AGED 539

Quality Criteria Standards & Supporting Materials

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Kingsburg High School

Spring 2015

This internship/project report includes validation documents required in meeting the quality criteria for secondary-level programs of instruction in agriculture. The documents are concurrently used for the Agriculture Incentive Grant review process at Kingsburg High School conducted by representatives of the California Department of Education. The internship included the development of an Advisory Committee for Kingsburg High School. The plan includes information to establish the committee, create a constitution, board approval, host 2 committee meetings and attach minutes, along with establishing a recognition program for committee members.

Part 1: Reflection on Established "Quality Criteria Standards"

Ag. Incentive Check-List

1	Curriculum & Instruction
2	Leadership & Citizenship Development
3	Practical Application of Ag. Skills
4	Qualified & Professional Personnel
5	Facilities, Equipment & Materials
6	Community, Business, & Industry Involvement
7	Career Guidance
8	Program Promotion
9	Program Accountability & Planning
10	Enrollment Numbers
11	Full Year Employment
12	Program Achievement
13	
14	
15	

1. Curriculum & Instruction

1. Curriculum & Instruction

Kingsburg High School offers a variety of courses and is continuing to expand classes in the study of agriculture science and technology. Currently Kingsburg High School Agriculture Department offers a Science and a Mechanics Pathway. KHS just added the Agriculture Earth Science class; this class was approved and took effect in August 2014. It is a department policy that if a student is interested in taking the Agriculture Earth Science class, they must also be enrolled in one of the introduction courses (Intro to Agriculture or Intro to Agriculture Mechanics). The pathways are as followed: (official pathway sheet is attached in Appendix 7.)

Agriculture Sciences	Agriculture Mechanics
Agriculture Earth Science	Agriculture Earth Science
Introduction to Agriculture	Introduction to Ag. Mechanics
Agriculture Biology	ROP Ag. Welding
ROP Horticulture/Animal Science	ROP Advanced Welding
ROP Ag. Sales	ROP Fabrication

All classes are designed with hands on application of extending their knowledge outside of the classroom. The students are made aware of the career path choices first at the 8th grade recruitment day, and then again during their freshman year orientation, and continue to be constantly reminded through each current agriculture class dependent upon the year in school. In the Agriculture Science Class one of the assignments is a home visit. During this home visit I present detailed program of the pathways/class options. This is a great way for parents of newly involved Kingsburg FFA members to begin to fully understand what the program has to offer. The majority of the hands on experience come from the student's Supervised Agriculture Experience (SAE's); these are agriculture project that the students are responsible for and they document in their Record Book(s).

The classes taught at Kingsburg High School are aligned to meet the California State Standards, Common Core Standards which allows them to meet high school graduation standards and CSU/UC requirements, as well as career and technical standards. Students and parents have access to a master schedule which displays the pathway list for the complete four years. When students are enrolled in an agriculture class they are made aware of the career options available for that specific subject area. To ensure Agriculture Career Awareness information is included in every class we make sure as a department to hold a career unit in each of our classes offered. This way we know that they students are being made aware of careers offered in all aspects of the agriculture field.

Technology is becoming a more prevalent conversation at Kingsburg High School. This year KHS received a technology grant that will be used to convert our high school to technology based- meaning that each students and teacher will be receiving their own device. The goal of this is that Kingsburg will become a digital school. Students will be issued a google account, and will be submitting their classwork and completing quizzes and tests through a google based application. Currently we recently purchased a mobile computer lab for the use of our agriculture students. The students have the opportunity to use these computers during class, and are ask to create resumes, take virtual tours, research agriculture topics, cover letters, and this year we will be transitioning all of our freshman students to computerized Record Books.

At Kingsburg High School recordkeeping is a requirement. Students enrolled in an agriculture class are required to have an SAE project. SAE and FFA participation make up 30% of the students grade in each of their agriculture classes. Recordkeeping is covered in every agriculture class, students are taught in class through mock problems, and are then given time individually to create and maintain their own record book. We are in transition from paper books to eRecordbooks. This year we are requiring our freshman to complete an eRecordbook, these will be kept on an external hard drive. For the upper class and graduate students, their recordbooks are kept in a filing cabinet until one year following graduation. Upon the one year after graduation the students are contacted and ask if they would like to have their recordbook in their possession.

2.Leadership & Citizenship Development

2. Leadership & Citizenship Development

Kingsburg FFA received its charter from the State of California in _____ and in _____ received charter from the National FFA Association. Attached in the appendix is our current chapter Program of Work. The moment a student registered for an agriculture class they are enrolled as a member of the FFA. The FFA affiliation is 30% of each student's grade. 15% is devoted to FFA/Leadership activities and the other 15% is the students Supervised Agricultural Experience Project. In order for the students to meet the FFA/Leadership activity portion they are required to attend four activities per semester. They are encouraged to go to more events, but four is the minimum. The activities that the students are able to choose from range from FFA competitions to simply fundraising events.

To document the students' participation in Kingsburg FFA activities and to apply them to their grade, students are required to sign in at every activity. Once they sign in, I keep an updated excel spreadsheet of student involved. Two times a semester the excel spreadsheet comes out and the students add the FFA events to their current recordbook. At the beginning of the year each student is provided with a FFA calendar of events so they can plan accordingly to guarantee that they receive full points for their FFA activities. We try to plan a variety of events at a variety of times to ensure involvement for all types of students. Every student enrolled in an agriculture class are automatically enrolled in the FFA program, and therefore are associated with the State FFA Association. For the past 2014-2015 school year Kingsburg FFA has participated in the following activities above the chapter level:

Date:	Event:
July 25-26	East Fresno Madera: Sectional Officer Leadership Conference.
August 15-16	San Joaquin Chapter Officer Bootcamp (Scicon)
August 27	EFM/WFM COLC @ Kingsburg High School
September 17	EFM Section Activity @ Blackbeards
October 1-11	Big Fresno Fair
October 22nd	Greenhand Conference (Clovis)
October 29- November 2	National FFA Convention
November 8	Fresno State Football Game & Ag. Night
November 12	EFM Opening & Closing Contest
December 4	EFM Banking Contest
January 10	Napa Valley Vine Pruning Contest
January 24	Reedley College Winter Field Day.

(The remainder of the FFA activities for the year can be found in the appendix (7) under FFA Calendar.)

To ensure that students are participating and taking full advantage of the leadership opportunities through the FFA program we continue to enforce the 4 activity credits per a semester (8 a year) and keep track of all leadership activities via an excel spread sheet. (The spreadsheet is attached).

3. Practical Application of Ag. Skills

3. Practical Application of Agriculture Skills

Students at Kingsburg High School are required to participate in a Supervised Agricultural Experience (SAE) project. To hold students accountable for their SAE, it becomes 15% of the agriculture class grade. This makes a total of 30% of their grade devoted to FFA/SAE and the remaining 70% is devoted to classwork. For students to earn the full 15% for their SAE project, they are required to be actively working on their project. "Actively" means they have at least 10 hours of work on their project a month (in an agriculture related field). This information is updated monthly in class in their current RecordBook.

With Fresno Fair being held in October, it is sometimes a challenge to get our freshman students involved in a livestock SAE during their freshman year. Kingsburg reaches about 20 total freshman students each year that actually show an animal at the Fresno Fair. In order for these students to be presented with the opportunity to show livestock as an SAE, they along with a parent must attend a mandatory livestock meeting on one of three dates in May. This information is mailed to each and every incoming high school student, and is also mentioned at the 8th recruitment at the local middle schools. Those students interested will attend the meeting and will have a Livestock SAE their freshman year. The other 80 students that do not raise livestock projects are required to identify an SAE project, approved by their advisor, by the second semester of their freshman year. During the first semester a good portion of their agriculture class is devoted to brainstorming SAE ideas, they are then required to complete an assignment just for them based on a potential SAE, and then officially start their SAE project in March of their freshman year. Each and every student in our program is required to have an SAE project, if not their grade is significantly affected, that being said about 95% of our students choose to actively complete and work with an SAE project, these projects are verified by one of the three advisors at Kingsburg High School. Students who have SAE projects are visited at least 2 times per year and a documented form is kept in each student's record file. Kingsburg Agriculture department has access to two vehicles of their own, and an additional 6 suburban's upon approval from Kingsburg Joint Union High School District.

4. Qualified & Professional Personnel

4. Qualified & Professional Personnel

Kingsburg High School Agriculture Department has a total of three full-time teachers, two tenured and one probationary. Jill Sperling is the department head and one of the tenured teachers, Jill has been teaching at Kingsburg High School for fourteen years, received her Master's and Credential through Cal Poly San Luis Obispo. Brian Donovan is the other tenured teacher; Brian received his credentials from Fresno State, and completed his Master's from Cal Poly in 2010. I complete the three person department as a probationary employee. I will hopefully be completing my tenure status at the end of this next year. A few changes will be occurring in January of 2015 at Kingsburg High School as Jill Sperling recently accepted the Central Region Supervisor Position and will be leaving the high school come January. Brian Donovan will now move to the department head position, and we are hiring a long-term substitute, Natalie Vaz, to complete the year. Natalie just served as our fall 2014 Fresno State student teacher. All teacher employees at Kingsburg High School are qualified and competent, as they each hold a valid California Agriculture Specialist Credential along with a Single Subject Agriculture Credential that allows us to teach agriculture classes. One requirement to receiving these credentials is a completion of a minimum of 3,000 hours of occupational work experience in the area of agriculture.

Kingsburg is a community dedicated to having a high quality agriculture program, we are lucky to have the support of the administration, community, as well as up-to-date equipment and technology to complete our job to the best of our abilities. This is to ensure that we are giving our best to our students 100% of the time. Multiple times a year, Kingsburg Agriculture staff attends a variety of professional development through CATA, Kingsburg Joint Union High School, Fresno County Office of Education, and countless other organizations.

Worked into the high school schedule, two Monday (late start days for students) are dedicated to department meetings. During these meetings, Brian, Natalie (Jill Sperling's long term sub) and I meet to discuss upcoming activities, money spent, reflect on past activities and make sure that the three of us are operating on the same page. I personally keep the minutes from these meetings, each of which are kept in the current year's department binder. This allows us to continually reference the material covered at past meetings. We also have the opportunity to look at past years department meetings to reflect of activities planned during those years, see improvements, or see failures.

All personal expenses occurred while participating in all integral activities are covered by the Kingsburg Joint Union High School District. Upon prior district approval for the activities associated with FFA, SAE, and professional CATA the district will reimburse each agriculture teacher $40 a day for the cover of meals. In order to get reimbursed you have to present the itemized receipts from the meals purchased on your trip, it takes about three weeks to get fully

reimbursed for those activities. Fuel is also covered for each of the activities; each agriculture teacher has their own district Chevron Gas Card to use for travel. The receipts from the gas card are also submitted monthly so the district is made aware of the expenses occurred.

5. Facilities, Equipment, & Materials

5. Facilities, Equipment & Materials

Facilities and equipment are modified when needed to meet the needs of students. The majority of all of our agriculture students can function without the need of additional modifications. However, on a need by need basis certain accommodations can be made for the special population of students. Currently in our department we have one students with autism, modifications are made regularly to support this student to make sure he/she succeeds.

In addition to three agriculture classrooms, Kingsburg Ag Department also has one storage unit, outdoor portable classroom, farm shop (at the school farm), a three acre school farm, a greenhouse, and a shop for Ag Mechanics usage. Within the department, each classroom has two walls lined with cabinets and counters for additional space within the classroom. Student supplies, record books, lab supplies, and equipment are typically stored in these. Each classroom has its very own printer and copier so they can use our mobile laptop at any location to the full potential. In our department office we store a large copy machine, office supplies, paper, printing materials, as well as the department office has shelving to store addition Kingsburg records.

The shop specifically holds various tools and equipment used for projects throughout the year. Welding booths are located around the shop walls, while work benches with student lockers are found on the opposite walls. The shop contains one tool room, two roll-up doors that open to an outdoor patio workspace. The shop is primarily used for Agriculture Mechanics projects, introduction to agriculture mechanics lessons, advanced agriculture mechanics lessons, and project preparation for one of our Agriculture Boosters largest fundraisers of the year; Reverse Raffle Dinner. (Insert Shop Pictures)

Our school farm is located about two blocks down the street from the high school, on school property. This farm includes one hog barn and show ring, one sheep/beef barn and show ring, farm shop, two small sheds, a greenhouse, shade house, 8 trees, and an empty 1 acre lot that will soon be developed into trees within the next year. The school farm is used to house the majority of student livestock SAE projects for the Fresno Fair which takes place in October. During this time we have approximately 80% of all livestock SAE projects through Kingsburg housed at the school farm, roughly 125 head. Kingsburg doesn't charge students for housing their animal at the school farm, in exchange for board; students are required to attend three farm clean-up days throughout the year. This ensures that our farm is kept clean for the busy season. Students also have complete access to the greenhouse for horticulture projects, as well as the agriculture mechanics shop. Students are financially responsible for their projects unless otherwise agreed upon between student, parent, and FFA advisor.

All agriculture staff have district emails and have access to their e-mail through Microsoft Outlook. This program is installed on every school computer or laptop. In order to access your

personal Microsoft outlook you must be logged-on to the computer using your username and password that was distributed by the school.

Each agriculture teacher is responsible for keeping their area of interest neat and clean for the public eye. Brian is in charge of the Agriculture Mechanics area, to make sure that the shop is always organized and clean for the best working conditions throughout the year. During fair time Brian is also responsible for the hog barn. Natalie (the long term sub), and for the potential full time teacher that we hire to fill Jill's position will be responsible for the cleaning and organizing of their classroom (Room 52), the sheep projects and sheep barn. Alexa is responsible for her classroom (room 55), the beef/dairy arena, and the horticulture units. When I began teaching at Kingsburg High School two years ago the facilities were not up to their fullest potential. It has been a constant struggle to turn the facilities into clean, orderly and efficient, this is still a challenge that we face daily as a department. There is always work to be done, and I am hoping soon we will begin to see huge improvements to the facilities.

In regards to repairs needed to equipment, classrooms, and the school farms; the maintenance staff hired by the Kingsburg Joint Union District is responsible for all upkeep of our classrooms. The shop equipment maintenance is a responsibility of Brian, and the school farm maintenance is a joint responsibility between the three agriculture teachers. For the portion of the repairs that the three of us can't handle on our own, we ask for the help of our newly elected advisory committee members, call companies that we have done business with in the past, or ask a past parent who we know is an expert in the field that we need help with. The students are aware to notify one of the agriculture teachers the instant something breaks so we can get it up and running as soon as possible.

6.Community, Business, & Industry Development

6. Community, Business and Industry Involvement

As my masters project, I reintroduced our department to a new and fully functioning Advisory Committee. This committee began to take effect on January of 2015, and will serve a three year term. The last time that Kingsburg had an active Advisory Committee was back in the year 2010. The new committee is made up of the following members:

Kevin Esau: Kevin was just elected our Advisory Committee president, Mr. Esau works for a chemical company in the Kingsburg area. He was a graduate of the Kingsburg Agriculture Program in 2008, and received a degree in Agriculture Business from Cal Poly San Luis Obispo in 2011. Mr. Esau is excited to fill his role as the Advisory Committee President.

Lance Jackson: Mr. Jackson funs a family-owned vine, and stone fruit operation. He was a past graduate of Kingsburg High School. Mr. Jackson and his family have strong connections with the Kingsburg Community, and he is excited to help us start developing the portion of unused land at our school farm. Mr. Jackson also has a son who is a senior in our program.

Jeff Bortulossi: Mr. Bortulossi is a long time member of the Kingsburg Community, he is also a farmer (he grows mostly almonds). His daughters went through the Kingsburg FFA program.

Makala Gardner: Miss. Gardner is a passed graduate of Kingsburg High School, she graduated back in 2012, and is currently attending Fresno State and majoring in agriculture education. Ms. Gardner is also our co-sheep advisor, as well as our B.I.G. coach.

Frank Tebeau: Mr. Tebeau is an agriculture instructor at College of the Sequios, he has been an active member of other advisory committees, and is excited to offer his guidance and support to Kingsburg FFA.

Tim Morris: Mr. Morris is a longtime supporter of Kingsburg FFA, his wife is a math teacher at the high school.

David Silva: Mr. Silva is an owner in one of the larger IPM management companies in Fresno County. Mr. Silva was a graduate also of Kingsburg High School, and this coming year his son and his daughter will be involved in the FFA program.

The Kingsburg Advisory Committee had their first meeting on March 27, 2015, the second meeting for the school year is scheduled on May 20,2015. Members were made from the first advisory committee meeting and are being prepared to be sent to all of the members.

At our first advisory committee meeting in March, the committee helped to develop and approve our five year plan, discussed curriculum goals, student enrollment numbers, and went over the next steps for developing the unused portion of the school farm. The committee's

insight and knowledge will be a great addition to the Kingsburg FFA program, and I am excited to see the improvements that we will all make.

As mentioned before, the chair of the advisory committee is Mr. Kevin Esau. Mr. Esau is just beginning his three year term, his term as chair will end in January of 2018.

7. Career Guidance

7. Career Guide

Through the curriculum presented to the students throughout their agriculture classes, they are taught about the career opportunities to them based on the pathway they choose to follow in our agriculture program. Prior to the students starting the agriculture program, they meet with their assigned counselors for advice on classes available, and what is required from them as the start their high school career. Through the different career presentations and curriculum students gain an understanding of what post-secondary education is and what is required for them to achieve a certain level of success.

Student data sheets are completed every year by every student enrolled in our agriculture class. Even if the student has previously filled out a form, they are required to fill out a new one every year in August. The data sheet is added to their personal agriculture department file.

Kingsburg currently doesn't have any articulation agreements between Community Colleges. There are two closely located Community Colleges nearby and it is a goal of mine in the near future to begin to establish these agreements with the local colleges. With a College of the Sequoia instructor serving our advisory board it will hopefully be an easy transition to begin to establish an articulation agreement.

8. Program Promotion

8. Program Promotion

One time a year in March we take the current Chapter Officers to a recruitment day at the local middle schools to promote the Agriculture Education and FFA Program. In preparation for the recruitment we developed a 8X11 flier that includes the pathways offered, contact information, FFA events, livestock information for the fair in October and other highlights from the year. We print the flier on cardstock paper in color so it is appealing to the eye. We pass out the fliers to the students during our 8th grade recruitment presentation and we then mail an additional copy to the houses of each of the incoming freshman parents just in case the students forgets to show the paper to their parents or legal guardian. The fliers have continued to be a hit, as it includes all of the important information for dates for the upcoming year and offers a lot of clarification to the parents of future Kingsburg FFA members.

Kingsburg High School is fortunate to have a very supportive community and ag booster group. In instances when students have some financial barriers a member of the community or our ag booster group is always willing to lend a supporting hand. Typically for the livestock projects, we offer students a payment plan option. Through this plan the student sits down with their advisor to determine a balance that they will be able to pay monthly for their livestock animal. Upon the Fresno fair auction, once that student receives his/her fair check they are then required to pay back any debt that is due to the chapter. If a student is in a serious financial hardship our ag booster group will cover the cost of the animal without asking anything in return (this is decided upon a need by need basis). Students may also apply for a livestock loan through our local Robobank. Our local branch works closely with FFA students and allows them a loan at very low interest.

For the mechanics and horticulture projects the students work off the cost of their projects. For example, if one of the students wanted to make a BBQ as an SAE project for his agriculture mechanics class, Brian will require that those students do extra shop clean-up for him to work off the cost of materials needed. Overall, Kingsburg is a very supportive community and money should never hold a student back from accomplishing what they want. As long as the student works hard to complete their project, we will make sure the funds are there for them to get what they need.

9. Program Accountability & Planning

9. Program Accountability & Planning

A current Comprehensive Program plan is on file with our Regional Supervisor Mr. Charles Parker, along with a copy that is retained in our agriculture department for us to reference when needed. Each year it is the department heads duties to continue to update and make any changes to the Comprehensive Program Plan, that way we do not get behind. (The Current Copy of the Comprehensive Program plan is located on tab 13 of the supporting materials). The updates to the program plan are send to the regional supervisor by November 15th every year, this is also the responsibility of the department chair.

Upon graduation from a Kingsburg Agriculture Program, the majority of our students head to Community College or a 4-year University. About one year after graduation we will contact these students to send them a survey of where they are at now, employee information, college major information, future plans, and how valuable the agriculture program is to them. There are also additional comment boxes for immediate feedback of our program. The surveys are then mailed back to the agriculture department. Also, during the last school day for a graduating senior, we ask them to fill out a suggestions survey for immediate feedback on our program. It is a constant goal of ours to have Kingsburg FFA is the best possible program, and we would like our students to get the most out or our program, these continued surveys help us to accomplish this goal. Once all of the data is collected it is updated by the department head and entered into the R2 and FFA roster for the current year.

We continually update student retention numbers each year and develop strategies to continue to increase enrollment and keep students engaged through all four years of the agriculture program. We have an excel file that we keep all our student numbers on and we can reference back to past years and see how much the program has decreased or grown. This past year we decided to add an addition freshman level agriculture class, Agriculture Earth Science, this class allowed Kingsburg to hire a 3rd full-time teacher, and added students to our program. It is our hope to add an additional floral pathway within the next few years in order to retain some more of the upper classman.

This past year Jill Sperling (past department head) made sure to submit the R-2, AIG Expenditure Reports, as well as the FFA Roster to the Regional Supervisor by October 15th.

