamental plant nutrition practices:

F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.

F6.2 Understand basic nutrient testing procedures on soil and plant tissue.

F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.

F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

F7.1 Understand the selection and management of landscape and sports field turf.

F7.2 Understand how to select, install, and maintain a designated turfgrass area.

F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

F8.1 Understand how to properly use production facilities and common nursery

equipment.

F8.2 Understand common nursery production practices.

F8.3 Understand how to propagate and maintain a horticultural crop to the point of

sale.

F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and

facilities:

F9.1 Understand the use of different types of containers and demonstrate how to

maintain growing containers in controlled environments.

F9.2 Operate and maintain selected hand and power equipment safely and appropriately.

F9.3 Select proper tools for specific horticultural jobs.

F9.4 Understand how to install landscape components and electrical land and water

features.

31

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.

F10.2 Understand the principles of residential design, including how to render design

to scale.

F10.3 Understand proper landscape planting and maintenance practices.

F10.4 Prune ornamental shrubs, trees, and fruit trees.

F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.

F11.2 Apply basic design principles to products and designs.

F11.3 Handle, prepare, and arrange cut flowers appropriately.

F11.4 Understand marketing and merchandising principles used in the floral industry.

32

Plant and Soil Science Pathway

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

G1.1 Understand how to classify and identify plants by order, family, genus, and species.

G1.2 Understand how to identify plants by using a dichotomous key.

G1.3 Understand how common plant parts are used to classify the plants.

G1.4 Understand the differences between and uses of native and nonnative plants.

G1.5 Understand the differences between monocots and dicots.

G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:

G2.1 Understand the differences between prokaryotic cells and plant and animal

eukaryotic cells and how viruses differ from them in complexity and general

structure.

G2.2 Understand plant cellular function reactions when plants are grown under

different conditions.

G2.3 Understand what functions organelles play in the health of the cell.

G2.4 Understand the part of the cell that is responsible for the genetic information that

controls plant growth and development.

G2.5 Understand plant inheritance principles, including the structure and role of

DNA.

G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 Students understand plant physiology and growth principles:

G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.

G3.2 Understand the seed's essential parts and functions.

G3.3 Understand how primary, secondary, and trace elements are used in plant growth.

G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.

G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

G3.6 Understand the factors that affect plant growth and predict plant response.

33

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

G4.0 Students understand sexual and asexual reproduction of plants:

G4.1 Understand the different forms of sexual and asexual plant reproduction.

G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).

G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 Students understand pest problems and management:

G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.

G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.

G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.

G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).

G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:

G6.1 Understand soil types, soil texture, structure, and bulk density and explain the

U.S. Department of Agriculture (USDA) soil-quality rating procedure.

G6.2 Understand soil properties necessary for successful plant production, including

pH, EC, and essential nutrients.

G6.3 Understand soil biology and diagram the soil food chain.

G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 Students understand effective tillage and soil conservation management practices:

G7.1 Understand how to effectively manage and conserve soil through conventional,

minimum, conservation, and no-tillage irrigation and through drainage and

tillage practices.

G7.2 Understand how global positioning systems, surveying, laser leveling, and other

tillage practices conserve soil.

G7.3 Use tools such as the USDA and the local Resource Conservation District soil

survey maps to determine appropriate soil management practices.

G8.0 Students understand effective water management practices:

G8.1 Understand California water history, current issues, water rights, water law, and

water transfer through different distribution projects throughout the state.

G8.2 Understand the local, state, and federal agencies that regulate water quality and

availability in California.

34

Plant and Soil Science Pathway

G8.3 Understand the definition of a watershed and how it is used to measure water quality.

G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an “agrosystem” approach to production:

G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Understand the elements of conventional, sustainable, and organic production systems.

G9.3 Understand the components of “whole-system management.”

G10.0 Students understand local crop management and production practices:

G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Understand common marketing and shipping characteristics of local commodities.

G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.

G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).

G11.3 Know how herbicide-resistant plant genes can affect the environment.



G11.4 Understand how genetic engineering techniques have been used to improve crop yields.

G11.5 Understand the effects of agricultural biotechnology, including genetically

modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

- 6.3 Understand how to locate important information on a material safety data sheet.
- 6.4 Maintain safe and healthful working conditions.