10. Enrollment Numbers

10. Student to Teacher Ratio

At Kingsburg high school it is in our contract that classes never go above 27 students. But do to the continued growth of our program, as agriculture teachers we have decided to allow some additional students to add our science based classes, some of those classes are up to 30 students. As far as the agriculture mechanics classes, these classes are maxed out at 20 students. If the shop is more than 20 students there is not enough equipment or supervision to help all of the students succeed.

This year we have 231 students enrolled in agriculture classes at Kingsburg High School. 1st year students: 102 students (first year students are counted as .5 for purpose of determining the total count.) 2,3,4 year students: 129 Students

Total Students 231

231-102: 129

102 X .5: 51

129+51= 180/3

= 60 Students per teacher

11. Full Year Enrollment

11. Full Year Employment

Each teacher in the agriculture program are given an FFA stipend, the stipend is $2,600 a year, along with an extended contract of 40 extra days paid at our daily rate.

Due to the increased numbers of our students enrolled in the agriculture program, the agriculture teachers agreed to share one project period a year. This project period rotates between us three each year. For example this year, our Agriculture Biology teacher has the project period, where next year Brian will have the project period, and then the following year, I will be assigned the project period.

12. Program Achievement

12. Program Achievement

Based on the quality 12 checklist we do not meet 12E, our advisory Committee was just established for my masters project in January of 2015, so therefore it has not have the opportunity to meet for a total of three times this year. With the implementation of the new Advisory Committee the following year we will be able to meet that requirement.

Expected Supporting Completion Materials

1.Student Data Sheets

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) (Male) Female

Date: 9-6-13 Year in Ag Program: (circle one) (1) 2 3 4

Age: 14 Grade Level in School: (circle one) (9) 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

____ Plant & Soil Science (4010)	____ Ornamental Horticulture (4050)
____ Animal Science (4020)	____ Forestry/Natural Resources (4060)
✓ Agricultural Mechanics (4030)	____ Agriculture Core – Year One (4070)
____ Ag Business Management (4040)	____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

____ I plan to have a career in agriculture.

✓ Not a career, just an interest in agriculture.

____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

✓ White	____ Filipino
____ Hispanic	____ Asian or Pacific Islander
____ Black (not Hispanic)	____ American Indian/Native Alaskan

Career Goal: I want to play Professional Baseball/be a P.I. like my dad if it doesn't work out.

After High School Graduation, I plan to:

✓ A. Go to College – circle one: Community College (Four Year College)

– circle one: Full Time Student Part Time Student

____ B. Go to Work Full Time – circle one: No Further Education College Later

____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) Male Female

Date: 9/17 Year in Ag Program: (circle one) 1 2 3 4

Age: 16 Grade Level in School: (circle one) 9 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010)
_____ Animal Science (4020)
X Agricultural Mechanics (4030)
_____ Ag Business Management (4040)
_____ Ornamental Horticulture (4050)
_____ Forestry/Natural Resources (4060)
_____ Agriculture Core – Year One (4070)
_____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

X I plan to have a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

X White
_____ Hispanic
_____ Black (not Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

Career Goal: Play Professional Baseball

After High School Graduation, I plan to:

X A. Go to College – circle one: Community College Four Year College

– circle one: Full Time Student Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) Male Female

Date: 11-12-13 Year in Ag Program: (circle one) 1 2 3 4

Age: 17 Grade Level in School: (circle one) 9 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010)
_____ Animal Science (4020)
X Agricultural Mechanics (4030)
_____ Ag Business Management (4040)
_____ Ornamental Horticulture (4050)
_____ Forestry/Natural Resources (4060)
_____ Agriculture Core – Year One (4070)
_____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

X I plan to have a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

X White
[redacted]
_____ Black (not Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

Career Goal: PCA

After High School Graduation, I plan to:

X A. Go to College – circle one: Community College Four Year College
– circle one: Full Time Student Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) (Male) Female

Date: 8-29-13 Year in Ag Program: (circle one) (1) 2 3 4

Age: 14 Grade Level in School: (circle one) (9) 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

____ Plant & Soil Science (4010)

____ Animal Science (4020)

X Agricultural Mechanics (4030)

____ Ag Business Management (4040)

____ Ornamental Horticulture (4050)

____ Forestry/Natural Resources (4060)

____ Agriculture Core – Year One (4070)

____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

X I plan to have a career in agriculture.

____ Not a career, just an interest in agriculture.

____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

X White

____ Hispanic

____ Black (not Hispanic)

____ Filipino

____ Asian or Pacific Islander

____ American Indian/Native Alaskan

Career Goal: Farming

After High School Graduation, I plan to:

X A. Go to College – circle one: Community College (Four Year College)

– circle one: (Full Time Student) Part Time Student

____ B. Go to Work Full Time – circle one: No Further Education College Later

____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) Male Female

Date: 9/6/13 Year in Ag Program: (circle one) 1 2 3 4

Age: 14 Grade Level in School: (circle one) 9 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010) _____ Ornamental Horticulture (4050)

_____ Animal Science (4020) _____ Forestry/Natural Resources (4060)

✓ Agricultural Mechanics (4030) _____ Agriculture Core – Year One (4070)

_____ Ag Business Management (4040) _____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

✓ I plan to have a career in agriculture.

_____ Not a career, just an interest in agriculture.

_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

✓ White _____ Filipino

_____ Hispanic _____ Asian or Pacific Islander

_____ Black (not Hispanic) _____ American Indian/Native Alaskan

Career Goal: Mechanic for monster Jam

After High School Graduation, I plan to:

✓ A. Go to College – circle one: Community College Four Year College

– circle one: Full Time Student Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) (Male) Female

Date: 8/27/2013 Year in Ag Program: (circle one) (1) 2 3 4

Age: 16 Grade Level in School: (circle one) 9 10 (11) 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

_____ Agricultural Mechanics (4030)

_____ Ag Business Management (4040)

_____ Ornamental Horticulture (4050)

_____ Forestry/Natural Resources (4060)

✓ Agriculture Core – Year One (4070)

_____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

✓ I plan to have a career in agriculture.

_____ Not a career, just an interest in agriculture.

_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

✓ White

_____ Hispanic

_____ Black (not Hispanic)

_____ Filipino

_____ Asian or Pacific Islander

_____ American Indian/Native Alaskan

Career Goal: I want to work in Agribusiness sphere

After High School Graduation, I plan to:

✓ A. Go to College – circle one: Community College Four Year College

– circle one: (Full Time Student) Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) Male Female

Date: 8-28-13 Year in Ag Program: (circle one) 1 2 3 4

Age: 17 Grade Level in School: (circle one) 9 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: Ca. Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

_____ Agricultural Mechanics (4030)

_____ Ag Business Management (4040)

_____ Ornamental Horticulture (4050)

_____ Forestry/Natural Resources (4060)

✓ Agriculture Core – Year One (4070)

_____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

✓ I plan to have a career in agriculture.

_____ Not a career, just an interest in agriculture.

_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

_____ White

✓ Hispanic

_____ Black (not Hispanic)

_____ Filipino

_____ Asian or Pacific Islander

_____ American Indian/Native Alaskan

Career Goal: Business manager, criminology, nursing

After High School Graduation, I plan to:

✓ A. Go to College – circle one: Community College Four Year College

– circle one: Full Time Student Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) (Male) Female

Date: 9/6/13 Year in Ag Program: (circle one) (1) 2 3 4

Age: 14 Grade Level in School: (circle one) (9) 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: Ca Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

__√__ Agricultural Mechanics (4030)

_____ Ag Business Management (4040)

_____ Ornamental Horticulture (4050)

_____ Forestry/Natural Resources (4060)

_____ Agriculture Core – Year One (4070)

_____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

_____ I plan to have a career in agriculture.

__√__ Not a career, just an interest in agriculture.

_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

__√__ White

_____ Hispanic

_____ Black (not Hispanic)

_____ Filipino

_____ Asian or Pacific Islander

_____ American Indian/Native Alaskan

Career Goal: _____

After High School Graduation, I plan to:

__√__ A. Go to College – circle one: (Community College) Four Year College

– circle one: Full Time Student Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) (Male) Female

Date: 9-6-13 Year in Ag Program: (circle one) (1) 2 3 4

Age: 14 Grade Level in School: (circle one) (9) 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA. Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010) _____ Ornamental Horticulture (4050)

_____ Animal Science (4020) _____ Forestry/Natural Resources (4060)

✔ Agricultural Mechanics (4030) _____ Agriculture Core – Year One (4070)

_____ Ag Business Management (4040) _____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

_____ I plan to have a career in agriculture.

✔ Not a career, just an interest in agriculture.

_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

✔ White _____ Filipino

_____ Hispanic _____ Asian or Pacific Islander

_____ Black (not Hispanic) _____ American Indian/Native Alaskan

Career Goal: Electrical Lineman

After High School Graduation, I plan to:

✓ A. Go to College – circle one: (Community College) Four Year College

– circle one: Full Time Student Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) Male (Female)

Date: 8/27/13 Year in Ag Program: (circle one) (1) 2 3 4

Age: 14 Grade Level in School: (circle one) (9) 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010)
_____ Animal Science (4020)
_____ Agricultural Mechanics (4030)
_____ Ag Business Management (4040)
_____ Ornamental Horticulture (4050)
_____ Forestry/Natural Resources (4060)
X Agriculture Core – Year One (4070)
_____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

_____ I plan to have a career in agriculture.
X Not a career, just an interest in agriculture.
_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

X White
_____ Hispanic
_____ Black (not Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

Career Goal: Doctor

After High School Graduation, I plan to:

X A. Go to College – circle one: Community College (Four Year College)
– circle one: Full Time Student Part Time Student
_____ B. Go to Work Full Time – circle one: No Further Education College Later
_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: [redacted] Gender: (circle one) (Male) Female

Date: 8/29/13 Year in Ag Program: (circle one) (1) 2 3 4

Age: 14 Grade Level in School: (circle one) (9) 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: California Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

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

Program of Instruction Being Pursued: (check only one)

____ Plant & Soil Science (4010)	____ Ornamental Horticulture (4050)
____ Animal Science (4020)	____ Forestry/Natural Resources (4060)
✓ Agricultural Mechanics (4030)	____ Agriculture Core – Year One (4070)
____ Ag Business Management (4040)	____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

____ I plan to have a career in agriculture.

✓ Not a career, just an interest in agriculture.

____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

✓ White	____ Filipino
____ Hispanic	____ Asian or Pacific Islander
____ Black (not Hispanic)	____ American Indian/Native Alaskan

Career Goal: lineman or video game tester

After High School Graduation, I plan to:

✓ A. Go to College – circle one: Community College (Four Year College)

– circle one: (Full Time Student) Part Time Student

____ B. Go to Work Full Time – circle one: No Further Education College Later

____ C. Go Into Military Service

2.Agriculture Student File

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Agriculture Student Files:

The current filing system that is at place at Kingsburg High School Agriculture Department, is the use of 4 drawer filing cabinet. Each drawer of the filing cabinet is assigned to each grade level (freshman-seniors), each student is assignment a file inside the appropriate drawer that carrier all degree application, record books, and award application. As the student graduates high school, the folders are gone through and a conversation is had with each student about achieving their American degree, if they choose to earn their American degree we move their file to a different location, otherwise students take home their files upon graduation.

3.Course Outlines

Kingsburg High School
Agriculture Department

Miss Stanton
2014-2015

CLASS GUIDE

Student Responsibilities

1. **Conduct/Policies**:
   - Students will be in their seats and ready to work when the bell rings to start class. You must remain in your assigned seat unless otherwise instructed by Miss. Stanton. *Remain seated until dismissed by Miss. Stanton at the end of the period.*
   - Hats must be removed while inside the classroom.
   - Students will refrain from the use of foul language.
   - You are expected to show respect at all times to the teacher, KHS staff members, other students and school property. NOTE: If you damage books or materials, you must replace them or pay for them by the end of each semester
   - All rules concerning the Responsibility Center (R/C) will be strictly enforced regarding tardies, truancies, and classroom disruptions.
   - You will be issued 3 bathroom passes per semester. As a general rule, no passes will be given out the first 30 minutes of class or the last 15 minutes. Please use the restroom BEFORE coming to class. If you use the restroom more than 3 times per semester, you will be deducted 5 points from your participation grade. All unused bathroom passes can be redeemed for extra credit.

2. **Bring to class each day (Be Prepared):**
   - Homework from previous class period (if assigned)
   - School—wide planner
   - Binder
   - Pen/pencil
   - Notebook or binder paper

3. **Attendance/Tardies:**

   - Daily attendance and participation is important to succeed in this class! The majority of your grade is reflected in your daily attendance and participation. We will be completing a variety of hands on assignments, and they will be difficult to make-up if you are not present in class.
   - A tardy is counted every time a students is not in his/her seat PRIOR to the bell. The school policy for tardies will be followed.

4. **Make-up Work:**
   - If you have an excused absence, it is **your responsibility** to ask Miss. Stanton for missed work. Make-up work for excused absences will

be allowed 1 day for each day missed. There will be no make-up work allowed for unexcused absences.

5. **Discipline:**
All Disciplinary actions will follow the current school policy if rules or policies are broken. If it is determined that the student is a safety risk, by their actions or behavior that students will be removed from the class to protect the safety of themselves and others. If the student violates a local Ag Department rule, the student will receive a departmental after school work detention for one hour. If a student can't stay after school, then they may come in before school or during lunch to fill the requirement.

6. **Assignments:**

On each assignment, please list the following information:

1. Your first and last name
2. Period #
3. Date

7. **Late Work Policy**:
All assigned work will be given a due date for completion. *Late work may be turned in one class period after the due date for an automatic 20% deduction in the student's grade.* **Work turned in later than one class period will not be accepted for a grade.**

Kingsburg High School
Agriculture Department

Miss Stanton
2014-2015

CLASS AGREEMENT

Please read the following handouts carefully:

- Course Syllabus
- Class Guide

Once you've reviewed the materials listed above, please complete this form and return it to Miss. Stanton by **Friday (August 22rd).** If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, (print your name) _____, have read and understand all of the handouts listed above. I understand the requirements of the class and the expectations of me, and I agree to fulfill these. I have also reviewed the grading policies of this class and understand that participation in FFA activities and maintaining a SAE/Record Book will have an effect on my grade. If I have any questions, I will ask Miss Stanton for further explanation.

Student's Signature: _____ Date: _____

Parent/Guardian Agreement

I have read the handouts listed above and understand that my child is to keep a section in his/her binder containing all work he/she does for this class. I understand that my student will be responsible for abiding by the general rules and class guidelines. I have also read and understand the grading policies for this class (including the percentages of the student's grade devoted to FFA and SAE/Record Books). If I have any questions or would like to discuss my child's performance in this class, I will contact Miss. Stanton at 897-2248.

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____ Date: _____

Do you have any comments/questions on the handouts listed above?

_____

_____

_____

_____

_____

Best Phone # to reach you: _____

Kingsburg High School
Agriculture Department

Miss Stanton
2014-2015

Agriculture Earth Science

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

Course Description

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

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

Texts

- California Prentice Hall Earth Science
  Tarbuck & Lutgens
  Copyright 2006

FFA Activity:

Being enrolled in any Agriculture course automatically enrolls all students as members of the Kingsburg FFA program. Every student will be expected to participate in at least **4 FFA activities each semester**, i.e., FFA meetings, community service activities, leadership conferences, public speaking events and judging contest. We encourage all students to become active members in the FFA program because no organization will offer the amount of opportunity in leadership and career preparation and growth than the FFA does.

Course Outline

FALL SEMESTER	SPRING SEMESTER
First Quarter Class Orientation/Class Expectations Introduction to Earth Science Measurements Plate Tectonics	**Third Quarter** Natural Disasters California Water Supply Biogeochemical Cycles Atmosphere
Second Quarter Rocks Earth Quakes Volcanoes Natural Resources and Energy	**Fourth Quarter** Soils Ocean Properties and Movement Astronomy: Stars, Sun, Solar System *** Integrated throughout the year: **FFA and Agriculture**

Grading Procedures

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

1.	Assignments/Projects	20%
2.	Quizzes/Tests	20%
3.	Class Participation	30%
4.	FFA Participation*	15%
5.	SAE and Record Books**	15%
		100%

Grade Breakdown:

100.0%-95.0%=A	78.9-75.0=C
94.9-89.0=A-	74.9-69.0=C-
88.9-85.0=B	68.9-65.0=D
84.9-79.0=B-	64.9-59.0=D-
	58.9 and below=F

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Kingsburg High School
Agriculture Department

Miss Stanton
2013-2014

ROP Ornamental Horticulture Syllabus

Course Title:	ROP Ornamental Horticulture
Grade Level:	11-12
Length:	One Year
Prerequisites:	None. Introduction to Agriculture, Ag Mechanics I, and/or Agricultural Biology are recommended.

Course Description

Ornamental Horticulture/Landscape is a one-year, ROP course designed to introduce and develop entry-level skills and experiences associated with the Ornamental Horticulture industry. Students will obtain skills in the areas of horticulture, landscape design, landscape maintenance, floriculture, business sales and communications. The course will be taught using an outdoor learning laboratory with special emphasis placed on the following topics: plant propagation, greenhouse and shade house maintenance, plant identification and selection, campus landscape projects, vegetable/flower gardens and retail sales projects.

This course follows the California State Agriculture Foundation & Ornamental Horticulture Pathway standards.

Texts

- Introductory Horticulture, 6th Edition
  Delmar Publishers
  Copyright 2002

- Sunset Western Garden Book
  Sunset Publishing, Copyright 2001

Supplemental Texts

- Biology: Principles & Explorations
  Holt, Rinehart and Winston, Copyright 2001

- Landscape Plants: Their Identification, Culture, and Use
  Delmar Publishers, Copyright 1994

Course Outline

FALL SEMESTER	SPRING SEMESTER
First Quarter Introduction to Horticulture Industry Horticultural Careers Plant Classification & Use Plant Anatomy & Physiology Photosynthesis & Respiration SAE Development and Record Keeping FFA/Leadership Development	**Third Quarter** Asexual Propagation Sexual Propagation Soils & Planting Media Nutrients & Fertilizers Irrigation Systems SAE Development and Record Keeping FFA/Leadership Development
Second Quarter Designing Landscapes Establishing Landscapes Maintaining Landscapes Pruning of Ornamental Plants SAE Development and Record Keeping FFA/Leadership Development	**Fourth Quarter** Pest Management Principles Bedding Plant Production Retail Plant Sales Campus Landscaping Projects SAE Development and Record Keeping FFA/Leadership Development

Grading Procedures

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

1.	Assignments/Projects	20%
2.	Quizzes/Tests	20%
3.	Class Participation	30%
4.	FFA Participation*	15%
5.	SAE and Record Books**	15%

		100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Kingsburg High School
Agriculture Department

Ms. Stanton

ROP Advanced Animal Science Syllabus

Course Title:	ROP Advanced Animal Science
Grade Level:	11-12
Length:	One Year
Prerequisites:	None. Introduction to Agriculture, Ag Mechanics I, and/or Agricultural Biology are recommended.

Course Description

Advanced Animal Science offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know it today. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications. Evaluation is based on class assignments, laboratory activities, homework, quizzes/tests, participation in student leadership activities (FFA) and maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Ornamental Horticulture Pathway standards.

Texts

- Modern Livestock & Poultry Production
  Delmar Publishing, Copyright 2010

Supplemental Texts & Resources

- Biology: Principles & Explorations
  Holt, Rinehart and Winston, Copyright 2001

Course Outline

FALL SEMESTER	SPRING SEMESTER
First Quarter Introduction to Horticulture Industry Horticultural Careers Plant Classification & Use Plant Anatomy & Physiology Photosynthesis & Respiration SAE Development and Record Keeping FFA/Leadership Development	**Third Quarter** Asexual Propagation Sexual Propagation Soils & Planting Media Nutrients & Fertilizers Irrigation Systems SAE Development and Record Keeping FFA/Leadership Development
Second Quarter Designing Landscapes Establishing Landscapes Maintaining Landscapes Pruning of Ornamental Plants SAE Development and Record Keeping FFA/Leadership Development	**Fourth Quarter** Pest Management Principles Bedding Plant Production Retail Plant Sales Campus Landscaping Projects SAE Development and Record Keeping FFA/Leadership Development

Grading Procedures

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

1.	Assignments/Projects	20%	
2.	Quizzes/Tests	20%	
3.	Class Participation		30%
4.	FFA Participation*		15%
5.	SAE and Record Books**		15%

			100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to freshmen students)

Kingsburg High School
Agriculture Department

Ms. Stanton
2014-2015

ROP Agricultural Sales & Marketing Syllabus

Course Title: ROP Agricultural Sales & Marketing

Grade Level: 11-12

Length: One Year

Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture, Advanced Animal Science and Agriculture Mechanics are highly recommended.

Course Description

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation. The ornamental horticulture unit will be used to as an outdoor learning laboratory where students will gain hands-on experience with ag marketing and sales. Evaluation is based on class assignments, projects, guest speaker presentations, homework, quizzes/tests, participation in student leadership activities (FFA), maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Agricultural Business Pathway standards.

Grading Procedures

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

1.	Assignments/Projects	25%
2.	Quizzes/Tests	20%
3.	Class Participation	25%
4.	FFA Participation *	15%
5.	SAE and Record Books **	15%
		100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Course Outline

Career Opportunities in Agriculture

Agricultural Sales
- Skills & Knowledge Needed
- Determining Needs & Wants of Customers
- Preparing for and Approaching Customers
- Giving a Sales Presentation
- Handling Customer Objections
- Closing a Sale
- Practical Application

Marketing
- Key Factors in Marketing
- Marketing Strategies
- Developing a Marketing Plan
- Agricultural Exports & Trade Policies

Business Organizations
- Privately Owned/Sole Proprietorship
- Partnership
- Corporation
- Franchise

Finance and Credit
- Role of Credit in Agribusiness
- Public and Private Sources of Credit
- Applying for a Loan
- Costs of Credit

Agribusiness Accounting
- Review of Record Keeping
- Principles of Accounting
- Cash Flow Statements
- Inventory and Depreciation

Agricultural Cooperatives
- History & Development
- The Role of Cooperatives in Agriculture
- Principles Behind Farm Cooperatives
- Types of Cooperatives & Services Provided

Job Preparation
- Resumes & Cover Letters
- Job Applications
- Interview Skills
- Considerations in Accepting a Job

FFA/Leadership Development
- Supervised Agriculture Experience Program
- Record Books
- Public Speaking
- Use of Parliamentary Law

4.Grade Book

Page: 1 **< Back >** **3/24/2015 9:01:44 AM**

Gradebook Summary
3 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Perc	Mrk
Max Points:		**10**	**40**	**6**	**30**	**10**	**20**	**14**	**28**	**40**	**32**	**10**	**10**	**15**	**6**	**5**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	**39 Assmnts**	
L	9	10	40	6	30	10	20	14	28	40	36	10	9	14	6	*NA	**100.72**	**A+**
M	9	10	40	6	30	10	20	14	28	40	36	10	9	14	6	*NA	**97.45**	**A**
Cast	9	10	40	6	30	10	20	14	28	40	32	10	8	13	5	5	**88.78**	**B+**
	9	10	40	6	*NA	10	20	13	28	40	32	10	8	13	5	*NA	**99.34**	**A**
	9	10	40	6	*NA	10	20	13	28	39	33	10	8	13	5	*NA	**96.52**	**A**
	9	10	40	6	30	10	20	13	28	40	25	10	8	13	6	*NA	**80.78**	**B-**
	9	10	40	6	*NA	10	20	11	28	38	29.5	10	8	12	6	5	**96.07**	**A**
	9	10	40	6	30	10	20	13	28	40	34.5	10	8	13	6	*NA	**99.39**	**A**
	9	10	40	6	*NA	10	20	14	28	40	37	10	10	15	*NA	*NA	**100.74**	**A+**
	11	10	*NA	*NA	*NA	10	20	11	28	40	31	10	8	12	6	5	**77.22**	**C**
	9	10	40	6	30	10	20	11	26	40	31	10	7	12	6	5	**95.61**	**A**
	9	10	40	6	30	10	20	14	28	40	28.5	10	10	15	5	*NA	**97.33**	**A**
	9	10	40	6	30	10	20	13	28	34	31	10	8	13	6	5	**92.24**	**A-**
	9	10	40	6	30	10	20	14	28		32	10	7	12	6	5	**96.72**	**A**
	9	10	40	6	30	10	20	14	28	35	31	10	8	13	5	*NA	**97.03**	**A**
	9	10	40	6	30	10	20	11			27	10	8	12	6	*NA	**72.78**	**C-**
	9	10	40	6	*NA	10	20	13		38	19	10	7	12	4	5	**79.15**	**B-**
N	9	10	40	6	30	10	20	13	28	40	33	10	8	13	6	5	**96.80**	**A**
D)	9	10	40	6	30	10	20	13	28	40	32	10	8	13	6	5	**99.88**	**A**
	9	10	40	6	30	10	20	14	28	40	38	10	10	15	5	*NA	**98.96**	**A**
	9	10	40	6	30	10	20	13	*NA	*NA	31	10	8	13	*NA	*NA	**72.06**	**C-**
	9	10	40	6	30	8	20	14	28	40	31	10	8	12	6	5	**92.81**	**A-**
	9	10	40	6	30	10	20	13	28	40	25	10	8	13	6	5	**91.64**	**A-**
	9	10	40	6	30	10	20	13	28	39	38	10	8	13	5	4	**98.42**	**A**
	9	10	40	6	30	10	20	14	28	40	30	10	9	14	6	*NA	**97.56**	**A**
Student Name	Grd	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

Page: 2 **3/24/2015 9:01:44 AM**

Gradebook Summary
3 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Perc	Mrk
Max Points:		**29**	**40**	**40**	**25**	**10**	**100**	**10**	**30**	**10**	**10**	**5**	**65**	**23**	**38**	**15**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	**39 Assmnts**	
	9	29	40	43	24	10	100	10	30	10	10	5	65	23	43	15	**100.72**	**A+**
	9	28	40	43	25	*NA	100	*NA		*NA	10	5	65	23	39	15	**97.45**	**A**
	9	29	40	32	20	10	100	5	30	10	10	5	65	23	38	16	**88.78**	**B+**
	9	28	40	38	24	10	100	10	30	10	10	5	65	23	41	13	**99.34**	**A**
	9	29	39	31	20	10	100	10	30	10	10	5	59	23	31	11	**96.52**	**A**
	9	27	39	27	20	6	50	10	30	8	9	5	60	23	35	11	**80.78**	**B-**
	9	29	40	32	25	5	100	10	30	4	8	5	65	23	31	9	**96.07**	**A**
	9	29	40	36	25	*NA	100	10	30	*NA	10	5	65	23	41	15	**99.39**	**A**
	9	29	40	41	*NA	*NA	100	*NA	*NA	*NA	10	5	65	23	42	15	**100.74**	**A+**
	11	29	37	27	25	10	0	10	30	5	10	5	62	23	37	15	**77.22**	**C**
	9	29	40	38	*NA	10	100	*NA	*NA	8	8	5	60	23	41	13	**95.61**	**A**
	9	29	40	31	22	8	100	5	30	8	10	5	65	23	39	7	**97.33**	**A**
	9	28	40	30	23	9	100	10	30	10	10	5	55	23	36	9	**92.24**	**A-**
	9	29	40	38	23	9	100	10	30	8	10	5	64	23	38.5	12	**96.72**	**A**
Macari, Lucas I	9	29	33	39	25	*NA	100	10	30	*NA	10	5	60	23	32	7	**97.03**	**A**
	9		32	35	13		0	10	30	4	9	5	53	23	37	12	**72.78**	**C-**
	9	29	40	24	5	4	50	10	30	5	10	5	60		29	10	**79.15**	**B-**
	9	29	40	39	22	10	100	*NA	*NA	8	10	5	65	23	39	13	**96.80**	**A**
	9	29	40	38	25	10	100	10	30	8	10	5	65	23	43	13	**99.88**	**A**
	9	29	40	41	25	*NA	100	5	30	*NA	10	5	65	23	41	15	**98.96**	**A**
Ruiz, Sebastian	9	29	37	34	15	6	0	5	30		10	5	48	23	38	13	**72.06**	**C-**
	9	29	37	34	21	8	75	*NA	*NA	4	10	5	63	23	42	13	**92.81**	**A-**
	9	29	40	30	24	10	100	5	30	10	10	5	62	23	37	13	**91.64**	**A-**
	9	28	40	40	25	*NA	100	10	30	*NA	10	5	65	23	42	12	**98.42**	**A**
	9	28	40	36	25	*NA	100	10	30	*NA	10	5	65	23	39	15	**97.56**	**A**
Student Name	Grd	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

22- FFA Activities - 100pts - FFA

Page: 3 **3/24/2015 9:01:44 AM**

Gradebook Summary
3 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	32	33	34	35	36	37	38	39	40	Perc	Mrk
Max Points:		**20**	**55**	**30**	**26**	**35**	**24**	**55**	**40**	**12**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	☑	☑	**39 Assmnts**	
[redacted]	9	19	52	28	23	35	24	55	40	12	**100.72**	**A+**
[redacted]	9	19		30	23	34	24	55	36	12	**97.45**	**A**
[redacted]	9	17	52	27.5	26	30	24		34	6	**88.78**	**B+**
[redacted]	9	19	53	29	23	34	24	55	40	12	**99.34**	**A**
[redacted]	9	16.5	48	21	23	32	24	51	38	12	**96.52**	**A**
[redacted]	9	15	37	15	22	19	24	55	34	7	**80.78**	**B-**
[redacted]	9	*NA	35	29.5	22	32	24	55	38	12	**96.07**	**A**
[redacted]	9	*NA	51	30	26	35	24	55	35	12	**99.39**	**A**
[redacted]	9	20	52	28	26	35	24	55	40	12	**100.74**	**A+**
[redacted]errera, [redacted] A	11	13	50	26		32		55	32	10	**77.22**	**C**
[redacted]	9	16	48	30	19	24	24	52	40	10	**95.61**	**A**
[redacted]	9	18	51	29	26	34	23	55	38	12	**97.33**	**A**
[redacted]	9	14	43	28	23	29	18	41	39	9	**92.24**	**A-**
[redacted]	9	14.5	43	27	13	30	23	50	40	12	**96.72**	**A**
[redacted]	9	11.5	46	28	23	35	24	55	39	12	**97.03**	**A**
[redacted]	9	0	43	2					36	12	**72.78**	**C-**
[redacted]	9		39	28	21	19	22	40	38	9	**79.15**	**B-**
[redacted]	9	18	51	29	26		24	54	38	11	**96.80**	**A**
[redacted]	9	20	55	30	26	35	24	55	40	12	**99.88**	**A**
[redacted] I	9	18	50	23	26		24	52	39	12	**98.96**	**A**
[redacted]	9	17						45	35	9	**72.06**	**C-**
[redacted]	9	4.5	49	29.5	24		24	50	39	12	**92.81**	**A-**
[redacted]	9	17		28	22		24	50	34	10	**91.64**	**A-**
[redacted]	9	14	45	28.5	26	35	24	55	39	11	**98.42**	**A**
[redacted]	9	17	46	29.5	23		22	52	38	12	**97.56**	**A**
Student Name	Grd	32	33	34	35	36	37	38	39	40	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

40 - SAE - Record Book - 12pts

Page: 1 **< Back >** **3/24/2015 8:57:25 AM**

Gradebook Summary
1 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Perc	Mrk
Max Points:		**10**	**40**	**6**	**30**	**10**	**20**	**14**	**28**	**40**	**32**	**10**	**10**	**15**	**6**	**5**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	**38 Assmnts**	
[redacted]	9	10	40	6	30	10	20	14	28	40	38.5	10	9	13	6	*NA	**100.84**	**A+**
[redacted]	9	10	40	6	30	10	20	14	28	40	36.5	10	9	13	6	5	**100.34**	**A+**
[redacted]	9	10	40	6	30	10	20	14	28	40	35.5	10	9	13	6	5	**100.01**	**A+**
[redacted]	9	10	40	6	30	10	20	14	28	40	37.5	10	9	13	6	*NA	**99.77**	**A**
[redacted]	9	10	40	6	*NA	10	20	14	28	40	38	10	9	13	4	*NA	**99.15**	**A**
[redacted]	9	10	40	6	*NA	10	20	14	28	38	32	10	9	13	5	5	**97.50**	**A**
[redacted]	9	10	40	6	30	10	20	14	28	40	24.5	10	9	13	6	*NA	**96.39**	**A**
[redacted]	9	10	40	6	30	8	20	13	28	40	33	10	9	13	4	5	**95.18**	**A**
[redacted]	9	10	40	6	30	10	20	14	28	40	32.5	10	9	13	5	5	**92.45**	**A-**
[redacted]	9	10	40	6	*NA	10	20	14	28	39	34	10	9	13	4	*NA	**91.85**	**A-**
[redacted]	9	10	40	6	*NA	10	20	13	28	40	34	10	9	13	6	*NA	**90.10**	**A-**
[redacted]	9	10	40	6	*NA	10		13	28	40	30.5	10	9	13	4	*NA	**87.32**	**B**
[redacted]	9	10	40	6	*NA	8	20	13	28	40	25	10	9	13	4	*NA	**85.36**	**B**
[redacted]	9	10	40	6	*NA	10	20	13	28	37	29.5	10	9	13	*NA	*NA	**85.09**	**B**
[redacted]	10	10	40	6	*NA	9	20	14	28	37	27.5	10	9	13	5	5	**84.52**	**B-**
[redacted]	9	10	40	6	*NA	10	20	14	28	40	37	10	9	13	4	5	**84.36**	**B-**
[redacted]	9	10	40	6	*NA	10	20	14	28	38	30	10	9	13	6	*NA	**80.11**	**B-**
[redacted]	9	10	40	6	*NA	8	20	13	28	40	32.5	10	9	13	4	*NA	**73.55**	**C-**
Student Name	Grd	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

Page: 2 3/24/2015 8:57:25 AM

Gradebook Summary
1 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Perc	Mrk
Max Points:		**29**	**40**	**40**	**25**	**10**	**100**	**10**	**30**	**10**	**10**	**5**	**65**	**23**	**38**	**15**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	**38 Assmnts**	
[redacted]	9	29	40	44	25	10	100	10	30	8	10	5	65	23	42	14	**100.84**	**A+**
[redacted]	9	29	40	41	24	10	100	*NA	30	10	10	5	65	23	43	13	**100.34**	**A+**
[redacted]	9	29	40	40	24	10	100	10	30	10	10	5	65	23	39	*NA	**100.01**	**A+**
[redacted]	9	29	40	40	24	*NA	100	10	30	*NA	10	5	65	23	39	15	**99.77**	**A**
[redacted]	9	29	40	38	20	10	100	*NA	30	10	10	5	65	23	41	11	**99.15**	**A**
[redacted]	9	28	40	39	24	10	100	10	30	10	8	5	65	23	40	10	**97.50**	**A**
[redacted]	9	29	40	36	25	*NA	100	10	30	*NA	10	5	65	23	39	11	**96.39**	**A**
[redacted]	9	29	40	37	21	10	100	10	30	10	10	5	47	23	38	8	**95.18**	**A**
[redacted]	9	29	40	38	23	10	75	10	30	8	10	5	65	23	34	10	**92.45**	**A-**
[redacted]	9	29	36	38	15	10	100	10	25	5	10	5	65	23	41		**91.85**	**A-**
[redacted]	9	28	40	40	22	10	50	10	30	8	10	5	55	23	42	14	**90.10**	**A-**
[redacted]	9	29	38	29	23	8	100	10		8	10	5	65	23	34	9	**87.32**	**B**
[redacted]	9	23	38	25	23		100	10	30	10	10	5	58	23	30	10	**85.36**	**B**
[redacted]	9	29	40	36	23	5	50	10	30	5	10	5	60	23	37	11	**85.09**	**B**
[redacted]	10	28	37	29	21		100	10	30	8	9	5	43	23	25	12	**84.52**	**B-**
[redacted]	9	29	40	37	19	10	75	10	25	10	10	5	65	23	31	11	**84.36**	**B-**
[redacted]	9	28	40	28.5	22		50	10	30	8	10	5	37	23	24	14	**80.11**	**B-**
[redacted]	9		40	29	23	4	25	10					57		25	11	**73.55**	**C-**
Student Name	Grd	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

22- FFA activities - FFA

Page: 3 **3/24/2015 8:57:25 AM**

Gradebook Summary
1 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	32	33	34	35	36	37	38	39	40	Perc	Mrk
Max Points:		**20**	**55**	**30**	**26**	**35**	**24**	**55**	**40**	**12**		
****Grading Completed:**		☑	☐	☑	☑	☑	☑	☑	☑	☑	**38 Assmnts**	
	9	20		30	25	35	24	55	38	12	**100.84**	**A+**
	9	19.5		30	26	32	24	55	38	12	**100.34**	**A+**
	9	19		27	26	30	24	55	40	12	**100.01**	**A+**
	9	19		30	26	32	24	55	34	12	**99.77**	**A**
	9	17		28	26	34	24	55	35	12	**99.15**	**A**
	9	20		28	24	30	24	55	38	11	**97.50**	**A**
	9	18		26	22	35	24		40	12	**96.39**	**A**
	9	13		25	26	32	24	50	30	11	**95.18**	**A**
	9	19		24	25	32	24	46	33	11	**92.45**	**A-**
	9	20		26	25	31.5	24	50	35	8	**91.85**	**A-**
	9	16.5		28	25	31	24	52	35	11	**90.10**	**A-**
...ico)	9	14		22	25	28	24	53	26	7	**87.32**	**B**
C	9	14.5		15	25	28			25	8	**85.36**	**B**
an	9	15		28	24		24	53	38	9	**85.09**	**B**
	10	10		25	26	29	24	35	33	5	**84.52**	**B-**
	9	19		25	25	32	24	48	28	5	**84.36**	**B-**
	9			20	26	22	22	43	27	8	**80.11**	**B-**
	9	16		20	25	30	20	44	34	7	**73.55**	**C-**
Student Name	**Grd**	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**	**Perc**	**Mrk**

Scores Based Upon Graded Assignments 1 - 999

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

40- SAE - Record Book - 12pts

Page: 1 < Back > **3/24/2015 9:03:13 AM**

Gradebook Summary
4 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Perc	Mrk
Max Points:		**10**	**40**	**6**	**30**	**10**	**14**	**32**	**28**	**40**	**10**	**20**	**10**	**15**	**10**	**5**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑	☑	**41 Assmnts**	
	9	10	40	6	*NA	10	11	35.5	28	40	10	20	6	14	10	5	**83.97**	**B-**
	9	10	40	6	*NA	10	14	37	28	40	10	20	9	13	10	5	**99.43**	**A**
	9	10	40	6	30	10	9	36	28	40	10	20	9	11	10	5	**98.67**	**A**
	9	10	40	6	*NA	7	13	20.5	27	40	10	20	9	15	10	5	**77.68**	**C**
	9	10	40	6	30	10	5	36	28	40	10	20	10	10	10	5	**92.61**	**A-**
	9	10	40	6	30	10	5	33	28	40	10	20	10	10	10	5	**96.40**	**A**
	9	10	40	6	*NA	10	9	36	28	40	10	20	9	11	10	5	**98.34**	**A**
	9	10	40	6	*NA	10	11	31.5	28	40	10	20	6	14	10	5	**95.90**	**A**
H	9	10	40	6	*NA	10	11	30.5	26	40	10	20	6	10	10	5	**88.77**	**B+**
	9	10	40	6	*NA	10	11	23.5	28	40	10	20	10	10	10	5	**64.89**	**D-**
	9	10	40	6	30	7	14	39	28	40	10	20	7	14	10	5	**99.21**	**A**
	9	10	40	6	30	10	14	25.5	28	40	10	20	9	15	10	5	**93.12**	**A-**
	9	10	40	6	30	10	11	37	28	40	10	20	6	10	10	5	**93.16**	**A-**
	9	10	40	6	*NA	10	14	39.5	28	40	10	20	7	14	10	5	**98.14**	**A**
	9	10	40	4	*NA	7	13	33	28	40	10	20	9	13	10	5	**83.27**	**B-**
	9	10	40	6	30	10	9	35	28	40	10	20	6	10	10	5	**92.77**	**A-**
Si	9	10	40	6	30	8	14	35.5	28	40	10	20	7	14	10	5	**95.98**	**A**
	9	10	40	4	30	10	11	30.5	26	38	10	20	5	10	10	5	**66.69**	**D**
	9	10	40	6	*NA	10	5	36	28	40	10	20	9	11	10	5	**96.66**	**A**
	9	10	40	6	*NA	10	11	26.5	28	40	10	20	6	14	10	5	**95.18**	**A**
	9	10	40	6	30	10	14	32	28	40	10	20	9	15	10	5	**99.36**	**A**
	9	10	40	6	30	10	11	20.5	10	39	10	20	5	10	10	5	**69.76**	**C-**
A	9	10	40	6	*NA	10	13	32	28	40	10	20	9	13	10	5	**95.43**	**A**
	9	10	40	6	30	10	11	34	28	40	10	20	6	10	10	5	**90.14**	**A-**
Student Name	Grd	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