Credential

**COMMISSION ON
TEACHER CREDENTIALING**
Ensuring Educator Excellence

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GJEB, STEPHANIE > Document:

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

Last Name: GOEB
First Name: STEPHANIE
Middle Name: LYNN

Last Known County of Employment: FRESNO COUNTY OFFICE OF EDUCATION
Adverse and Commission Actions Indicators:

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If Reg. displayed, click the Adverse and Commission Actions tab. If no Reg. - review Status field under the All Documents tab to view any adverse action taken.

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Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
150071664	Single Subject Teaching Credential	Clear	Valid	4/21/2015	5/1/2020	2/8/2013		
130029556	Single Subject Teaching Credential	Preliminary	Valid	2/8/2013	3/1/2018	2/8/2013		
130029439	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/8/2013	3/1/2018			
110179310	Certificate of Clearance		Valid	9/29/2011	10/1/2016			

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R15	The document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subject adult education teaching credential, a child development instructional permit, or a child development supervisor permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. The English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NOTE		MAJ	

Renewal Requirements
Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Chapter Calendar

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15 Father's Day	16	17	18	19	20	21
22	23 CATA Conference- SLO	24	25	26	27	28
29	30					

July 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4 Independence Day	5
6	7	8	9 State Fair Livestock	10	11	12
13 State Fair Livestock	14	15	16	17	18	19
20	21 Chapter officer workday	22 Chapter officer retreat – Shaver Lake	23	24	25	26
27	28	29	30	31		

August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2
3	4	5	6 Round up begins	7	8	9
10	11	12 School starts	13	14	15 SJR FFA Boot Camp Session One	16
17	18	19 Greenhand Ice Cream Social	20 Mud Volleyball Meeting	21	22 Drive-Up Dinner Tickets Out	23
24	25	26	27 E/WFM COLC/CATA- Kingsburg HS	28	29	30 Madera Fair Poultry/Rabbits

September 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Labor Day	2	3	4	5 Football vs Fowler	6
Madera County Fair						
7	8	9	10 Chapter Meeting	11 Volleyball vs McLane	12 Football vs Oristimba	13
Madera County Fair						
14	15	16	17 EFM FFA- Blackbeards 5pm	18	19 Drive Up Dinner Tickets Due	20
21	22	23	24	25 Drive Up Dinner Madera Cotton-5pm	26	27
28	29	30 Volleyball vs Caruthers				

October 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6 Homecoming Week Staff Development	7 PowderBuff	8 Powder Puff	9 Volleyball vs Mendota	10 Homecoming vs Tranquility End of 1 st	11 Corcoran Cotton 8:30am
12	13 Columbus Day	14	15 Chapter Meeting	16 Volleyball vs Avenal	17	18 West Hills College Fall Field Day
19	20	21	22 GHC-Clovis East HS	23 Volleyball vs Tranquility	24 Football vs Coalinga	25
26	27 Canned Food Drive Begins	28	29 National Convention	30 Volleyball vs Dos Palos	31 Halloween Football vs Avenal	

November 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30						1 National Convention
2	3	4	5	6 Hanford Cotton 5pm Volleyball vs Coolidge	7	8 Cotton State Finals-CSUF Ag Night Football Game
9	10	11 Veterans Day	12 Greenhand Banquet	13	14 SJR CATA Road Show	15 SJR CATA Meeting
16	17	18 Canned Food Drive Ends	19 WFM O/C- Madera 5pm	20 New Prof.- Fresno	21 →	22
23	24 Thanksgiving break	25	26	27 Thanksgiving	28	29 →

December 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Toy/Coat/Orna grams Start	2	3	4	5	6
7	8	9	10 Chapter Meeting	11	12	13 Exeter Citrus 8:30am Clovis Natural Resources 8am
14	15 Toy & Cot Drive Ends	16	17	18 Ag Leadership Party & Caroling	19 End of 2 nd Quarter	20
21	22 Winter Break	23	24	25 Christmas	26	27
28	29 Winter Break	30	31			

January 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 New Year's Day Winter Break	2	3
4	5 Winter Break	6	7	8 Record Book Work Day	9	10 Reedley Tree P. 8am Fowler Vine P. 9am
11	12 Staff Development	13 School Starts	14	15	16	17 Dinuba Vine P. 8am Coalinga Nat R.- 8am Clovis Tree Prun.-8am
18	19 MLK Holiday	20	21 WFM BIG/Banking- Central West 5pm	22	23 SJR FFA Officer Apps Due	24 Reedley College Field Day/Nat Res 7:30am
25	26 Drive Up Dinner Tickets OUT	27	28 EFM/WFM Record Book- Kingsburg 5pm	29	30	31 Tulare Citrus 8am Minarets Parli Res/Camp 8am

March 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6 UC Davis Parli Pro	7 UC Davis Field Day West Hills College Spring Field Day
8	9 Staff Development	10 SLE- Sacramento	11	12	13	14 Chico State Field Day
15	16	17	18 Chapter Meeting	19	20 SJR Parli Pro- COS Tulare	21 Merced College Field Day Dinuba Vet Sci Contest
22 SJR State Officer Candidate Training-Fresno State	23	24	25	26 ROP Skills Challenge	27 SJR Speaking- COS Speaking Contests	28 MJC Field Day
29	30 Spring Break	31				

April 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Spring Break	2	3	4
5 Easter	6	7 EFM/WFM Banquet-Fresno Fair	8	9	10	11 CRC FD/Ag Sales Reedley College FD Madera
12	13	14 Chapter Meeting	15	16 State Speaking Finals	17 State Parli Pro Finals	18 Fresno State Field Day Clovis East Weld
19 FFA State Conference	20	21	22 WFM FFA Off Apps Due	23	24	25 Madera Floral 8am Hanford Field Day
26	27 WFM Off Screening- Fresno Central	28	29	30		

May 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2 State Finals-Cal Poly
3	4	5	6	7 E/WFM CATA Planning/FFA Off Elect- Kingsburg 4:30pm	8	9
10 Mother's Day	11 Chowchilla Fair	12	13	14	15	16
17 Chowchilla Fair	18	19 American Degree Scoring-Tulare	20 Final American Degree Scoring-Fresno	21	22	23
224	25 Memorial Day	26	27 Spring Banquet	28 Pool Party	29	30

June 2015

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

Professional Development Plans

June 2014- CATA summer conference and skills week
September-2014 West Fresno Madera Fall Section meeting
November 2014- New Professionals Institute year 2
November 2014- Fall San Joaquin Roadshow and Region Meeting
January 2015- West Fresno Madera state degree scoring
February 2015- Spring San Joaquin Region Meeting
February 2015- State proficiency scoring
April 2015- Full completion of BTSA
May 2015- AGED 539 completion
May 2015- West Fresno Madera spring section meeting
June 2015- CATA summer conference and skills week
July 2015- CASE institute for plant science

R-2 Report

Data for Year: 2014-2015**School:**

CA0072 Firebaugh
 Firebaugh HS
 1976 Morris Kyle Dr.
 Firebaugh, CA 93622
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Teachers: 5

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	5	Life Science	
Ag Biology	Ag Biology	5	Life Science	
Ag Biology	Ag Biology	34	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	29	Life Science	
Ag Biology	Ag Biology	31	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	32	Life Science	
Ag Bus Mgt	Ag Leadership & Communication	34	Other	
Ag Mechanics	Ag Mechanics 1	15	Other	
Ag Mechanics	Ag Mechanics 1	19	Other	

Ag Mechanics	Ag Mechanics 2	16	Other
Ag Mechanics	Ag Mechanics 2	15	Other
Ag Mechanics	ROP Ag Welding	6	Other
Ag Mechanics	ROP Ag Welding	6	Other
Agriscience I	Ag Earth Science	30	Physical/Earth Sci.
Agriscience I	Ag Earth Science	25	Physical/Earth Sci.
Agriscience I	Ag Earth Science	32	Physical/Earth Sci.
Agriscience I	Ag Earth Science	30	Physical/Earth Sci.
Agriscience I	Ag Earth Science	24	Physical/Earth Sci.
Agriscience I	Ag Earth Science	31	Physical/Earth Sci.
O.H./Floral	Floriculture	34	Fine Arts
O.H./Floral	Floriculture	32	Fine Arts
O.H./Floral	ROP Floriculture Design	33	Fine Arts
O.H./Floral	ROP Ornamental Horticulture	16	Other
O.H./Floral	ROP Ornamental Horticulture	16	Other
Other Ag	Ag Chemistry	31	Physical/Earth Sci.
Other Ag	Ag Chemistry	34	Physical/Earth