Page: 2 3/24/2015 9:03:13 AM

Gradebook Summary
4 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Perc	Mrk
Max Points:		**10**	**10**	**29**	**40**	**40**	**100**	**25**	**10**	**30**	**10**	**5**	**10**	**3**	**65**	**23**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	**41 Assmnts**	
A	9	8	10	26	40	36	50	22	10	27	10	5	10	3	63	23	**83.97**	**B-**
	9	8	10	23	38	41	100	24	5	30	10	5	8	3	65	21	**99.43**	**A**
	9	10	10	29	40	43	100	25	10	30	10	5	10	3	65	23	**98.67**	**A**
	9	10	10	26	39	27	100	23	5	30	8	5	5	3	46	8	**77.68**	**C**
J	9	10	10	26	39	37.5	100	24	10	25	9	5		*NA	42		**92.61**	**A-**
Cc	9	10	10	26	37	40	100	25	*NA	*NA	10	5	10	3	53	23	**96.40**	**A**
L	9	8	10	29	37	41	100	24	10	30	9	5	10	3	65	23	**98.34**	**A**
	9	10	10	29	40	32	100	17	10	26	*NA	*NA	10	3	65	23	**95.90**	**A**
	9	8	10	27	38	32	100	19	*NA	*NA	9	5	10	3	18	23	**88.77**	**B+**
M	9	9	10	23	39	27	25	20.5		5	5	5	10	2	40	8	**64.89**	**D-**
	9	10	10	29	40	32	100	25	10	30	*NA	*NA	10	3	65	23	**99.21**	**A**
	9	10	*NA	29	40	33	100	24	*NA	11	10	5	10	3	65	23	**93.12**	**A-**
	9	*NA	*NA	*NA	40	35	100	25	5	28	*NA	*NA		3	65	23	**93.16**	**A-**
	9	10	10		34	44	100	*NA	*NA	*NA	10	5	10	3	65	23	**98.14**	**A**
	9	8	10	28	34	34	75	25			10	5		2	63		**83.27**	**B-**
	9	8	10	27	34	40	100	24	5	30	9	5		3		22	**92.77**	**A-**
S	9	10	10	29	39	38	100	*NA	*NA	*NA	*NA	*NA	10	1	65	23	**95.98**	**A**
	9	8	10		32	32	75				5	5		3	26	21	**66.69**	**D**
J	9	*NA	10	29	32	38	100	*NA	10	30	9	5		3	55	23	**96.66**	**A**
	9	10	10	29	40	36	100	23	10	30	8	5	10	3	63	23	**95.18**	**A**
)	9	10	10	29	40	40	100	25	*NA	*NA	*NA	*NA	10	3	55	23	**99.36**	**A**
alencia, Adrian R	9	9	10	18	37	29.5	50	10		29	7	5	8	1	36		**69.76**	**C-**
	9	9	10	29	40	35	100	23	10	30	8	5	9	2	63	23	**95.43**	**A**
Alexander	9	10	10	29	40	32	100	22	10	30	10	5	10	3	55	23	**90.14**	**A-**
Student Name	Grd	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

23- FFA activities- FFA - 100pts

Page: 3 **3/24/2015 9:03:13 AM**

Gradebook Summary
4 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	33	34	35	36	37	38	39	40	41	42	43	44	Perc	Mrk
Max Points:		**38**	**100**	**16**	**15**	**20**	**26**	**30**	**35**	**24**	**55**	**40**	**12**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	**41 Assmnts**	
Ag	9	33	*NA	16	10	15	24	22	34	*NA		33	9	**83.97**	**B-**
ia	9	42	*NA	16	13	15	25	30	34	24	47	40	12	**99.43**	**A**
	9	41	*NA	16	12	17	26	25	34	24	55	39	11	**98.67**	**A**
	9	16	*NA	16	8	5	5	20	35			26	4	**77.68**	**C**
	9	40	*NA	16	11	17			33			37	12	**92.61**	**A-**
	9	38	*NA	16	11	12	*NA	22	32	24	53	38	11	**96.40**	**A**
	9	41	*NA	16	13	15	25	27	33	24	55	40	11	**98.34**	**A**
	9	38	*NA	13	12	15	25	25	34	24	50	35	11	**95.90**	**A**
	9	35	*NA	16	12	16	26	25	33	24	50	36	7	**88.77**	**B+**
	9	22	*NA	15		7	5	18	29	17	46	32.5	3	**64.89**	**D-**
	9	38	*NA	16	14	19	26	30	35	24	55	38	12	**99.21**	**A**
	9	33	*NA	16	9	20	26	27	35	24	53	39	9	**93.12**	**A-**
	9	36	*NA	15				20		24	44	33	12	**93.16**	**A-**
	9	42	*NA	14	14	19	26	30	35	24	54	37	11	**98.14**	**A**
	9	30	*NA	16	11	14.5	25	30	35	24	45	35	10	**83.27**	**B-**
	9	28	*NA	*NA	*NA	*NA	25	13		24	47	31	12	**92.77**	**A-**
	9	38	*NA	15	11	18	26	30	35	24	53	39	12	**95.98**	**A**
	9	37	*NA	15			24			22	45	37	0	**66.69**	**D**
	9	40	*NA	15	13	13		22	33	24	46	39	12	**96.66**	**A**
	9	37	*NA	14	11	15	25	28	33	24	53	39	10	**95.18**	**A**
	9	40	*NA	16	14	19	25	30	32	24	53	39	12	**99.36**	**A**
	9	40	*NA	16	13	16	16	22				36	5	**69.76**	**C-**
	9	37	*NA	16	13	18	26	27	34	24	53	36	11	**95.43**	**A**
	9	34	*NA	14	10	13	23	24		24	48	31	8	**90.14**	**A-**
Student Name	Grd	33	34	35	36	37	38	39	40	41	42	43	44	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

44- SAE/recordbooks - 12pts

Page: 1 **< Back >** **3/24/2015 9:06:23 AM**

Gradebook Summary
6 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Perc	Mrk
Max Points:		**10**	**40**	**6**	**30**	**10**	**14**	**32**	**28**	**40**	**10**	**20**	**10**	**15**	**10**	**5**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	**41 Assmnts**	
[redacted]	9	10	40	6	*NA	10	13	33	18	40	10	20	10	13	9	*NA	**98.60**	**A**
[redacted]	9	10	40	6	30	10	13	27	28	39	10	20	9	13	8	*NA	**87.03**	**B**
[redacted]	9	10	40	6	*NA	10	12	33	28	40	10	20	9	11	8	*NA	**91.34**	**A-**
[redacted]	9	10	40	6	30	10	6	34	28	40	10	20	8	13	9	5	**92.06**	**A-**
[redacted]	9		40	6	*NA	10	13	29	7	38	10	20	10	13	8	5	**75.61**	**C**
[redacted]	9	10	40	6	*NA	10	10	22		35	10	22	8	13	4	*NA	**78.72**	**C+**
[redacted]	9	10	40	6	*NA	10	6	30	28	40	10	20	8	13	9	5	**94.79**	**A-**
[redacted]	9	10	40	6	*NA	10	12	33			10	18	8	13	10	5	**74.05**	**C-**
[redacted]	9	10	40	6	30	10	12	33	28	38	10	20	8	11	9	*NA	**94.51**	**A-**
[redacted]	9	10	40	6	30	10	12	30	12	35	10	20	7	12	8	5	**93.41**	**A-**
[redacted]	9	10	40	6	*NA	10	6	24.5	28	40	10	10	7	11	8	*NA	**90.76**	**A-**
[redacted]	9	10	40	6	30	10	12	36.5	28	40	10	20	9	11	9	*NA	**97.17**	**A**
[redacted]	9	10	40	6	*NA	10	13	31	28	39	10	19	9	13	9	*NA	**87.35**	**B**
[redacted]	9	10	40	6	30	10	12	31	28	40	10	20	8	13	10	5	**98.21**	**A**
[redacted]	9	10	40	6	*NA	10	12	30.5	28	40	10	17	7	11	9	*NA	**91.89**	**A-**
[redacted]	9	10	40	6	*NA	10	10	29	27	35	10	20	7	11	9	*NA	**85.99**	**B**
[redacted]	9	10	40	6	30	10	12	36	25	40	10	20	7	12	10	5	**94.35**	**A-**
[redacted]	9	10	40	6	*NA	10	12	30	28	34	10	18	7	12	7	*NA	**94.36**	**A-**
[redacted]	9	10	40	6	*NA	10	13	33	28	40	10	*NA	8	11	9	*NA	**93.20**	**A-**
[redacted]	9	10	40	6	*NA	10	12	24	28	39.5	10	18	9	14	6	*NA	**89.50**	**A-**
[redacted]	9	10	40	6	*NA	10	13	30	25	40	10	20	9	13	9	*NA	**88.43**	**B**
[redacted]	9	10	40	6	30	10	13	28	28	40	10	20	8	11	10	*NA	**91.85**	**A-**
[redacted]	9	10	40	6	30	10	12	38.5	28	39	10	15	8	13	8	*NA	**91.70**	**A-**
[redacted]	9	10	40	6	*NA	10	10	16	*NA	39	10	*NA	10	13	7	*NA	**77.89**	**C**
[redacted]	9	10	40	6	*NA	10	13	27.5	28	38	10	*NA	10	13	6	*NA	**74.67**	**C-**
[redacted]	9	10	40	4	*NA	10	12	29	28	40	10	18	9	14	9	*NA	**92.32**	**A-**
[redacted]	9	10	40	6	30	10	12	37.5	28	40	10	20	9	11	9	*NA	**97.04**	**A**
[redacted]	9	10	40	6	30	10	6	24.5	28	40	10	20	8	13	10	*NA	**89.01**	**A-**
[redacted]	9	10	40	6	*NA	10	13	28	*NA	*NA	10	20	9	14	5	*NA	**88.93**	**B+**
Student Name	Grd	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

Page: 3 3/24/2015 9:06:23 AM

Gradebook Summary
6 - Ag Earth Sci-Sem 1 - Y **Stanton**

Student Name	Grd	33	34	35	36	37	38	39	40	41	42	43	44	Perc	Mrk
Max Points:		**38**	**100**	**16**	**15**	**20**	**26**	**30**	**35**	**24**	**55**	**40**	**12**		
****Grading Completed:**		☑	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	**41 Assmnts**	
Michelle	9	38	100	16	10		25	29.5	35	24	55	39	12	**98.60**	**A**
	9	31		14			26	27	27	24		38	10	**87.03**	**B**
	9	34	93	14	11		*NA	25	25	24	33	35	9	**91.34**	**A-**
	9	31	79	16	11		18	25	31	24	50	39	9	**92.06**	**A-**
E	9	24		11	11			27.5	24	24	48	31	10	**75.61**	**C**
	9	31		16	8		22	27.5	31		52	37	7	**78.72**	**C+**
	9	28	100	13	9		18	22	31	24	46	37	12	**94.79**	**A-**
	9	29		16	11				32			39	7	**74.05**	**C-**
	9	31	60	14	11		26	29.5	33	24	53	38	11	**94.51**	**A-**
	9	33		15	14		20	27	19	24	44	39	12	**93.41**	**A-**
	9	24	75	16			24	29.5	27	24	45	39	12	**90.76**	**A-**
	9	34	100	14	11		*NA	*NA	34	24	55	34	11	**97.17**	**A**
	9	31		15	8		25	23	31	24	24	37	9	**87.35**	**B**
	9	37	98	16	14		26	29	34	24	52	39	11	**98.21**	**A**
	9	35	86	16	13		26	29.5		24	53	35	9	**91.89**	**A-**
	9	32		16	14		24		23		47	39	10	**85.99**	**B**
	9	37	0	16	11		26	29.5	33	24	55	35	11	**94.35**	**A-**
	9	33	75	16	9		25	15	25	24	47	37	12	**94.36**	**A-**
	9	25	96	15	11		26	29.5				29	12	**93.20**	**A-**
	9	22	*NA	14	15			27.5	33	24	50	40	9	**89.50**	**A-**
	9	35		16	10		26	19	34	24	51	32	11	**88.43**	**B**
	9	26	95	15	14		25	29.5	30	24	47	38	8	**91.85**	**A-**
	9	34		14	11		22	7	31	24	55	33	12	**91.70**	**A-**
n	9	20		15	13			17.5	30		45	34	11	**77.89**	**C**
	9	35		12	11						29	34	10	**74.67**	**C-**
	9	31	80	16	11		22	27.5	29	24	53	39	11	**92.32**	**A-**
	9	37	94	15	7		26	29.5	35	24	55	38	11	**97.04**	**A**
	9	30	60	14	13		13	*NA	35	24	51	39	8	**89.01**	**A-**
	9	26		16	9		21	23		24	47	40	12	**88.93**	**B+**
Student Name	Grd	33	34	35	36	37	38	39	40	41	42	43	44	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

44- SAE/recordbooks - 12pts.

Page: 4 **3/24/2015 8:57:25 AM**

Gradebook Summary
1 - Ag Earth Sci-Sem 1 - Y **Stanton**

#	Type	Description	Assigned	Due Date
2	Assignments/Projects	Class Agreement	8/22/2014	8/22/2014
3	Quizzes/Tests	Safety Test	8/21/2014	8/22/2014
4	Class Participation	Week 1 Warm-ups	8/18/2014	8/22/2014
5	Assignments/Projects	Homevisit	8/26/2014	8/27/2014
		Extra Credit Opportunity		
6	Quizzes/Tests	Scientific Method Quiz	8/27/2014	8/27/2014
7	Assignments/Projects	FFA Members	8/29/2014	8/29/2014
8	Assignments/Projects	Measurement Lab	9/3/2014	9/3/2014
9	Assignments/Projects	Scientific Method Study Guide	9/5/2014	9/5/2014
10	Assignments/Projects	Week 1 Packet	9/5/2014	9/5/2014
11	Quizzes/Tests	Scientific Method Exam	9/5/2014	9/5/2014
12	Class Participation	Memorization	9/5/2014	9/5/2014
13	Assignments/Projects	Earth Science Component Poster	9/10/2014	9/16/2014
14	Assignments/Projects	Earth Science Group Presentation	9/22/2014	9/22/2014
15	Quizzes/Tests	Presenation Quiz	9/17/2014	9/17/2014
16	Assignments/Projects	Chapter 1 Crossword	9/15/2014	9/15/2014
17	Assignments/Projects	Study Guide: What is...	9/18/2014	9/29/2014
18	Assignments/Projects	#2 Notes Packet	9/9/2014	9/30/2014
19	Quizzes/Tests	What is Earth Science Exam	9/29/2014	9/29/2014
20	Assignments/Projects	Chapter 9 Foldable	10/1/2014	10/15/2014
21	Assignments/Projects	Summary	10/8/2014	10/16/2014
22	FFA Activities	FFA Fall Activities	10/15/2014	12/3/2014
23	Assignments/Projects	Chapter 9 Wordsearch	10/4/2014	10/17/2014
24	Assignments/Projects	Chapter 9 Reading Strategies	10/3/2014	10/17/2014
25	Assignments/Projects	Planet Earth Summary	10/7/2014	10/20/2014
26	Assignments/Projects	Ag Connection-Continental Drift	10/21/2014	10/21/2014
27	Assignments/Projects	Earth's Core	10/23/2014	10/23/2014
28	Assignments/Projects	Plate Tectonics Packet	10/1/2014	10/29/2014
29	Assignments/Projects	Plate Tectonics Study Guide	10/27/2014	10/29/2014
30	Quizzes/Tests	Plate Tectonics Exam	10/29/2014	10/29/2014
31	Quizzes/Tests	Rocks Quiz	11/13/2014	11/13/2014
32	Assignments/Projects	Chocolate Lab	11/13/2014	11/13/2014
33	Assignments/Projects	Chapter 3.1-3.3 Packet	11/14/2014	11/18/2014
34	Assignments/Projects	Rocks Packet	11/3/2014	11/18/2014
35	Assignments/Projects	Rock and mineral Study Guide	11/14/2014	11/19/2014
36	Assignments/Projects	Earth Quake Foldable	12/4/2014	12/11/2014
37	Assignments/Projects	Chapter 8 Study Guide	12/15/2014	12/16/2014
38	Assignments/Projects	Chapter 8 Packet (Earthquakes)	12/3/2014	12/16/2014
39	Quizzes/Tests	Earthquake Final	12/18/2014	12/18/2014
40	SAE/Record Books	SAE Fall 2014	12/18/2014	12/18/2014
		Students were asked to answer 4 questions as a plan for their SAE project.		

Page: 1 < Back > 3/24/2015 9:07:37 AM

Gradebook Summary
5 - ROP AdvAnSci-Sem 2 - Y **Stanton**

Student Name	Grd	1	2	3	5	Perc	Mrk
Max Points:		**100**	**36**	**40**	**64**		
****Grading Completed:**		☑	☑	☑	☑	**4 Assmnts**	
	10	100	*NA	40	56	**95.45**	**A**
	11	100	36	40	61	**98.29**	**A**
	12	100	36	40	63	**99.43**	**A**
	10	100	*NA	40	56	**95.45**	**A**
	12	100	*NA	35	58	**92.04**	**A-**
	10	100	36	*NA	64	**100.00**	**A**
	12	100	36	40	63	**99.43**	**A**
	11	100	36	40	64	**100.00**	**A**
	12	100	36	35	61	**95.90**	**A**
	11	100	*NA	*NA	52	**89.28**	**B+**
	11	100	*NA	40	40	**86.36**	**B**
	11	100	36	40	61	**98.29**	**A**
	12	100	36	*NA	64	**100.00**	**A**
	10	100	36	*NA	64	**100.00**	**A**
	11	100	35	38	63	**97.99**	**A**
	11	100	36	40	61	**98.29**	**A**
	11	100	36	38	*NA	**98.49**	**A**
Student Name	Grd	1	2	3	5	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999
*** Indicates Max Values of 0 (zero).** **** Assignments are not counted until graded.**

1-SAE/Record books - 100pts

Page: 1 **< Back >** **3/24/2015 9:17:42 AM**

Gradebook Summary
5 - ROP AgSales-Sem 2 - Y **Stanton**

Student Name	Grd	1	2	3	5	Perc	Mrk
Max Points:		**100**	**36**	**40**	**64**		
****Grading Completed:**		☑	☑	☑	☑	**4 Assmnts**	
	12	100	32	40	63	**97.51**	**A**
	12	100	35	40	63	**98.95**	**A**
	12	100	35	40	62	**98.38**	**A**
	12	100	35	40	64	**99.52**	**A**
	12	100	*NA	40	62	**98.86**	**A**
	12	100	30	40	64	**97.12**	**A**
	11	100	36	30	63	**94.64**	**A-**
	12	100	35	30	40	**81.10**	**B-**
	12	100	30	40	63	**96.56**	**A**
	12	100	36	*NA	52	**93.18**	**A-**
	12	100	36	40	61	**98.29**	**A**
	12	100	34	*NA	58	**94.57**	**A-**
	12	100	*NA	40	64	**100.00**	**A**
Student Name	Grd	1	2	3	5	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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

1- SAE/Recordbooks- 100pts.

Page: 2 **3/24/2015 9:07:37 AM**

Gradebook Summary
5 - ROP AdvAnSci-Sem 2 - Y **Stanton**

#	Type	Description	Assigned	Due Date
1	SAE Project & Record Book	Record Books	1/6/2015	1/22/2015
2	Assignments/Projects	Food Inc Video Questions	2/10/2015	2/11/2015
3	Assignments/Projects	Temple Grandin Essay If you are a senior the grade for this assignment is the completion of your Ag Booster Scholarship	2/4/2015	3/10/2015
5	Quizzes/Test	Animal Terminology Quiz	3/12/2015	3/13/2015

5.SAE Supervision

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of stud[redacted] **Date:** 12/4/13

Grade Level: 11 **Length of Visit:** _____

Objective of Visits: (Circle all that apply)

Meet Parents Plan SAE Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:
market lamb → learn skills and place in MKT and showmanship

FFA Goals:
judging team

Academic/Career Goals:
attend college
not sure on career choice → dietition occupational therapist.

Miscellaneous Information:

Student Signature: _____

Parent Signatur[redacted]

Instructor Signatu[redacted]

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of student: [redacted] **Date:** 12/5/13

Grade Level: 12 **Length of Visit:** _____

Objective of Visits: (Circle all that apply)

Meet Parents Plan SAE Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:
- market swine

FFA Goals:
contest team and win!
state degree

Academic/Career Goals:
Cal Poly San Luis Obispo
↳ Animal science - livestock vet

Miscellaneous Information:
active in Band

Student Signature: [redacted]

Parent Signature: [redacted]

Instructor Signature: [redacted]

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of student: [redacted] **Date:** 12/5/13

Grade Level: 11 **Length of Visit:** _____

Objective of Visits: (Circle all that apply)

Meet Parents Plan SAE Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:
market lamb - sell for good price
try hard do good in showmanship

FFA Goals:
State FFA Degree
attend state conference ALA Conference

Academic/Career Goals:
Cal Poly SLO
Major: Ag related → farm manager

Miscellaneous Information: → Big family 4 siblings
Track team

Student Signature: [redacted]

Parent Signature: [redacted]

Instructor Signature: [redacted]

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of student: [redacted] Date: 12/1/13

Grade Level: ~~11~~ 12 Length of Visit: _____

Objective of Visits: (Circle all that apply)

Meet Parents Plan SAE Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:
no project 1st year FFA as senior

FFA Goals:
rocked opening/closing

Academic/Career Goals:
community college - Reedley and transfer to Fresno State
major: criminology → probation officer

Miscellaneous Information:
work rental business - party rental

Student Signature: [redacted]

Parent Signature: [redacted]

Instructor Signature: [redacted]

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of student: [redacted] **Date:** 12/3/13

Grade Level: 11 **Length of Visit:** _____

Objective of Visits: (Circle all that apply)

Meet Parents (Plan SAE) Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:
packing shed in town

FFA Goals:
have successful plant sale.

Academic/Career Goals:
manage vineyard - Table grapes, market grapes
attend college - Reedley → Fresno State

Miscellaneous Information:

Student Signature: [redacted]

Parent Signature: [redacted]

Instructor Signature: [redacted]

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of student: [redacted] **Date:** 12/5/13

Grade Level: 11 **Length of Visit:** _____

Objective of Visits: (Circle all that apply)

Meet Parents Plan SAE Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:
sell market lamb.
1st place market ribbon
Place in top ten in showmanship.

FFA Goals:
state degree : American degree
officer team next year.