			Sci.
Other Ag	Ag Chemistry	33	Physical/Earth Sci.
Other Ag	Ag Government & Economics	16	History/Gov't
	TOTAL	720	
	Average Class Size	24.0	

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	12
Ag Mech.	72
Agriscience	382
An. Science	53
Forestry/NR	14
O.H.	29
Plant/Soil Sci.	14
	576

FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
9	169
10	174
11	128
12	76

13	15
14	14
Total	576

FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	201
2	207
3	102
4	40
5	12
6	14
Total	576
Average Years	2.1

Freshman Persistence:
Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	40	32%
2	14	11%
3	31	25%
4	39	31%
Freshman Cohort Students	124	
Average Years Completed	2.6	

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

[View Ed Data](#)

Congressional District	21
Assembly District	31
State Senate District	12
County	Fresno
County-District-School Code	10738091030121

Travel Request

CATA Membership Card

Professional Development Report

Firebaugh does not have a formal post-professional development report in place. Those who attend various professional development conferences may be asked to teach something at the next all staff meeting, but that doesn't usually happen. The agriculture department sends a report to the principal, learning directors, and superintendent so that they know something was gained from sending the teachers out for development. Anything that involves students has a presentation that is completed after the trip.

Department wish list

Year 1 2014-2015

1. Purchase new truck for Ag department.
\$45,000

Year 2 2015-2016

2. Purchase new/used tractor
\$60,000
3. Purchase new SUV/Van for Ag department.
\$45,000

Year 3 2016-2017

1. Purchase second new truck for Ag department.
\$45,000

Year 4 2017-2018

1. Purchase a new pull behind stock trailer.
\$10,000

Year 5 2018-2019

1. Purchase forklift
\$15,000
2. Purchase small tractor w/loader
\$15,000

Department Budget

<u>4000 Books & Supplies</u>					
430000		Materials and Supplies			
		Ag Mech Supplies			\$ 3,000.00
		Floral Supplies			\$ 1,000.00
		OH Supplies			\$ 1,000.00
		General Supplies (Classrooms)			\$ 1,000.00
		Leadership Supplies			\$ 2,000.00
		Livestock Supplies			\$ 500.00
		Totals			\$ 8,500.00
430007		Field Trips - Supplies			
		FLD Milage			\$ 1,500.00
		Field Days			\$ 6,000.00
		Hotels			\$ 4,000.00
		Totals			\$ 11,500.00
430014		Other Supplies			
		Dept. Office Supplies			\$ 1,000.00
		School Farm			\$ 1,000.00
		Totals			\$ 2,000.00
4000	Totals				\$ 22,000.00
<u>5000 Service &</u>					

<u>Other</u>					
520001		Conference Expenses			
		FFA Conferences			\$ 7,500.00
		CATA Conferences			\$ 2,000.00
		Hotels			\$ 2,500.00
		Total			\$ 12,000.00
520002		Travel Reimbursement Expenses			
530000		Dues And Membership			
		CA FFA Dues			\$ 5,000.00
560000		Rentals, Leases and Repairs & Non Capital Improvements			
571000		Direct Costs for Interprogram Services			
5000	Totals				\$ 17,000.00

<u>4000 Books & Supplies</u>					
430000		Materials and			

Supplies						
PO #	Vendor	Description	Encumbered	Date	Spent	Available
150365	Evans Feed	Livestock Supplies	\$ 500.00			
				8/21/2014	\$ 256.50	\$ 243.50
				9/1/2014	\$ 63.72	\$ 179.78
				9/2/2014	\$ 159.52	\$ 20.26
150366	Home Depot	Ag Mech Supplies	\$ 1,000.00			
				8/26/2014	\$ 42.35	\$ 957.65
				9/8/2014	\$ 51.51	\$ 906.14
				10/1/2014	\$ 28.32	\$ 877.82
				10/22/2014	\$ 21.25	\$ 856.57
150367	Wal-Mart	Leadership Supplies	\$ 1,000.00			
				9/8/2014	\$ 408.37	\$ 591.63
				9/9/2014	\$ 14.91	\$ 576.72
150370	Office Depot	Leadership Supplies	\$ 1,200.00			
150392	Valley Iron	Ag mech supplies	\$ 1,000.00			
				9/5/2014	\$ 267.32	\$ 732.68
150636	Wal-Mart	Class Supplies	\$ 1,000.00			
150653	Fresno Oxygen	Ag Mech Supplies	\$ 1,000.00			
150741	Lincoln Electric	Ag Mech Supplies	\$ 600.00			
	Totals:		\$ 7,300.00			
430007		Field Trips - Supplies				
PO #	Vendor	Description		Date	Spent	Available