Academic/Career Goals:
general middle school - high school teacher
college: Cal Poly SLO or christian college

Miscellaneous Information:
Volleyball Track

Student Signature: [redacted]

Parent Signature: _____

Instructor Signature: [redacted]

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of student: [redacted] Date: 12/1/13

Grade Level: 11 Length of Visit: _____

Objective of Visits: (Circle all that apply)

Meet Parents Plan SAE Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:

FFA Goals:

Academic/Career Goals:

Miscellaneous Information:

Student Signature: [redacted]

Parent Signature: _____

Instructor Signature: _____

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of student: [redacted] **Date:** _____

Grade Level: 11 **Length of Visit:** _____

Objective of Visits: (Circle all that apply)

Meet Parents Plan SAE Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:
market Hog or Dairy goat → 4th place
1st in showmanship class. showmanship

FFA Goals:
FFA officer next year
judging contest

Academic/Career Goals:
chef or nurse
college: culinary or vocational school

Miscellaneous Information:
Mom works Harris meats

Student Signature: [redacted]

Parent Signature: [redacted]

Instructor Signature: [redacted]

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of student: [redacted] **Date:** ~~[illegible]~~ 11/21/13

Grade Level: 11 **Length of Visit:** 30mins

Objective of Visits: (Circle all that apply)

Meet Parents Plan SAE Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:
Bees - died :(
new SAE - Fruit trees and planter boxes

FFA Goals:
Speaking contest - impromptu

Academic/Career Goals:
Maybe teacher or something related to Ag. out of state school.

Miscellaneous Information:

Student Signature: [redacted]

Parent Signature: [redacted]

Instructor Signature: [redacted]

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Name of student: [redacted] **Date:** 12/2/13

Grade Level: 11 **Length of Visit:** 30mins

Objective of Visits: (Circle all that apply)

Meet Parents Plan SAE Inform about AG dept. Complete Data Sheet

Topics Covered:

Project Goals:
mowing lawn business - Be the best
help dad plant - garden in back yard

FFA Goals:
get all activity credits.

Academic/Career Goals:
Join military - Business owner

Miscellaneous Information:

Student Signature [redacted]

Parent Signature: [redacted]

Instructor Signature: [redacted]

6.SAE Requirement

Kingsburg High School
Agriculture Department

Miss Stanton
2014-2015

Agriculture Earth Science

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

Course Description

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

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

Texts

- California Prentice Hall Earth Science
  Tarbuck & Lutgens
  Copyright 2006

FFA Activity:

Being enrolled in any Agriculture course automatically enrolls all students as members of the Kingsburg FFA program. Every student will be expected to participate in at least **4 FFA activities each semester**, i.e., FFA meetings, community service activities, leadership conferences, public speaking events and judging contest. We encourage all students to become active members in the FFA program because no organization will offer the amount of opportunity in leadership and career preparation and growth than the FFA does.

Course Outline

FALL SEMESTER	SPRING SEMESTER
First Quarter Class Orientation/Class Expectations Introduction to Earth Science Measurements Plate Tectonics	**Third Quarter** Natural Disasters California Water Supply Biogeochemical Cycles Atmosphere
Second Quarter Rocks Earth Quakes Volcanoes Natural Resources and Energy	**Fourth Quarter** Soils Ocean Properties and Movement Astronomy: Stars, Sun, Solar System *** Integrated throughout the year: **FFA and Agriculture**

Grading Procedures

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

1. Assignments/Projects 20%
2. Quizzes/Tests 20%
3. Class Participation 30%
4. FFA Participation* 15%
5. SAE and Record Books** 15%

100%

Grade Breakdown:

100.0%-95.0%=A
94.9-89.0=A-
88.9-85.0=B
84.9-79.0=B-
78.9-75.0=C
74.9-69.0=C-
68.9-65.0=D
64.9-59.0=D-
58.9 and below=F

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Kingsburg High School
Agriculture Department

Miss Stanton
2013-2014

ROP Ornamental Horticulture Syllabus

Course Title:	ROP Ornamental Horticulture
Grade Level:	11-12
Length:	One Year
Prerequisites:	None. Introduction to Agriculture, Ag Mechanics I, and/or Agricultural Biology are recommended.

Course Description

Ornamental Horticulture/Landscape is a one-year, ROP course designed to introduce and develop entry-level skills and experiences associated with the Ornamental Horticulture industry. Students will obtain skills in the areas of horticulture, landscape design, landscape maintenance, floriculture, business sales and communications. The course will be taught using an outdoor learning laboratory with special emphasis placed on the following topics: plant propagation, greenhouse and shade house maintenance, plant identification and selection, campus landscape projects, vegetable/flower gardens and retail sales projects.

This course follows the California State Agriculture Foundation & Ornamental Horticulture Pathway standards.

Texts

- Introductory Horticulture, 6th Edition
  Delmar Publishers
  Copyright 2002

- Sunset Western Garden Book
  Sunset Publishing, Copyright 2001

Supplemental Texts

- Biology: Principles & Explorations
  Holt, Rinehart and Winston, Copyright 2001

- Landscape Plants: Their Identification, Culture, and Use
  Delmar Publishers, Copyright 1994

Course Outline

FALL SEMESTER	SPRING SEMESTER
First Quarter Introduction to Horticulture Industry Horticultural Careers Plant Classification & Use Plant Anatomy & Physiology Photosynthesis & Respiration SAE Development and Record Keeping FFA/Leadership Development	**Third Quarter** Asexual Propagation Sexual Propagation Soils & Planting Media Nutrients & Fertilizers Irrigation Systems SAE Development and Record Keeping FFA/Leadership Development
Second Quarter Designing Landscapes Establishing Landscapes Maintaining Landscapes Pruning of Ornamental Plants SAE Development and Record Keeping FFA/Leadership Development	**Fourth Quarter** Pest Management Principles Bedding Plant Production Retail Plant Sales Campus Landscaping Projects SAE Development and Record Keeping FFA/Leadership Development

Grading Procedures

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

1.	Assignments/Projects	20%
2.	Quizzes/Tests	20%
3.	Class Participation	30%
4.	FFA Participation*	15%
5.	SAE and Record Books**	15%

		100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Kingsburg High School
Agriculture Department

Ms. Stanton

ROP Advanced Animal Science Syllabus

Course Title:	ROP Advanced Animal Science
Grade Level:	11-12
Length:	One Year
Prerequisites:	None. Introduction to Agriculture, Ag Mechanics I, and/or Agricultural Biology are recommended.

Course Description

Advanced Animal Science offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know it today. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications. Evaluation is based on class assignments, laboratory activities, homework, quizzes/tests, participation in student leadership activities (FFA) and maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Ornamental Horticulture Pathway standards.

Texts

- Modern Livestock & Poultry Production
  Delmar Publishing, Copyright 2010

Supplemental Texts & Resources

- Biology: Principles & Explorations
  Holt, Rinehart and Winston, Copyright 2001

Course Outline

FALL SEMESTER	SPRING SEMESTER
First Quarter Introduction to Horticulture Industry Horticultural Careers Plant Classification & Use Plant Anatomy & Physiology Photosynthesis & Respiration SAE Development and Record Keeping FFA/Leadership Development	**Third Quarter** Asexual Propagation Sexual Propagation Soils & Planting Media Nutrients & Fertilizers Irrigation Systems SAE Development and Record Keeping FFA/Leadership Development
Second Quarter Designing Landscapes Establishing Landscapes Maintaining Landscapes Pruning of Ornamental Plants SAE Development and Record Keeping FFA/Leadership Development	**Fourth Quarter** Pest Management Principles Bedding Plant Production Retail Plant Sales Campus Landscaping Projects SAE Development and Record Keeping FFA/Leadership Development

Grading Procedures

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

1.	Assignments/Projects	20%	
2.	Quizzes/Tests	20%	
3.	Class Participation		30%
4.	FFA Participation*		15%
5.	SAE and Record Books**		15%

			100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to freshmen students)

Kingsburg High School
Agriculture Department

Ms. Stanton
2014-2015

ROP Agricultural Sales & Marketing Syllabus

Course Title: ROP Agricultural Sales & Marketing

Grade Level: 11-12

Length: One Year

Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture, Advanced Animal Science and Agriculture Mechanics are highly recommended.

Course Description

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation. The ornamental horticulture unit will be used to as an outdoor learning laboratory where students will gain hands-on experience with ag marketing and sales. Evaluation is based on class assignments, projects, guest speaker presentations, homework, quizzes/tests, participation in student leadership activities (FFA), maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Agricultural Business Pathway standards.

Grading Procedures

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

1.	Assignments/Projects	25%
2.	Quizzes/Tests	20%
3.	Class Participation	25%
4.	FFA Participation *	15%
5.	SAE and Record Books **	15%

		100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Course Outline

Career Opportunities in Agriculture

Agricultural Sales
- Skills & Knowledge Needed
- Determining Needs & Wants of Customers
- Preparing for and Approaching Customers
- Giving a Sales Presentation
- Handling Customer Objections
- Closing a Sale
- Practical Application

Marketing
- Key Factors in Marketing
- Marketing Strategies
- Developing a Marketing Plan
- Agricultural Exports & Trade Policies

Business Organizations
- Privately Owned/Sole Proprietorship
- Partnership
- Corporation
- Franchise

Finance and Credit
- Role of Credit in Agribusiness
- Public and Private Sources of Credit
- Applying for a Loan
- Costs of Credit

Agribusiness Accounting
- Review of Record Keeping
- Principles of Accounting
- Cash Flow Statements
- Inventory and Depreciation

Agricultural Cooperatives
- History & Development
- The Role of Cooperatives in Agriculture
- Principles Behind Farm Cooperatives
- Types of Cooperatives & Services Provided

Job Preparation
- Resumes & Cover Letters
- Job Applications
- Interview Skills
- Considerations in Accepting a Job

FFA/Leadership Development
- Supervised Agriculture Experience Program
- Record Books
- Public Speaking
- Use of Parliamentary Law

7.FFA Requirement

Kingsburg High School
Agriculture Department

Miss Stanton
2014-2015

Agriculture Earth Science

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

Course Description

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

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

Texts

- California Prentice Hall Earth Science
  Tarbuck & Lutgens
  Copyright 2006

FFA Activity:

Being enrolled in any Agriculture course automatically enrolls all students as members of the Kingsburg FFA program. Every student will be expected to participate in at least **4 FFA activities each semester**, i.e., FFA meetings, community service activities, leadership conferences, public speaking events and judging contest. We encourage all students to become active members in the FFA program because no organization will offer the amount of opportunity in leadership and career preparation and growth than the FFA does.

Course Outline

FALL SEMESTER	SPRING SEMESTER
First Quarter Class Orientation/Class Expectations Introduction to Earth Science Measurements Plate Tectonics	**Third Quarter** Natural Disasters California Water Supply Biogeochemical Cycles Atmosphere
Second Quarter Rocks Earth Quakes Volcanoes Natural Resources and Energy	**Fourth Quarter** Soils Ocean Properties and Movement Astronomy: Stars, Sun, Solar System *** Integrated throughout the year: **FFA and Agriculture**

Grading Procedures

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

1.	Assignments/Projects	20%
2.	Quizzes/Tests	20%
3.	Class Participation	30%
4.	FFA Participation*	15%
5.	SAE and Record Books**	15%
		100%

Grade Breakdown:

100.0%-95.0%=A
94.9-89.0=A-
88.9-85.0=B
84.9-79.0=B-
78.9-75.0=C
74.9-69.0=C-
68.9-65.0=D
64.9-59.0=D-
58.9 and below=F

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Kingsburg High School
Agriculture Department

Miss Stanton
2013-2014

ROP Ornamental Horticulture Syllabus

Course Title:	ROP Ornamental Horticulture
Grade Level:	11-12
Length:	One Year
Prerequisites:	None. Introduction to Agriculture, Ag Mechanics I, and/or Agricultural Biology are recommended.

Course Description

Ornamental Horticulture/Landscape is a one-year, ROP course designed to introduce and develop entry-level skills and experiences associated with the Ornamental Horticulture industry. Students will obtain skills in the areas of horticulture, landscape design, landscape maintenance, floriculture, business sales and communications. The course will be taught using an outdoor learning laboratory with special emphasis placed on the following topics: plant propagation, greenhouse and shade house maintenance, plant identification and selection, campus landscape projects, vegetable/flower gardens and retail sales projects.

This course follows the California State Agriculture Foundation & Ornamental Horticulture Pathway standards.

Texts

- Introductory Horticulture, 6th Edition
  Delmar Publishers
  Copyright 2002

- Sunset Western Garden Book
  Sunset Publishing, Copyright 2001

Supplemental Texts

- Biology: Principles & Explorations
  Holt, Rinehart and Winston, Copyright 2001

- Landscape Plants: Their Identification, Culture, and Use
  Delmar Publishers, Copyright 1994

Course Outline

FALL SEMESTER	SPRING SEMESTER
First Quarter Introduction to Horticulture Industry Horticultural Careers Plant Classification & Use Plant Anatomy & Physiology Photosynthesis & Respiration SAE Development and Record Keeping FFA/Leadership Development	**Third Quarter** Asexual Propagation Sexual Propagation Soils & Planting Media Nutrients & Fertilizers Irrigation Systems SAE Development and Record Keeping FFA/Leadership Development
Second Quarter Designing Landscapes Establishing Landscapes Maintaining Landscapes Pruning of Ornamental Plants SAE Development and Record Keeping FFA/Leadership Development	**Fourth Quarter** Pest Management Principles Bedding Plant Production Retail Plant Sales Campus Landscaping Projects SAE Development and Record Keeping FFA/Leadership Development

Grading Procedures

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

1.	Assignments/Projects	20%
2.	Quizzes/Tests	20%
3.	Class Participation	30%
4.	FFA Participation*	15%
5.	SAE and Record Books**	15%
		100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Kingsburg High School
Agriculture Department

Ms. Stanton

ROP Advanced Animal Science Syllabus

Course Title:	ROP Advanced Animal Science
Grade Level:	11-12
Length:	One Year
Prerequisites:	None. Introduction to Agriculture, Ag Mechanics I, and/or Agricultural Biology are recommended.

Course Description

Advanced Animal Science offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know it today. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications. Evaluation is based on class assignments, laboratory activities, homework, quizzes/tests, participation in student leadership activities (FFA) and maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Ornamental Horticulture Pathway standards.

Texts

- Modern Livestock & Poultry Production
  Delmar Publishing, Copyright 2010

Supplemental Texts & Resources

- Biology: Principles & Explorations
  Holt, Rinehart and Winston, Copyright 2001

Course Outline

FALL SEMESTER	SPRING SEMESTER
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Grading Procedures

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

1.	Assignments/Projects	20%	
2.	Quizzes/Tests	20%	
3.	Class Participation		30%
4.	FFA Participation*		15%
5.	SAE and Record Books**		15%
		---	---
			100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to freshmen students)

Kingsburg High School
Agriculture Department

Ms. Stanton
2014-2015

ROP Agricultural Sales & Marketing Syllabus

Course Title: ROP Agricultural Sales & Marketing

Grade Level: 11-12

Length: One Year

Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture, Advanced Animal Science and Agriculture Mechanics are highly recommended.

Course Description

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation. The ornamental horticulture unit will be used to as an outdoor learning laboratory where students will gain hands-on experience with ag marketing and sales. Evaluation is based on class assignments, projects, guest speaker presentations, homework, quizzes/tests, participation in student leadership activities (FFA), maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Agricultural Business Pathway standards.

Grading Procedures

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

1.	Assignments/Projects	25%
2.	Quizzes/Tests	20%
3.	Class Participation	25%
4.	FFA Participation *	15%
5.	SAE and Record Books **	15%

		100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Course Outline

Career Opportunities in Agriculture

Agricultural Sales
- Skills & Knowledge Needed
- Determining Needs & Wants of Customers
- Preparing for and Approaching Customers
- Giving a Sales Presentation
- Handling Customer Objections
- Closing a Sale
- Practical Application

Marketing
- Key Factors in Marketing
- Marketing Strategies
- Developing a Marketing Plan
- Agricultural Exports & Trade Policies

Business Organizations
- Privately Owned/Sole Proprietorship
- Partnership
- Corporation
- Franchise

Finance and Credit
- Role of Credit in Agribusiness
- Public and Private Sources of Credit
- Applying for a Loan
- Costs of Credit

Agribusiness Accounting
- Review of Record Keeping
- Principles of Accounting
- Cash Flow Statements
- Inventory and Depreciation

Agricultural Cooperatives
- History & Development
- The Role of Cooperatives in Agriculture
- Principles Behind Farm Cooperatives
- Types of Cooperatives & Services Provided

Job Preparation
- Resumes & Cover Letters
- Job Applications
- Interview Skills
- Considerations in Accepting a Job

FFA/Leadership Development
- Supervised Agriculture Experience Program
- Record Books
- Public Speaking
- Use of Parliamentary Law

8.FFA Program of Activities

Kingsburg FFA

Program of Activities
2014-2015

TABLE OF CONTENTS

Chapter Officers' Message 2
Advisors' Message 3
Kingsburg Joint Union High School Board of Trustees 4
Kingsburg Joint Union High School Administration & Staff 4
Agriculture Advisory Committee 4
Kingsburg Agriculture Boosters 4
Chapter Goals 6
Introduction to the FFA 7
Mission and Strategies 8
FFA Code of Ethics 9
FFA Official Dress 9
Proper Use of the FFA Jacket 10
FFA Emblem 11
FFA Creed 12
FFA Degrees 13
Proficiency Award Areas 15
Judging Teams 20
Community Service Activities 20
Fundraising Activities 20
FFA Budget 21
Duties of Chapter Officers 22
Kingsburg FFA Constitution 24
History of Kingsburg FFA 29
Project Budget for Market Hog 35
Project Budget for Market Lamb 36
Project Budget for Market Goat 37
Project Budget for Market Steer 38
Project Budget for Dairy Heifer 39
School Farm Contract 40
Calendar of Events 41

CHAPTER OFFICERS' MESSAGE

Dear Members and Parents,

We are looking forward to having a successful year throughout all aspects of our program! Our officer team has set many goals for the chapter this year. First and foremost, we want to increase participation of our members in chapter-level activities. By coordinating new, low cost activities, we hope to provide opportunities for more students to participate and become engaged in our leadership program. One of our new ideas is to kick start the year by hosting our second annual "Welcome Back Ice Cream Social" at KHS Ag Department. This free of charge social activity will be offered in the second week of school to help our new members socialize with older students in a fun, relaxed, non-school environment.

Additionally, we plan to broaden the scope of Kingsburg FFA's promotional activities. Some methods we plan to explore are: creating a chapter Facebook page and Twitter account. The officer team will be updating these social networking sites to broaden our communication with the members and to keep parents and the community aware of the current activities.

We hope these goals create cherished memories and leave a lasting impression on our chapter. Our officer team has high expectations for this year and we fully expect to continue the legacy of Kingsburg FFA!

Sincerely,

2014-2015 Kingsburg FFA Officer Team

Alex Jackson President	Brent Oge Vice President	Hena Sihota Secretary
Macey Hammerstrom Treasurer	Kendall Woods Reporter	Eli Grant Sentinel
Wyatt Jackson Historian	Kyle Hansen Chaplain	

ADVISORS' MESSAGE

Welcome to the Kingsburg High School Agriculture Department!

Our chapter officers have planned an exciting year for our students and we couldn't be more proud. One of their new ideas is our chapter website that was developed through their hard work.(**www.kingsburgffa.org**) On the site, students are able to access chapter history, information about officers, competition results as well as forms and applications for different activities or events. Our chapter officers are working hard to reach every one of our students, and leave a lasting effect on our chapter.

As we continue to increase our number of students, we strive to make improvements to our facilities. We have recently added a classroom at the school farm. This classroom will be used for activities during the Ornamental Horticulture and Advanced Animal Science classes, as well as a cool area to rest during farm workdays or showmanship practices.

This is going to be a fast-paced and memorable year for students involved in Kingsburg FFA! It is our sincere hope that you will join us at chapter meetings and participate in the many opportunities available through the agriculture program. Jump aboard on this fantastic journey as Kingsburg FFA continues to providing our students with opportunities that will allow all them to succeed, long after they leave our classrooms.

Sincerely,

Alexa Stanton
Ag Instructor/FFA Advisor

Brian Donovan
Ag Instructor/Department Chair

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

Rick Jackson ..... President
Mike Serpa ..... Clerk
Brent Lunde ..... Member
Steve Nagle ..... Member
Johnny Thompsen ..... .Member

KINGSBURG JOINT UNION HIGH SCHOOL ADMINISTRATION

Randy Morris ..... Superintendent
Fred Cogan ..... Principal
Cindy Schreiner ..... Assistant Principal
Marlene Pavlina ..... Counselor (grades 11-12)
Heather Apgar ..... Counselor (grades 9-10)

KINGSBURG HIGH SCHOOL -- AGRICULTURE ADVISORY COMMITTEE

The function of the Advisory Committee is to provide advice on the design, development, and operation of the Kingsburg High School Agriculture Department. Additionally, this committee provides support and evaluates the progress of the department. The Advisory Committee is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

Tim Morris	Kevin Esau	Frank Tebeau
Lance Jackson	Makala Gardener	
Jeff Bortolussi	David Silva	

KINGSBURG HIGH SCHOOL -- AGRICULTURE BOOSTERS

The Kingsburg Agriculture Boosters is a group of parents, Kingsburg FFA alumni and community members who wish to support the agriculture program. This group meets throughout the year to plan and carryout fundraising activities. The money raised by the Agriculture Boosters is used to support the students in the agriculture program throughout the year.

Matt Reddell --- President
LaVonne Frank --- Vice-President
Jenny Woods -- Secretary
Lee Henrickson --- Treasurer
Leah Jackson --- Publicist

2014-2015 CHAPTER GOALS

1. Increase the use of social media to communicate to members.

- Chapter Officer team will update current twitter and facebook pages weekly
- Chapter Officer team will create an instagram page
- Use social media to share upcoming meetings, activities, pictures, and other information

2. Encourage involvement in chapter meetings and activities.

- Utilize fun games before chapter meetings as well as raffle prizes given out at each chapter meeting
- Make members feel welcome at all meetings and activities
- Hold a reward auction at the end of the school year where students will receive tickets based on their attendance record to activities

3. Expand community service efforts

- Downtown Kingsburg beautification project
- St. Jude card drive

INTRODUCTION TO THE FFA

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

An integral part of the program of education in agriculture in the public schools system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November of 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business.

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

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Louisville, Kentucky and the California Association holds its annual conference at the Fresno Convention Center each April.

This Program of Activities was developed to explain the purpose of the FFA Organization and give insight into the many opportunities that are available to all agriculture students at Kingsburg High School.

MISSION AND STRATEGIES

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

To accomplish this mission, FFA:

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

The Agricultural Education Mission

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

FFA CODE OF ETHICS

FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. As an FFA member, I pledge to:

1. Develop my potential for premier leadership, personal growth, and career success.
2. Make a positive difference in the lives of others.
3. Dress neatly and appropriately for the occasion.
4. Respect the rights of others and their property.
5. Be courteous, honest and fair with others.
6. Communicate in an appropriate, purposeful, and positive manner.
7. Demonstrate good sportsmanship by being modest in winning and generous in defeat.
8. Make myself aware of FFA programs and activities and be an active participant.
9. Conduct and value a supervised agricultural program.
10. Strive to establish and enhance my skill through agricultural education in order to enter a successful career.
11. Appreciate and promote diversity in our organization.

FFA OFFICIAL DRESS

The uniform worn by FFA members at local, state, and national functions is called *official dress*. It provides identity and gives a distinctive and recognizable image to the organization.

Official FFA Uniform

Males	*Females*
Black slacks	Black skirt (knee-length)
White, button-up shirt with collar	White, button-up shirt with collar
Black socks	Natural-colored nylons
Black dress shoes	Black dress shoes (closed-toe)
Official FFA Jacket	Official FFA Jacket
Official FFA Tie	Official FFA Scarf

PROPER USE OF THE FFA JACKET

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The *back* of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The *front* of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.

FFA EMBLEM

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, "FFA."

The ***owl*** is symbolic of wisdom and knowledge.

The ***plow*** is the symbol of labor and tillage of the soil.

The ***rising sun*** is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.

The ***cross section of an ear of corn*** represents common agricultural interests since corn in native to America and grown in every state.

The ***eagle*** is indicative of the national scope of the organization.

FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturalists; 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 agriculturalists to serve our own and the public interest in producing and marketing the product of our toil.

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

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

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

FFA DEGREES

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

Greenhand FFA Degree

To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

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

Chapter FFA Degree

To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following qualifications:

1. Must have held the Greenhand FFA Degree for at least one complete semester of instruction (member may not receive the Greenhand and Chapter Degree in the same academic year)
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Have earned and productively invested at least $150 by the members own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA awards program.
8. Have a 2.0 satisfactory scholastic record in an agricultural course.
9. Participate in at least 2 different community service activities, totally at least 10 hours of personal time.
9. Submit a written application for the Chapter FFA Degree.

State FFA Degree

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have have held the Chapter FFA Degree for at least one year.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
4. Have earned and productively invested at least $1,000 and worked at least 500 hours in excess of scheduled class time in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
   a. Performing 10 procedures of parliamentary law.
   b. Giving a 6-minute speech on a topic relating to agriculture or the FFA.
6. Serving as an officer, committee chairperson, or participating member of a chapter committee.
7. Have a 2.0 scholastic record.
8. Have participated in at least 5 different FFA activities at the chapter level.
9. Have participated in at least 5 FFA activities above the chapter level.
10. Participated in at least 2 distinctly different non-FFA school activities which were conducted outside of normal class time.
11. Participate in at least 2 different community service activities, totally at least 25 hours of personal time.
12. Submit written application for the State FFA Degree.
13. Must earn 70% of the possible points on his/her Record Book during the statewide scoring.

American FFA Degree

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least $10,000 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.

PROFICIENCY AWARD AREAS

Agricultural Communications

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

Agricultural Mechanics Design and Fabrication

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

Agricultural Mechanics Repair and Maintenance

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

Agricultural Mechanics Energy Systems (Agricultural Power)

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

Agricultural Processing

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

Agriculture Sales Entrepreneurship/Placement

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

Agricultural Services

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

Beef Production Entrepreneurship/Placement

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

Dairy Production Entrepreneurship/Placement

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

Diversified Agricultural Production

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

Diversified Crop Production Entrepreneurship/Placement

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

Diversified Horticulture Entrepreneurship/Placement

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

Diversified Livestock Production Entrepreneurship/Placement

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

Emerging Agricultural Technology

Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are not covered by existing categories.

Environmental Sciences and Natural Resources Management

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

Equine Science Entrepreneurship/Placement

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

Fiber Crop Production

Involves the use of the best management practices available to produce a market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, caster beans, sunflower, peanuts, dill, spearmint and safflower.

Floriculture

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

Food Science and Technology

Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting.

Forage Production

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

Forest Management and Products

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

Grain Production Entrepreneurship/Placement

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

Home and/or Community Development

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

Landscape Management

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

Nursery Operations

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

Outdoor Recreation

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

Pomology Production Entrepreneurship/Placement

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

Poultry Production

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

Sheep Production

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

Small Animal Production and Care

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

Specialty Animal Production Entrepreneurship/Placement

Involves the use of the best management practices available to manage, produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at zoo or at any specialty animal facility.

Specialty Crop Production

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

Swine Production Entrepreneurship/Placement

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

Turf Grass Management

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

Vegetable Production Entrepreneurship/Placement

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

Viticulture Production Entrepreneurship/Placement

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

Wildlife Production and Management Entrepreneurship/Placement

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

JUDGING TEAMS

Throughout the year, members of the Kingsburg FFA Chapter participate in a variety of different judging teams. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a judging team helps students develop leadership skills and allows them to be recognized for their achievements. The following teams are available for students to become involved in this year:

Agriculture Mechanics
Banking
Best Informed Greenhand
Cooperative Marketing
Creed Speaking
Dairy Judging
Extemporaneous Public Speaking
Farm Records
Impromptu Speaking
Job Interview
Opening/Closing Contest
Prepared Public Speaking
Tree Pruning
Vine Pruning

COMMUNITY SERVICE ACTIVITIES

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

Adopt-A-Family Blanket Drive
Kingsburg Elementary Family Fun Night
Washington Elementary Farm Day
KCAPS Canned Food Drive
Rotary Top 40 Dinner
Swedish Festival

FUNDRAISING ACTIVITIES

The Kingsburg FFA Chapter is a non-profit, self-supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year. Some of the main fundraising activities that we participate in are:

Tri-tip Dinner (fall & spring)
See's Candy Holiday Sale

World Ag Expo/Toyota Truck Tickets

KINGSBURG FFA BUDGET
2012-2013

Expenses

Officer Retreat	$	500.00
Aggie of the Month Plaques	$	120.00
Aggie of the Month Rewards	$	90.00
Fall Region Meeting	$	95.00
Spring Region Meeting	$	80.00
Chapter Office Leadership Conference	$	25.00
Degree Pins	$	130.00
Degree Activity	$	570.00
National FFA Week Lunch	$	550.00
FFA Week Activities	$	50.00
Officer Shirts	$	250.00
Greenhand Conference	$	240.00
State Conference Delegates	$	400.00
Field Day Registration	$	1,200.00
End of the Year Banquet	$	2,500.00
Top 20 Trip	$	450.00
Recruitment	$	100.00
Welcome Back Activity	$	300.00
Sectional Dues	$	50.00
Speaker Awards	$	225.00
Raffle Prizes	$	100.00
Total Expenses	$	8,025.00

Receipts

See's Candy Sales	$	2,800.00
Tri-Tip Dinner Sales	$	4,000.00
Toyota Truck Fundraiser	$	500.00
Lions Donation	$	250.00
Fresno County Office of Education Donation	$	300.00
Total Receipts	$	7850.00

Ending Balance ..... $ 0.00

KINGSBURG FFA -- CHAPTER OFFICER DUTIES

PRESIDENT

- Preside over meetings
- Help appoint committees and serve on them as ex-officio
- Coordinates the activities of the chapter and evaluate the process of the POA (Program of Activities)
- Represent the chapter in public and at official functions
- Assist committee chairs with activities
- Preside over officer meetings and meet before hand with advisors to set up and type agenda

VICE PRESIDENT

- Assume all duties of the president if necessary
- Develop the POA and serve as the ex-officio on committees
- Coordinate all committee work
- Work closely with the president and advisors to assess progress toward meeting chapter goals

SECRETARY

- Prepare the agenda for each chapter meeting
- Prepare and present the minutes of each chapter meeting
- Record minutes for each officer meeting and file
- Place all committee reports in a file
- Be responsible for chapter correspondence
- Maintain membership attendance records & FFA activity credits chart

TREASURER

- Assist the advisors with receiving & depositing FFA funds
- Present up-to-date treasurer's reports at each chapter meeting
- Collect money when required and serve as the chairperson to the fundraising committee
- Maintain financial records
- Submit school bulletin announcements

REPORTER

- Work with local newspapers, radios, television, and service clubs to get information out to the community
- Write articles for the New Horizon monthly and send pictures
- Do news releases for chapter activities
- Help the advisors publish the chapter newsletters
- Serve as the chapter photographer and prepare slideshows

SENTINEL

- Assist the president in maintaining order during meetings
- Get the FFA paraphernalia and supplies for each meeting
- Welcome members and guests at meetings and functions
- Reserve the meeting room and keep it comfortable
- Take charge of candidates for degree ceremonies
- Assist with special activities and refreshments
- Responsible for announcing "Aggie of the Month" at chapter meetings

CHAPLAIN

- Prepare invocations for banquets
- Contact and meet speakers before chapter meetings
- Contact and reserve post-meeting activities
- Make posters to advertise upcoming events

KINGSBURG FFA CONSTITUTION

Article I.- Name and Purpose

Section A. The name of this organization shall be the "Kingsburg FFA Chapter."

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

1. To develop competent, aggressive rural and agricultural leadership.
2. To create and nurture a love for country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other agricultural occupations.
5. To encourage members in the development of individual farming and other programs and establishments in agriculture.
6. To encourage members to the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II. - Organization

Section A. The Kingsburg FFA Chapter is a chartered local unit of the California FFA Association, which is chartered by the National FFA Organization.

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

Article III. - Membership

Section A. Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B. The regular work of this Chapter shall be limited to the Active Membership.

Section C. Honorary Membership in this Chapter shall be limited to those individuals who have received the Honorary Chapter FFA Degree.

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

1. They show an interest in, and take part in the affairs of the Chapter.
2. They pay all bills within 30 days or have made prior arrangements with advisors.
3. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
4. They are academically eligible to participate in activities according to the policy as established by the Kingsburg High School District Board of Trustees.

Section E. Names of applicants for membership shall be filed with the Chapter Secretary.

Article IV. - Emblems

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

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

Article V. – Membership Degrees and Privileges

Section A. There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree.

Section B. All members holding the Greenhand FFA Degree are entitled to wear the bronze emblem pin, all members holding the Chapter FFA Degree are entitled to wear the silver emblem pin, all members holding the State FFA Degree are entitled to wear the gold emblem charm, and all members holding the American FFA Degree are entitled to wear the gold emblem key.

Section C. Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.

Section D. Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article VI. - Officers

Section A. The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Chaplain, and Historian. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The Officers shall perform the following duties:

1. The President shall preside over and conduct meetings according to accepted parliamentary procedure, keep members on the subject and within the time limits, represent the Chapter and in public and at official functions, coordinate Chapter efforts by keeping in close touch with the other Officers and Advisor(s), preside over meetings and meet beforehand with advisors to set-up and type agenda.

2. The Vice President shall assist the President when needed, oversee committee work, preside at meetings in the absence of the President, appoint committees and serve on them as an ex-officio member to them, and work closely with the President and chapter advisors to asses progress toward meeting chapter goal.

3. The Secretary shall prepare and read the minutes of each chapter meetings, prepare the agenda for each chapter meeting, attend to official correspondence, count and record rising votes when taken, prepare chapter membership records, issue membership cards, and call meetings to order in the absence of the presiding officer.

4. The Treasurer shall assist chapter advisors with receiving, recording and depositing FFA funds, assist in preparing the chapter budget, keep the financial records of the chapter, and submit in writing a financial report at each meeting and submit all bulletin announcements.

5. The Reporter shall gather and classify Chapter news, prepare articles for publication or broadcast, contact local newspapers, send news to State or National publications, arrange for FFA participation in local radio and/or TV programs, and keep an up-to-date Chapter Scrapbook with the assistance of the Chapter Historian. The Reporter shall prepare a Chapter Newsletter for publication with the assistance of the Advisor(s).

6. The Sentinel shall set up the meeting room and care for Chapter paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, take charge

of candidates for degree ceremonies, and assist with special activities and refreshments.

7. The Historian shall assist the Reporter when needed. It is the duty of the Historian to help with publicity. The Historian is in charge of the Point Award Chart and will keep it updated at all times with the assistance of the advisor(s). Only Sophomores can serve as the Chapter Historian.

8. The Chaplain shall write the invocations for the chapter's banquets. The Chaplain shall contact and meet with speakers before every chapter meeting. It is also the Chaplain's duty to contact and reserve post-meeting activities for the chapter. The Chaplain is also in charge of creating posters to advertise important upcoming events.

9. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Historian in preparing the Point Award Chart and assist the Chapter Reporter in preparing the Chapter Newsletter.

Section B. Officers of the Kingsburg FFA shall be elected and announced annually at the May meeting. Applications will be made available to members and be due two weeks prior to the May meeting. The applications will be screened by a committee consisting of senior officers and the chapter advisor(s). Selected applicants will be interviewed by a committee consisting of senior officers, the chapter advisor(s), and others as selected by the chapter advisor(s). After each candidate is interviewed, the committee shall determine the slate of candidates for the ballot. This may be done in one of two ways, depending on the number of candidates and/or the preference of the committee:

(1) The ballot will consist of applicants slated for the offices of President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Chaplain and Historian at the discretion of the Nominating Committee. Each slated candidate may slide once to an office below the office for which they are slated.

(2) The committee may select candidates to be placed on the ballot but not slate them for a particular office. All candidates on the ballot will give election speeches at the May meeting. The chapter will then vote for the individuals that they want to hold officer positions for the upcoming school year. After the election, the elected individuals will meet with the chapter advisor(s) to decide who will fill each officer position.

Section C. To be eligible to run for Chapter Office you must:

1. Hold a Greenhand or Chapter FFA Degree.
2. Applications must be turned in to an advisor by the announced deadline. If application is not in on time, the applicant will forfeit.
3. Be in good standing with the Chapter as outlined in Article III, Section D of the Kingsburg FFA Constitution.
4. Must be academically eligible when his/her serving term begins.

Section D. The Chapter Officers, with the exception of the President, whose vacancy shall be filled by the Vice President, shall appoint all Officer vacancies during the term.

Section E. An officer can be removed from the officer team at any time for conducting himself/herself in a manner that is unbecoming of a chapter officer as determined by the fellow officers and advisor(s). (Possible examples include but are not limited to: Not fulfilling duties as required by the Constitution, not portraying the image of a FFA member as established by the Chapter Executive Committee, losing respect of fellow Chapter Officers, Members, Advisor(s), or the community.) The vote to remove an officer must be carried by the majority of the Chapter Executive Committee.

Section F. An Officer missing a meeting, leadership conference, or other responsibility must provide an explanation to the chapter advisor(s) one day prior to the event, except in uncontrolled circumstances or extreme emergencies.

Section G. Any Officer who is placed on academic probation will be forced to resign, in writing, at the first appropriate FFA Chapter Executive Committee meeting. In this case, the office will be filled as seen fit by the remaining chapter officers and advisors.

HISTORY OF KINGSBURG FFA

American FFA Degree Recipients

1965	David Jackson
1966	John Cederquist
1984	Travis Fry
1985	Robert Bergman
	Cherri Morton
1986	Rick Carsey
	Randy Gardner
	Tom Henslee
1987	John Bergman
	Randy Griffen
	Gary Webb
1988	Tammy Barnes
	John Hamada
	Michael Johnston
	Lisa Lungren
1989	Kristi Sowells
1990	Albino Chapa
	Candi Grumbles
	Michael Peters
	Carlene Thomas
1991	Dawn Gardner
	Thomas Young
1992	Stephanie Alvarez
	Sherri Grumbles
	Mark Lungren
	Chris McMahon
	Stacey Ransom
1997	Joan Boyd
	Jaime Ervin
	Jeff Olson
	Ryan Sweeney
	Lindsay Wilmeth
1998	Julie Penfold
	Adam Sanchez
1999	Michael Fagundes
	Kevin Sweeney
2000	Scott Grumbles
	Tamara Martinez
	Jared Penfold
2001	Jason Fagundes
	Monique Valdez
2002	Heather Seaward
2003	Amber Hallsten
	Alison Wohlgemuth
2004	Debbie Bolton
	Ricci Pedro
2005	Ben Carlson
	Jessica Graves
	Amanda Grumbles
	Hector Urueta
2006	Larry Brasil
	Wesley Carlson
	Kendal Carlson
	Ashlee Orozco
	Cody Penfold
	Vanessa Renwick
	Ashley Silva
2007	Kody Swanson
	Sarah Walls
2008	Adam Avedikian
	Alyssa Carlson
	Breanna Friesen
	Lauren Grumbles
	Brenton Helm
	Jordan Okland
	Scott Silva
	Kaleb Smith
	Jesus Urueta
	Nathan Williams
2009	Andre Alves
	Casey Berberian
	Kevin Esau
	Travis Helm
	James Walls
2010	Shane Cates
	Tanner Swanson
2011	Nicole Billington
	Allex Brandon
	Chad Carter
	Kierston Gardner
	Matthew Henriksen
	Shelbi Kautz
	Andrew Mancini

American FFA Degree Recipients (continued)

2012	Kassie Lewis
	Madalyn McCracken
	Ernie Perez
	Megan Stone
	Jennifer Woods
2013	Austin Moore
2014	Cameron Cates
	Rylan Carter
	Kirsten Edgerly
	Makala Gardner
	Darren Grant

State FFA Degree Recipients

1932	Arthur Christensen
1952	Donald Mercer
	Glen Rosender
1953	Glen Burnett
	Ronald Hedin
	Clifford Stevens
1956	Roy Burnett
	Norman Frane
	Troy Huckabay
1958	Don Jackson
1961	Tom Marshall
	Monte Pinheiro
	Don Tiner
1964	John Cederquist
	Ken Horn, Jr.
	David Jackson
1973	Joe Cauwells
1974	Eric Erling
	Russell Roberts
1977	James Ceatano
	David Oriqnue
1978	Michael Swanson
1979	Bryan Burke
	Steve Jackson
	Leonard Killian
	Keith McIntyre
1980	Jennifer Derfelt
	Paul Huckabay
	Jim Moore
	Sonya Orique
1981	Paul Aslan
1985	John Bergman
	Tom Henslee
	Jeff Bray
	Carrie Clen
	Janke Pinheiro
	Mike Johnston
	Cindi Vargas
	Lisa Lungren
	Gary Webb
1986	Rene Barefoot
	John Hamada
	Chris Miller
	Tammy Barnes
	Bill Hammestrom
	Henrietta Garcia
	Ryan Huckabay
1987	Robert Slan
	Penny Hicks
	Tricia Souza
	Michael Esquibel
	James Morton
	Kristi Sowells
	David Gall
	Mike O'Reilly
	David Vart
1988	Dawn Gardner
	Mark Locatelli
	Keri Weaver
	Candi Grumbles
	Michael Peters
	Matthew Wood

1982	Travis Fry
	Robert Jackson
	Blaine Osborne
1983	Robert Bergman
	Cherri Morton
	Karla Franco
	Valerie Swanson
	Kent Lindgren
1984	Marc Boman
	Rick Carsey
	Julie Danielson
	Randy Griffin
	Lisa Souza
	Randy Gardener
	Stacy Oliveira
1997	Kristen Callens
	Bo Davis
	Brent George
	Scott Grumbles
	Elizabeth Guzman
	Tamara Martinez
	Lance Morton
	Jared Penfold
	Randine Prine
	Joe Robiero
	Jacob Woods
	Monique Valdez
1998	Jason Fagundes
	Willie Schweizer
	Kyle Sweeney
	Josh Valdez
1999	Kellie Penfold
	Heather Seaward
	Alison Wohlgemuth
2000	Steven Brett
	Amber Hallsten
	Amber Morton
	Tuesdee Silva
	Katy Swift
2001	Debbie Bolton
	Thomas Burke
	Lauren Carlson
	Josh Freeman
	Elisa Hernandez
	Sarina Keylon
	Joy Paloutzian
	Ricci Pedro
	Kristen Seaward
	Rebecca Hopper
	Judith Thomas
	Thomas Young
1989	Albino Chapa
	Bobbie Hinshaw
	Matthew Young
	Jason Coddington
	Chris McMahon
	Christopher Greer
2004	Ashley Avila
	Kendal Carlson
	Wes Carlson
	Austin Hodge
	Rheya Kautz
	Melanie Mendes
	Breanne Mulvey
	Kasey Okland
	Cody Penfold
	Ashley Silva
	Hector Urueta
	Jacob Zavala
2005	Kyle Bates
	Emily Berry
	Ashley Bray
	Tyler Carlson
	Horacio Escoto
	Kaylee Medico
	Ashley Orozco
	Kody Swanson
	Sarah Walls
2006	Adam Avedikian
	Alyssa Carlson
	Lauren Grumbles
	Jordan Okland
	Kaleb Smith
	Jesus Urueta
	Nathan Williams
2007	Andre Alves
	Casey Berberian
	Jordan Carlson
	Samantha Erling
	Breanna Friesen
	Brenton Helm
	Travis Helm
	Ashley Hennesay
	Dustin Pattigan
	Zack Raven
	Kaita Renwick