			Encumbered			
150752	FS Field Day	Cotton State Finals	\$ 10.00			
150753	MJC	Cotton Contest	\$ 15.00			
	Totals:		\$ 25.00			
430014		Other Supplies				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
150368	Office Depot	Department Supplies	\$ 1,000.00			
150373	Home Depot	Farm Supplies	\$ 200.00			
				9/2/2014	\$ 148.59	\$ 51.41
	Totals:		\$ 1,200.00			
4000	Totals					
<u>5000 Service & Other</u>						
520001		Conference Expenses				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
150369	SJ CATA		\$ 490.00			
150635	CA FFA		\$ 965.00			
150754	Cal Poly		\$ 375.00			
	Totals		\$ 1,830.00			
520002		Travel Reimbursement Expenses				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
530000		Dues And Membership				
PO #	Vendor	Description		Date	Spent	Available

			Encumbered			
150740	CA FFA		\$ 5,091.50			
	Totals:		\$ 5,091.50			
560000		Rentals, Leases and Repairs & Non Capital Improvements				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
571000		Direct Costs for Interprogram Services				
PO #	Vendor	Description	Encumbered	Date	Spent	Available
5000	Totals					
<u>6000 Capital Outlay</u>						
	Pos needed	Agri-Valley	\$ 250.00			
		HD - Farm	\$ 250.00			
		Evans	\$ 250.00			
			Encumbered			

	Total		\$ 15,446.50			
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District/Department Budget Process

As a department the five of us meet to discuss the upcoming year's budget before the AIG application is due to the regional office. We discuss where we want to allocate funds and how much to assign to each category or budgetary item, as well as looking at where money was spent the previous year.

We take into consideration the wish list items that we want to complete that year as well as if we feel we will get outside help in any of the areas so that we can move funds to other areas. We also look at new courses being put into place or if we need new materials for current courses. In the livestock area we look at our growing numbers and projection of projects for the next year where we are short on equipment.

Throughout the year we can contact our secretary for an update on where we stand within our budget and the funds left to spend by the end of the year. She handles our AIG and district monies and coordinates with the business office to have an up to date balance on our account.

When we spend money from the AIG/district funds the purchase orders are run through our site secretary, she codes them for our account and passes them to the district office. When funds are paid out by the district she is notified with a new balance.

Department Chart of Responsibilities

	Calvert	Diaz	Goeb	Lieb	
Project Supervision					
Ag Mechanics					
Orchard/Crops					
Ornamental Horticulture					
Floral					
Cattle (beef & dairy)					
Sheep					
Swine					
Small Animals (rabbits, poultry)					
Judging Teams and Contests					
Fall					
Tree Pruning					
Vine Pruning					
Cotton Judging					
Citrus Judging					
Speaking					
Opening Closing					
- Novice Team					
- Open Team					
- Officer Team					
Best Informed Greenhand					
Banking					
Creed Speaking					
Impromptu Speaking					
Prepared Speaking					
Parli Pro					
Floriculture					

Job Interview



Substitute procedures and plans

Log onto subfinder administrator site and report the absence.

Sub plans can be attached in the subfinder program, but in my experience it does not work well. I leave as sub plan on my desk with the sub binder, which contains all of the information the sub will need to know about my class. If it is a last minute unplanned absence I will email a plan to one of my teaching partners.

Program Completer Description

A program completer is a senior student who has been enrolled in agriculture education classes all four years of his/her high school career. Not only must the student have completed four years of agriculture courses, they must have passed with a satisfactory grade. This includes participating in at least the minimum amount of FFA activities required per semester, having a supervised agriculture experience project each year, and maintaining a current record book for said projects. Currently our senior completers receive a sash to wear at graduation after they have provided proper documentation that all requirements have been met.

Reimbursement Process

To be reimbursed for expenses from the FFA ASB account:

Fill out the pink sheet with a receipt attached or show a quote in order to receive a purchase order.