Michelle Villegas
Brittoni Ward

2003 Larry Brasil
Ben Carlson
Jessica Graves
Amanda Grumbles
Chris Okland
Vanessa Renwick
April Schwedler

2008 Karly Behymer
Courtney Casaus
Shane Cates
Samantha Drennen
Kevin Esau
Brian Gai
Kelsey Golbek
Kirsten Lindsey
Sarah Marks
Tanner Swanson

2010 Charlie Avila
Hali Burns
Ryan Evett
Haylie Fry
Stan Hamilton
Patrick Jackson
Cassie Lewis
Joshua Miller
Ernie Perez
Eliseo Ramirez
Alec Smith

2011 Jill Bartel
Tanner Boyett
Justine Bratton
Cassie Brown
Esias Delgado
Brett Helm
Lacy Knight
Brianna Lewis
Daniel Martinez
Austin Moore
Chelaine Neal
Kyle Nussbaum
Trent Olson
Michelle Ritchie
Valorie Rothgarn
Nathaniel Silva
Scott Silva
Wenzdee Silva
Jamee Stalker
Holly Upton
James Walls
Jenielle Warkentin

2009 Cody Barnes
Dylan Berberian
Nicole Billington
Allexandra Brandon
Chad Carter
Andrew Cornett
Joshua Fridlund
Kierston Gardner
Matt Henriksen
Shelbi Kautz
Andy Mancini
Madalyn McCracken
Dillon Nussbaum
Angelina Orozco
Eric Selfridge
Megan Stone
Chris Wainwright
Jennifer Woods
Ben Zentner

2012 Rhett Bergman
Mitchell Billington
Brioni Boyajian
Justine Bratton
Josie Buller
Rylan Carter
Cameron Cates
Kristine Drennen
Kirsten Edgerly
Jarrett Frank
Makala Gardner
Darren Grant
CheyAnne Guerra
Anthony Gunlund
James Howison
Alecia Moody
Jasmine Reed
Kellie Ritchie

Kyle Starner
Logan Wilson

Agriculture Instructors

1929-30	Wiley Hudson
1929-30	Clarence Smith
1930-31	Mr. Grar
1931-33	Mr. Orr
1931-34	M. A. Schrieber
1935-62	Truman Frane
1937-39	William Hanson
1939-40	Carl E. Palmer
1947-61	Roy Boucher
1959-69	Raymond Rhodes
1970-75	Charles Cekola
1971-72	Raymond Rhodes
1973-80	Noel Sergent
1974-76	Terry Lane
1977-88	David Peters
1980-93	Charles Parker
1988-90	Ron Sjostedt
1990-93	Mike Chedester
1992-93	Heather Bell
1993-95	Mike Morales
1993-98	Kevin Koelewyn
1995-97	David Valdez
1997-98	Tim Hobby
1998-99	Jim Brem
1998-2000	Daniella Munnemann
2000-2007	Michael Mederos
2000-2014	Jill Sperling
2007-2008	Brian Combes
2008-current	Brian Donovan
2014-current	Alexa Stanton
2015-Current	Natalie Vaz

State Champion Judging Teams

1957	Vine Judging	1988	Farm Records
1964	Vine Judging	1988	Best Informed Greenhand
1965	Tree Judging	1988	Vine Judging
1966	Vine Judging	1989	Farm Records
1967	Tree Judging	1997	Vine Pruning
1968	Land Judging	2003	Farm Records
1978	Vine Judging	2004	Vine Judging
1979	Vine Judging	2004	Farm Records
1979	Vine Pruning	2005	Vine Pruning
1980	Tree Pruning	2005	Cooperative Marketing
1980	Tree Judging	2006	Vine Judging
1982	Vine Pruning	2006	Cooperative Marketing
1982	Tree Pruning	2007	Vine Pruning
1982	Vine Pruning	2007	Cooperative Marketing
1983	Vine Pruning	2008	Farm Bus. Management
1984	Vine Pruning	2010	Farm Records
1984	Tree Pruning	2014	Farm Records
1985	Vine Judging		
1985	Farm Records		
1986	Tree Pruning		
1987	Vine Pruning		
1987	Prepared Public Speaking		

MARKET HOG PROJECT PLAN

Estimated Expenses:

Cost of Animal	$ 275.00
Feed	$ 150.00
Veterinary Supplies	$ 5.00
Show Supplies	$ 10.00
Miscellaneous Equipment	$ 15.00
Insurance	$ 16.00
Fair Entry Fees	$ 12.00

Total Estimated Expenses ..... $ 483.00

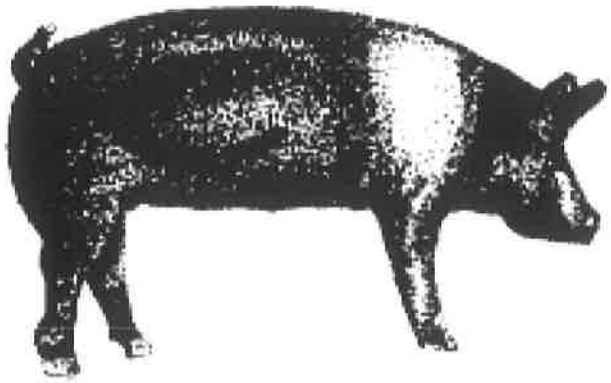
Estimated Receipts:

Sale of Animal .....$ 625.00
(Need a buyer at $2.50 for a 250 lb animal)

Subtract 7% sales commission .....$ 43.75

Total Estimated Receipts .....$ 581.25

Estimated Net Profit.....$ 98.25



MARKET LAMB PROJECT PLAN

Estimated Expenses:

Cost of Animal .....$ 275.00
Feed .....$ 100.00
Veterinary/Show Supplies.....$ 5.00
Insurance .....$ 16.00
Fair Entry Fees .....$ 12.00

Total Estimated Expenses .....$ 408.00

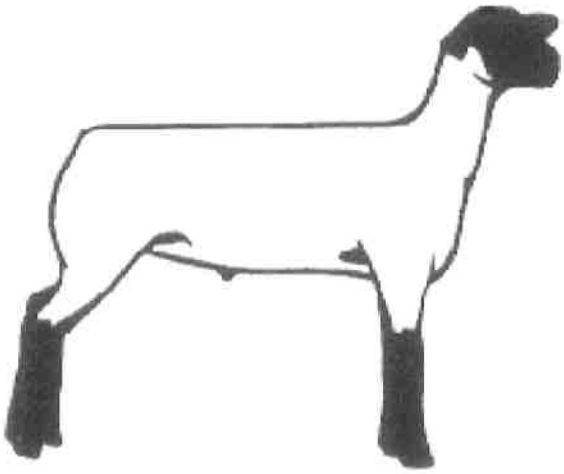
Estimated Receipts:

Sale of Animal .....$ 490.00
(Need a buyer at $3.50 for a 140 lb animal)

Subtract 7% sales commission .....$ 34.30

Total Estimated Receipts.....$ 455.70

Estimated Net Profit.....$ 47.70



MARKET GOAT PROJECT PLAN

Estimated Expenses:

Cost of Animal .....$ 200.00
Feed .....$ 90.00
Veterinary/Show Supplies.....$ 5.00
Insurance .....$ 13.00
Fair Entry Fees .....$ 12.00

Total Estimated Expenses .....$ 320.00

Estimated Receipts:

Sale of Animal.....$ 350.00
(Need a buyer at $3.50 for a 100 lb animal)

Subtract 7% sales commission .....$ 24.50

Total Estimated Receipts.....$ 325.50

Estimated Net Profit.....$ 5.50

MARKET STEER PROJECT PLAN

Estimated Expenses:

Cost of Animal	$ 1,200.00
Feed	$ 900.00
Veterinary Supplies	$ 25.00
Show Supplies	$ 50.00
Insurance	$ 25.00
Fair Entry Fees	$ 12.00

Total Estimated Expenses .....$ 2,212.00

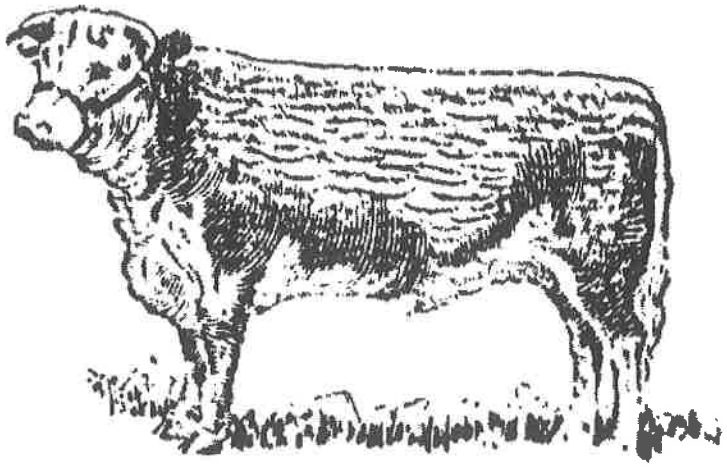
Estimated Receipts:

Sale of Animal .....$ 2,400.00
(Need a buyer at $2.00 for a 1200 lb animal)

Subtract 7% sales commission .....$ 168.00

Total Estimated Receipts .....$ 2,232.00

Estimated Net Profit.....$ 20.00



DAIRY HEIFER PROJECT PLAN

Estimated Expenses:

Cost of Animal .....$ 1,500.00
Feed (6 months).....$ 800.00
Veterinary Supplies.....$ 50.00
Show Supplies.....$ 50.00
Insurance .....$ 100.00
Fair Entry Fees .....$ 15.00

Total Estimated Expenses .....$ 2,515.00

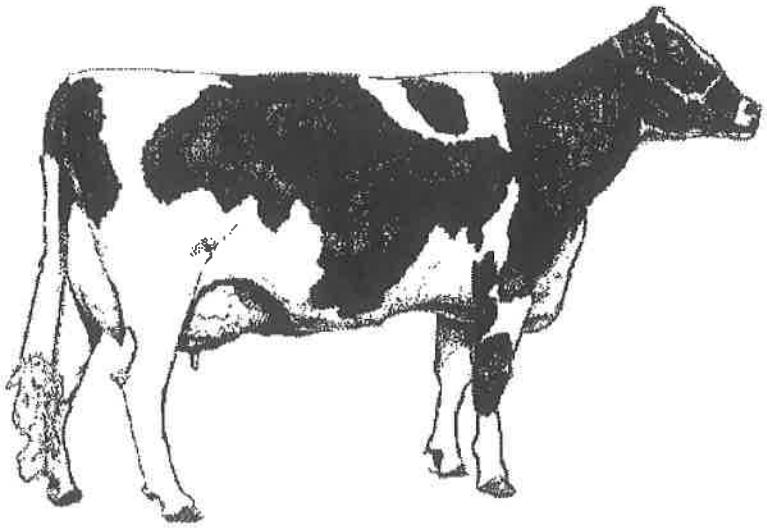
Estimated Receipts:

Sale of Animal.....$ 2,500.00

Subtract 7% sales commission .....$ 175.00

Total Estimated Receipts .....$ 2,325.00

Estimated Net Profit..... ($ 190.00)



School Farm Contract

It is a privilege to keep and house a project at the school farm. Along with this privilege come certain expectations and responsibilities. The instructors are here to guide you with your project, not to maintain and care for the project. It is your responsibility to care for and manage your project.

You share the farm with fellow students; therefore, cooperation and teamwork are expected. Even though these are individual projects, it will take a group effort to ensure everyone's success.

Below you will find a set of expectations that must be followed in order to retain your privilege of using the school farm. Please read through these expectations with your parent/guardian. This contract must be signed and returned to your project advisor before your project begins at the farm.

1. Instructors must have 24-hour notice before any projects are moved on or off the farm.
2. All project meetings and farm clean-ups must be attended. If you cannot attend, prior arrangements must be made with the instructors.
3. For breeding projects, students are responsible for purchasing their own feed. This means that the advisor is not responsible for making sure that there is feed available for the animal(s).
4. All animals must be fed at the agreed feeding times. In emergency situations, instructors must be notified and other arrangements must be made.

5. All bills associated with the project must be paid and kept current, unless otherwise agreed upon with the instructor.
6. Any vet bills that are incurred on animals kept at the school farm will be paid for by the student.
7. The school farm is an extension of the school campus, therefore all school rules are in effect and proper behavior is expected at all times.
8. The farm must be kept neat and clean at all times. It is your responsibility to keep your project's designated area clean and free of debris.
9. Record books must be current and meet the approval of the project advisor. (This rule applies to current students as well as graduates.)
10. In the event of any sick animals, the instructor must be notified as soon as possible, so that proper treatment is started in a timely manner. Students must never treat any animal without seeking the advice and supervision of the agriculture instructor.
11. In the event that an animal is abused (i.e. physical abuse, not being fed, neglected), your parent/guardian and school administration will be notified, and steps will be taken to correct the situation. If the problem continues, Animal Control will be notified.

I agree to follow the rules and advice of the agriculture instructors throughout the duration of this project. I understand that breach of this contract can result in forfeiture of farm use or the possibility of being removed from the Agriculture Program at Kingsburg High School.

9.Recruitment Program

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Description of Recruitment Activities

Each spring (late March – early April), the Kingsburg FFA Chapter Officer team visits each of the four schools that feed into Kingsburg High School. These feeder schools are: Rafer Johnson Junior High School, Clay Elementary School, Kings River Elementary School, and Traver Elementary School. The purpose of these visits is to meet with the 8th graders (incoming freshmen) to discuss the many opportunities available to them within the agriculture department and Kingsburg FFA.

During these presentations, the chapter officers break the students into groups. Through interactive games, the officers are able to introduce the array of agriculture courses taught at KHS and expose students to the FFA component of the agriculture program. Prospective students are then shown a PowerPoint slideshow, documenting many of the fun activities that Kingsburg FFA participates in each year. Additionally, examples of student work (agriculture mechanics projects, OH bedding plant arrangements, etc.) are taken in so that students can see the type of hands-on projects that agriculture students are able to work on.

At the end of each presentation, all prospective students are asked to complete an "Interest Card". This card asks for the student's name, address, and phone number so that they can be contacted as registration gets closer. Additionally, the interest card asks students to mark their level of interest in the agriculture program (using a scale from 1-5) and asks if they are more interested in the Ag Science class or Ag Mechanics I. This helps us to better anticipate where the incoming freshmen are going to sign up.

After the recruitment presentations, the chapter officer team helps the agriculture teachers mail out packets to each 8th grader. The packet includes a letter to students and parents explaining the program as well as the course sequence charts for both the Ag Science & Ag Mechanics clusters. Additionally, we include a sheet that explains the many FFA opportunities available to students within the agriculture program. These packets are mailed shortly after the recruitment presentations, giving students and their parents plenty of time to review the materials before the high school counselors sign kids up for classes.

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

March 1, 2015

Dear Parent/Guardian:

We are pleased that your child will be attending Kingsburg High School next year. This packet contains promotional material for the Agriculture Program at KHS. With two energetic instructors and quality facilities, the agriculture program at Kingsburg High School is ready to help your child achieve success!

Enclosed you will find information regarding the opportunities available to students enrolled in agriculture courses. You will find course sequence sheets for both of the clusters offered in the agriculture department-- Agricultural Science and Agricultural Mechanics. Additionally, you will find a sheet that explains the many leadership opportunities available to students through participation in the FFA Organization. We hope that this information will assist you and your child as you begin to make decisions regarding their high school experience.

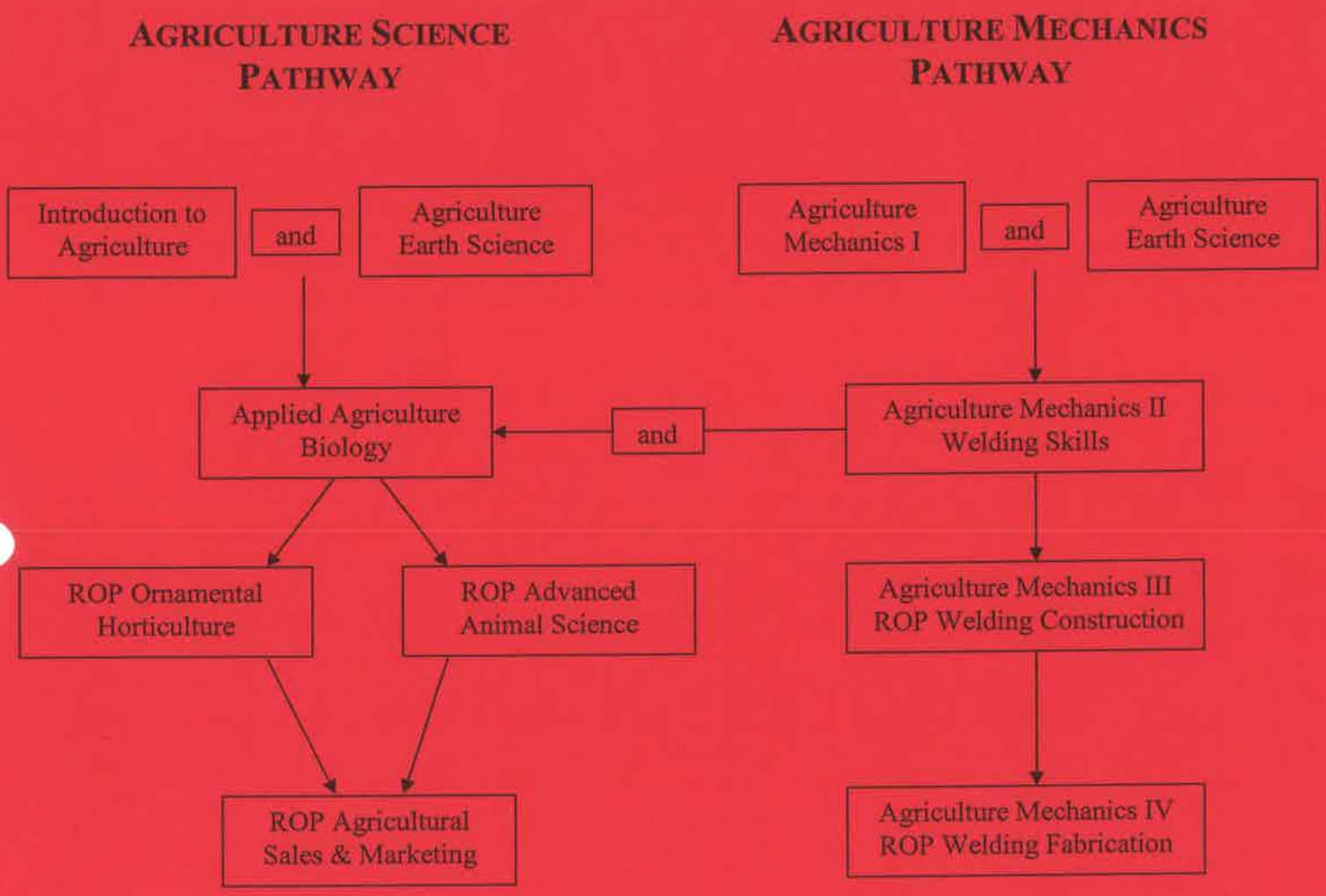
We would like to take this opportunity to explain the FFA component of the agriculture program at Kingsburg High School. The FFA is a premier leadership organization for students involved in agriculture programs throughout the nation. One of the most important areas of emphasis is the development of critical thinking and leadership skills such as public speaking, decision-making, responsibility, and self-confidence, in combination with hands-on classroom education. Students involved in the agriculture program are consistently recognized as some of the high school's most articulate speakers and best leaders. Additionally, the agriculture program assists in the development of career goals along with tremendous scholarship opportunities for four-year program completers.

As we begin to make preparations for the new school year, we look forward to working with you and your child. We hope that you will look over the enclosed materials and discuss the opportunities available with your child. If you have any questions regarding this packet, or would like more information about the agriculture program, please feel free to contact the agriculture department.

Sincerely,

Brian Donovan
Agriculture Department Chair
897-2248
bdonovan@kjuhsd.k12.ca.us

Kingsburg High School Agriculture Department
Sequence of Courses



Special Note to Students & Parents:

Incoming freshmen who are interested in taking an agriculture course should register for either **Introduction to Agriculture** or **Agriculture Mechanics I**.

Students enrolling in either Introduction to Agriculture or Agriculture Mechanics I are encouraged to also sign up for **Agriculture Earth Science**. This is a new course being offered to freshmen. This course meets Earth Science graduation requirements and will be accepted for entrance to the UC/CSU systems.