To get a purchase order from AIG or ROP you need to fill out the correct color Purchase Order form and attach a price quote from the vendor.

**FIREBAUGH HIGH SCHOOL
ASSOCIATED STUDENT BODY FUND
1976 Morris Kyle Drive
Firebaugh, Ca 93622**

Date _____

Purpose of Cash Box: _____

Add/Charge to
Account of: _____

Approved by: _____
Club Advisor/Principal

Cash Box Fund	
Currency	
	20's
	10's
	5's
	1's
Sub Total	
Coin	
	.50
	.25
	.10
	.05
	.01
Sub Total	
Grand Total	

Money Collected	
Currency Count	
	100's
	50's
	20's
	10's
	5's
	1's
Sub Total	
Coin Count	
	.50
	.25
	.10
	.05
	.01
Sub Total	
Grand Total	

Verification of Receipts: _____

Receipt No: _____

Date: _____

Verified By: _____

Currency: \$ _____

Coin \$ _____

Checks \$ _____

Sub Total \$ _____

Less Cash box Fund \$ _____

Total Deposit \$ _____

1976 MORRIS KYLE DRIVE - FIREBAUGH, CA 93622
TELEPHONE NO. (559) 659-1476 FAX (559) 659-2355

<p>Phase Order # _____</p> <p>Will pick-up P.O. at district office _____</p> <p>Need to place order _____</p> <p>Confirmed Verbal Order _____</p>	<p>Date: _____</p> <p>Requested by: _____</p> <p>Purpose: _____</p> <p>PAGE : _____ OF _____</p> <p>{ } ALL SITES</p> <p>Account: _____</p>					
<p>Site</p> <p>[] HMB [] AEM [] FMS [] FHS</p> <p>[] DIST [] MOT [] FACE [] TRNSP</p>						
<p>Vendor No: _____</p> <p>Vendor: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <tr> <th>FOR OFFICE USE ONLY</th> </tr> <tr> <td>Account: _____</td> </tr> <tr> <td>_____</td> </tr> <tr> <td>_____</td> </tr> <tr> <td>_____</td> </tr> </table>	FOR OFFICE USE ONLY	Account: _____	_____	_____	_____
FOR OFFICE USE ONLY						
Account: _____						

APPROVALS

ALL REQUISITIONS MUST BE COMPLETED PROPERLY.(c.i. name, address, price, sales tax, shipping/handling charges.)

REQUISITION

Date:

Confirmed Verbal Order

Purpose:

OF

[] ALL SITES

Account:

Account:

APPROVALS

Date _____

Date _____

Date _____

ALL REQUISITIONS MUST BE COMPLETED PROPERLY.(c.i. name, address, price, sales tax, shipping/handling charges.)

1976 MORRIS KYLE DRIVE - FIREBAUGH, CA 93622
TELEPHONE NO. (559) 659-1476 FAX (559) 659-2355

Purchase Order # _____

Date: _____

Confirmed Verbal Order _____

Purpose: _____

SITE PLAN PAGE NO. _____

☐ ALL SITES

Account: _____

Vendor: _____

Account:

[illegible]

Principal

Date _____

Special Projects

Date _____

Business Manager

Date _____

MOT Director

Date _____

Superintendent

Date _____

ALL REQUISITIONS MUST BE COMPLETED PROPERLY.(e.i. name, address, price, sales tax, shipping/handling charges.)

1976 MORRIS KYLE DRIVE - FIREBAUGH, CA 93622
TELEPHONE NO. (559) 659-1476 FAX (559) 659-2355

Purchase Order

Date: _____

Requested by: _____

Will pick-up P.O. at district office _____

Need to place order

Confirmed Verbal Order _____

Purpose: _____

Site Plan Pg. #

Account: _____

Vendor No:

Site	[]HMB	[]AEM	[]FMS	[]FHS	[]DIST
------	--------	--------	--------	--------	---------

Vendor: _____

PLEASE CHECK IF CATEGORICAL

Categorical Program []

FOR OFFICE USE ONLY

Account

[illegible]

APPROVALS

Principal

Date _____

Special Projects

Date _____

Business Manager

Date _____

MOT Director

Date _____

Superintendent

Date _____

ALL REQUISITIONS MUST BE COMPLETED PROPERLY.(c.i. name, address, price, sales tax, shipping/handling charges.)