Kingsburg High School --- Agriculture Department
Agriculture Science Cluster -- Course Descriptions

COURSE NAME	DESCRIPTION	SEQUENCE
Introduction to Agriculture	This introductory course focuses on animal and plant science as well as developing essential leadership skills through participation in the FFA.	Recommended as the first agriculture course to take. Provides foundation for other agriculture science courses. Prerequisites: None. *Recommended for grade 9.*
Agriculture Earth Science	Ag Earth Science is a one-year, laboratory science course, designed for college bound students with career interests in Agriculture. Ag Earth Science is a comprehensive course that explores the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. This course meets the Earth Science graduation requirement and will meet the UC system "A-G" requirements.	Recommended for students who are also enrolling in either Introduction to Agriculture or Agriculture Mechanics I. *Recommended for grade 9. Can be taken by students in grades 10-12.*
Agriculture Biology	Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant & animal systems. This course meets the life science graduation requirement and meets the UC "A-G" requirements.	Recommended as the second course in the agriculture science cluster. Usually taken in 10th grade, but can be taken 10 – 12. Prerequisites: Introduction to Agriculture, Agriculture Mechanics I or teacher approval; Earth Science, Algebra 1 with a 'C' or higher
ROP Ornamental Horticulture	Learn the basics in growing and caring for ornamental plants. Specific topics include: plant identification, propagation, greenhouse management, soils, fertilization, common pests, landscaping and design.	Recommended for agriculture students interested in plant science. Usually taken in 11th grade, but can be taken 11-12. Prerequisites: Introduction to Agriculture, Agriculture Biology or teacher approval
ROP Advanced Animal Science	Offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management.	Recommended for agriculture students interested in animal science. Usually taken in 11th grade, but can be taken 11-12. Prerequisites: Introduction to Agriculture, Agriculture Biology or teacher approval
ROP Agriculture Sales & Marketing	This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law and government. This class may become eligible to receive 2+2 credit from local community colleges.	*Recommended for grade 12.* Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Agriculture Biology, Ornamental Horticulture, Advanced Animal Science, and Agriculture Mechanics are highly recommended.

Agriculture Mechanics Cluster Chart on Back →

KHS Agriculture Program

Courses Offered to Incoming Freshmen

Agriculture Science Pathway

Introduction to Agriculture

Agriculture Earth Science

Agriculture Mechanics Pathway

Agriculture Mechanics 1

Agriculture Earth Science

Kingsburg FFA Chapter

Students enrolled in courses within the agriculture program are members of The National FFA Organization. The FFA provides opportunities for students to develop their potential for ***premier leadership, personal growth and career success***!

Examples of FFA Leadership Development Activities:

- Monthly chapter meetings
- Recreational activities to places like LaserQuest, John's Incredible Pizza, SkyWalk, Blacklight Bowling, etc.
- Community service events
- Leadership conferences
- Public Speaking competitions
- Judging Teams (ex: Best Informed Greenhand, Ag Pests, Ag Mechanics, Farm Records, Vine & Tree Pruning)
- Fundraisers (ex: See's Candy, Tri-Tip Dinners)
- Annual Awards Banquet
- FFA officer positions (chapter, sectional and regional levels)

Interested in Exhibiting Livestock at Fresno Fair?

If you are an incoming freshman who is interested in showing an animal with Kingsburg FFA at the 2014 Fresno Fair, you will need to attend one of the following mandatory meetings based on your interest:

Goats – Tues, May 5 at 6:00 pm in Room 51

Swine – Wed, May 13 at 6:00 pm in KHS Library

Sheep – Wed, May 13 at 6:00 pm in Room 52

The purpose of these meetings is to provide information to students and their families about the projects including timelines, costs and student responsibilities. Each student must bring a parent/guardian with them to the meeting.

Special Note: Showing at the fair is NOT REQUIRED. It is simply an opportunity for those students who may be interested.

Contact Information:

Kingsburg High School Agriculture Program

1900 18th Avenue

Kingsburg, CA 93631

Office Phone: (559) 897-2248

Brian Donovan, Agriculture Mechanics Instructor

bdonovan@kjuhsd.k12.ca.us

Alexa Stanton, Agriculture Science Instructor

astanton@kjuhsd.k12.ca.us

Natalie Vaz, Agriculture Science Instructor

nvaz@kjuhsd.k12.ca.us

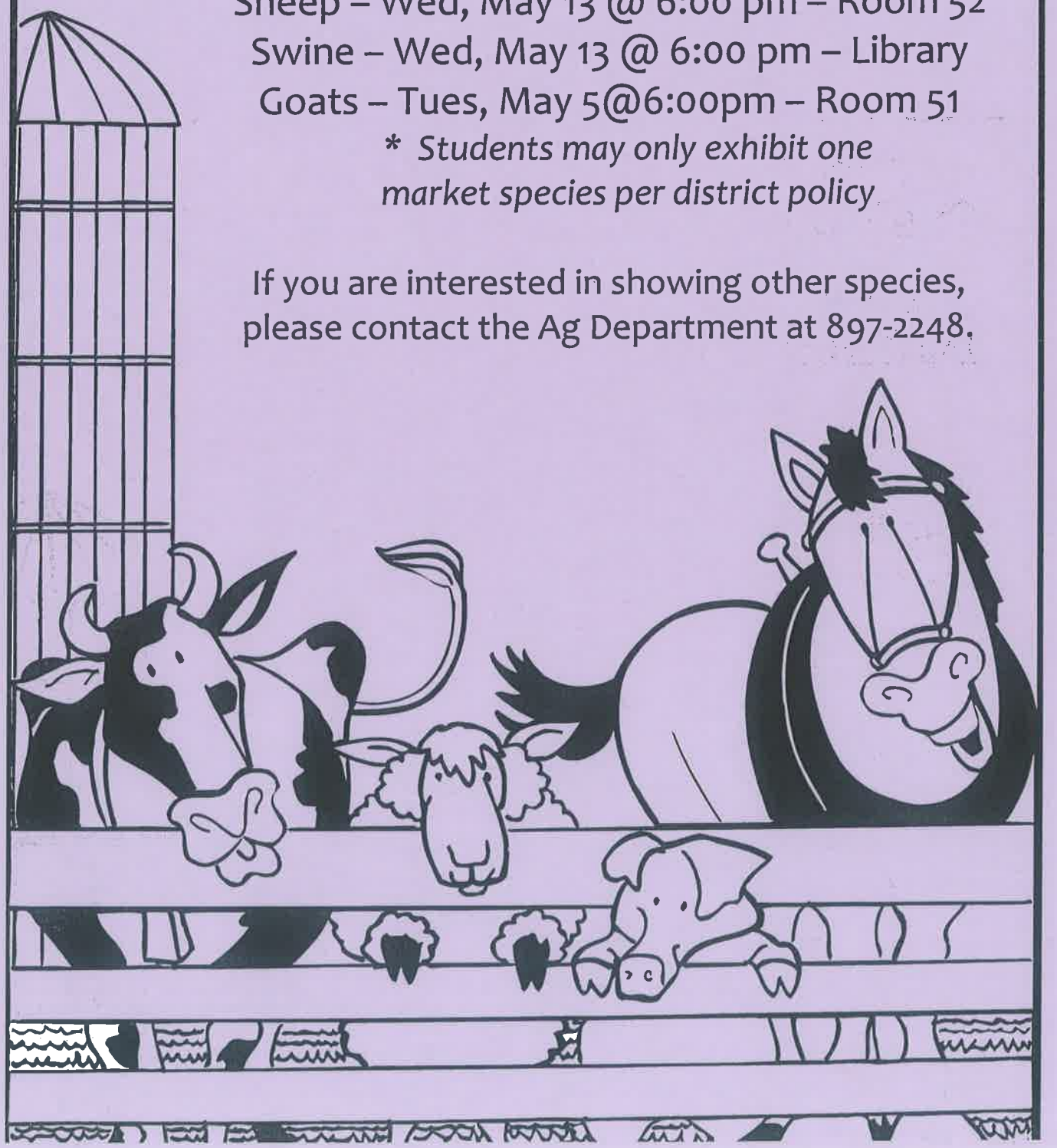
Are you interested in showing livestock at the 2015 Fresno Fair?

If so, please make sure that you and a parent/guardian attend one of the *mandatory* meetings listed below:

Sheep – Wed, May 13 @ 6:00 pm – Room 52
Swine – Wed, May 13 @ 6:00 pm – Library
Goats – Tues, May 5@6:00pm – Room 51

* *Students may only exhibit one market species per district policy*

If you are interested in showing other species, please contact the Ag Department at 897-2248.



10. FFA Chapter Scrapbook

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

FFA Chapter Scrapbook

Kingsburg High School does not currently have a Chapter Scrapbook. The last time that Kingsburg completed a scrapbook was back in early 2000's. It is my goal as I continue to teach at Kingsburg High School to have the chapter reporter start completing a annual chapter scrapbook. In place of the chapter scrapbook, we make annual slide show presentations of activities that have taken place that year.

11. Summer Activities

June 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 KHS Finals Ag Boosters 6:00pm	2	3 Grad Nite	4 Graduation @ 7:30pm	5 Staff Check-out day	6
7 Must Own Market Beef for Fresno Fair	8	9	10	11	12	13 Dairy Replacement at Fairgrounds Beef Entries Due
14	15	16	17	18	19	20 Leave for CATA
21 Father's Day CATA	22 CATA	23 CATA	24 CATA	25	26	27
28	29	30 Ag Boosters Fireworks Booth				

calendarlabs.com

July 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Ag Booster Firework Booth	2 Ag Booster Firework	3 Ag Booster Firework	4 Independence Day
5	6 BEEF Showmanship	7 Dairy Showmanship	8 Beef Showmanship	9 Dairy Showmanship	10	11 Leave for San Diego
12	13	14	15	16	17	18 Wedding Day!
19	20 BEEF Showmanship	21 Dairy Showmanship	22 Beef Showmanship	23 Dairy Showmanship	24	25 Farm Clean-up Day!
26	27	28	29	30	31	

calendarlabs.com

July 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Ag Booster Firework Booth	2 Ag Booster Firework	3 Ag Booster Firework	4 Independence Day
5	6 BEEF Showmanship	7 Dairy Showmanship	8 Beef Showmanship	9 Dairy Showmanship	10	11 Leave for San Diego
12	13	14	15	16	17	18 Wedding Day!
19	20 BEEF Showmanship	21 Dairy Showmanship	22 Beef Showmanship	23 Dairy Showmanship	24	25 Farm Clean-up Day!
26	27	28	29	30	31	

calendarlabs.com

August 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 Market Sheep/Swine Registration Due	3	4 Dairy Practice	5 Beef Practice	6 Dairy Practice	7 Officer Retreat-Morro Bay	8 Officer Retreat-Morro Bay
9 Officer Retreat-Morro Bay	10	11	12	13	14	15 Farm Clean-up Day
16	17 First Day Of School	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

calendarlabs.com

12. Graduate Follow-up & Results

Graduate Follow-up

CA0119 Kingsburg
Kingsburg HS
1900 - 18th St.
Kingsburg, CA 93631

Graduates for Spring: 2014 Go

Last Name	First Name	Graduate Status
		Four Year College-Ag Major
		Four Year College-Ag Major
		Two Year College-Non-Ag Major
		Four Year College-Non-Ag Major
		Four Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Four Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Four Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Four Year College-Ag Major
		Four Year College-Non-Ag Major
		Four Year College-Non-Ag Major
		Four Year College-Non-Ag Major
		Four Year College-Non-Ag Major
		Four Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Four Year College-Ag Major
		Military-
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Four Year College-Ag Major
		Four Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Four Year College-Ag Major
		Two Year College-Non-Ag Major
		Four Year College-Ag Major
		Four Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Non-Ag Major

Graduate Follow-up Report
Filing Year=2014

CA0119 Kingsburg
Kingsburg HS
1900 - 18th St.
Kingsburg, CA 93631

Printed: 8/28/2014 1:25:17 PM

Total Seniors (Year=2013):	40
Total Seniors having completed 3 or more years of Ag Instruction:	36
Program Completer Status	
Two Year College Ag Major	6
Two Year College Non-Ag Major	11
Four Year College Ag Major	7
Four Year College Non-Ag Major	11
Military	1

Kingsburg High School – Agriculture Department
Graduating Senior Information Sheet

CONTACT INFORMATION:

Full Name:
Permanent Mailing Address:
City, State, Zip:
Home Phone:
Cell Phone:
e-mail address:

PLANS FOR NEXT YEAR:

Name of College Attending:	
Major:	
Military Service? Yes/No	Branch:
Working Full Time? Yes/No	Place:

STATUS OF SAE PROJECT:

Book #1	Total Net Current/Operating Income (pg 12, line 7)	
Book #2	Total Net Current/Operating Income (pg 12, line 7)	
Book #3	Total Net Current/Operating Income (pg 12, line 7)	
Book #4	Total Net Current/Operating Income (pg 12, line 7)	
Book #5	Total Net Current/Operating Income (pg 12, line 7)	

Grand Total: $ _____

I understand that to receive the American FFA Degree as a graduate, I must have accumulated at least $10,000 in profit from my SAE program over the course of my FFA experience. Based on the figures shown above:

☐ Yes, I believe that I will be eligible for the American Degree.

☒ No, I don't believe that I will be eligible for the American Degree.

Kingsburg High School – Agriculture Department
Graduating Senior Information Sheet

CONTACT INFORMATION:

Full Name:
Permanent Mailing Address:
City, State, Zip:
Home Phone:
Cell Phone:
e-mail address:

PLANS FOR NEXT YEAR:

Name of College Attending:	
Major:	
Military Service? Yes/No	Branch:
Working Full Time? Yes/No	Place:

STATUS OF SAE PROJECT:

Book #1	Total Net Current/Operating Income (pg 12, line 7)	
Book #2	Total Net Current/Operating Income (pg 12, line 7)	
Book #3	Total Net Current/Operating Income (pg 12, line 7)	
Book #4	Total Net Current/Operating Income (pg 12, line 7)	
Book #5	Total Net Current/Operating Income (pg 12, line 7)	

Grand Total: $ _____

I understand that to receive the American FFA Degree as a graduate, I must have accumulated at least $10,000 in profit from my SAE program over the course of my FFA experience. Based on the figures shown above:

- ☐ Yes, I believe that I will be eligible for the American Degree.
- ☑ No, I don't believe that I will be eligible for the American Degree.

Kingsburg High School – Agriculture Department
Graduating Senior Information Sheet

CONTACT INFORMATION:

Full Name:

Permanent Mailing Address:

City, State, Zip:

Home Phone:

Cell Phone:

e-mail address:

PLANS FOR NEXT YEAR:

Name of College Attending:	
Major:	
Military Service? Yes/No	Branch:
Working Full Time? Yes/No	Place:

STATUS OF SAE PROJECT:

Book #1	Total Net Current/Operating Income (pg 12, line 7)	
Book #2	Total Net Current/Operating Income (pg 12, line 7)	
Book #3	Total Net Current/Operating Income (pg 12, line 7)	
Book #4	Total Net Current/Operating Income (pg 12, line 7)	
Book #5	Total Net Current/Operating Income (pg 12, line 7)	

Grand Total: $

I understand that to receive the American FFA Degree as a graduate, I must have accumulated at least $10,000 in profit from my SAE program over the course of my FFA experience. Based on the figures shown above:

☒ Yes, I believe that I will be eligible for the American Degree.

☐ No, I don't believe that I will be eligible for the American Degree.

Kingsburg High School – Agriculture Department
Graduating Senior Information Sheet

CONTACT INFORMATION:

Full Name:
Permanent Mailing Address:
City, State, Zip:
Home Phone:
Cell Phone:
e-mail address:

PLANS FOR NEXT YEAR:

Name of College Attending:	
Major:	
Military Service? Yes/No	Branch:
Working Full Time? Yes/No	Place:

STATUS OF SAE PROJECT:

Book #1	Total Net Current/Operating Income (pg 12, line 7)	
Book #2	Total Net Current/Operating Income (pg 12, line 7)	
Book #3	Total Net Current/Operating Income (pg 12, line 7)	
Book #4	Total Net Current/Operating Income (pg 12, line 7)	
Book #5	Total Net Current/Operating Income (pg 12, line 7)	

Grand Total: $ _____

I understand that to receive the American FFA Degree as a graduate, I must have accumulated at least $10,000 in profit from my SAE program over the course of my FFA experience. Based on the figures shown above:

☐ Yes, I believe that I will be eligible for the American Degree.

☐ No, I don't believe that I will be eligible for the American Degree.

Kingsburg High School – Agriculture Department
Graduating Senior Information Sheet

CONTACT INFORMATION:

Full Name:
Permanent Mailing Address:
City, State, Zip:
Home Phone:
Cell Phone:
e-mail address:

PLANS FOR NEXT YEAR:

Name of College Attending:	
Major:	
Military Service? Yes/No	Branch:
Working Full Time? Yes/No	Place:

STATUS OF SAE PROJECT:

Book #1	Total Net Current/Operating Income (pg 12, line 7)	
Book #2	Total Net Current/Operating Income (pg 12, line 7)	
Book #3	Total Net Current/Operating Income (pg 12, line 7)	
Book #4	Total Net Current/Operating Income (pg 12, line 7)	
Book #5	Total Net Current/Operating Income (pg 12, line 7)	

Grand Total: $ _____

I understand that to receive the American FFA Degree as a graduate, I must have accumulated at least $10,000 in profit from my SAE program over the course of my FFA experience. Based on the figures shown above:

☐ Yes, I believe that I will be eligible for the American Degree.

☒ No, I don't believe that I will be eligible for the American Degree.

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: Hannah [redacted] Gender: (circle one) Male Female

Date: 9/4/13 Year in Ag Program: (circle one) 1 2 3 4

Age: 16 Grade Level in School: (circle one) 9 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. Dave [redacted] Mrs./Ms. Mindy [redacted]

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

_____ Agricultural Mechanics (4030)

_____ Ag Business Management (4040)

X Ornamental Horticulture (4050)

_____ Forestry/Natural Resources (4060)

_____ Agriculture Core – Year One (4070)

_____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

X I plan to have a career in agriculture.

_____ Not a career, just an interest in agriculture.

_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

X White

_____ Hispanic

_____ Black (not Hispanic)

_____ Filipino

_____ Asian or Pacific Islander

_____ American Indian/Native Alaskan

Career Goal: Ag Communications

After High School Graduation, I plan to:

_____ A. Go to College – circle one: Community College Four Year College

– circle one: Full Time Student Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: Kendall [redacted] Gender: (circle one) Male Female

Date: 9-4-13 Year in Ag Program: (circle one) 1 2 3 4

Age: 16 Grade Level in School: (circle one) 9 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. Luke [redacted] Mrs./Ms. Jenny [redacted]

Program of Instruction Being Pursued: (check only one)

____ Plant & Soil Science (4010)

____ Animal Science (4020)

____ Agricultural Mechanics (4030)

____ Ag Business Management (4040)

X Ornamental Horticulture (4050)

____ Forestry/Natural Resources (4060)

____ Agriculture Core – Year One (4070)

____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

X I plan to have a career in agriculture.

____ Not a career, just an interest in agriculture.

____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

X White

____ Hispanic

____ Black (not Hispanic)

____ Filipino

____ Asian or Pacific Islander

____ American Indian/Native Alaskan

Career Goal: Agriculture Journalist

After High School Graduation, I plan to:

X A. Go to College – circle one: Community College Four Year College

– circle one: Full Time Student Part Time Student

____ B. Go to Work Full Time – circle one: No Further Education College Later

____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: Nicole [redacted] Gender: (circle one) Male (Female)

Date: 8-27-13 Year in Ag Program: (circle one) 1 2 3 (4)

Age: 17 Grade Level in School: (circle one) 9 10 11 (12)

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. Wayne [redacted] Mrs./Ms. Karen [redacted]

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

_____ Agricultural Mechanics (4030)

_X_ Ag Business Management (4040)

_____ Ornamental Horticulture (4050)

_____ Forestry/Natural Resources (4060)

_____ Agriculture Core – Year One (4070)

_____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

_____ I plan to have a career in agriculture.

_X_ Not a career, just an interest in agriculture.

_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

_X_ White

_____ Hispanic

_____ Black (not Hispanic)

_____ Filipino

_____ Asian or Pacific Islander

_____ American Indian/Native Alaskan

Career Goal: teacher

After High School Graduation, I plan to:

_X_ A. Go to College – circle one: (Community College) Four Year College

– circle one: (Full Time Student) Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: Elizabeth [redacted] Gender: (circle one) Male Female

Date: 9-4-13 Year in Ag Program: (circle one) 1 2 3 4

Age: 16 Grade Level in School: (circle one) 9 10 11 12

Street Address: [redacted] 40 Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. Lindley [redacted] Mrs./Ms. Michele [redacted]

Program of Instruction Being Pursued: (check only one)

____ Plant & Soil Science (4010)

____ Animal Science (4020)

____ Agricultural Mechanics (4030)

____ Ag Business Management (4040)

✓ Ornamental Horticulture (4050)

____ Forestry/Natural Resources (4060)

____ Agriculture Core – Year One (4070)

____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

✓ I plan to have a career in agriculture.

____ Not a career, just an interest in agriculture.

____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

✓ White

____ Hispanic

____ Black (not Hispanic)

____ Filipino

____ Asian or Pacific Islander

____ American Indian/Native Alaskan

Career Goal: Veterinarian

After High School Graduation, I plan to:

✓ A. Go to College – circle one: Community College Four Year College

– circle one: Full Time Student Part Time Student

____ B. Go to Work Full Time – circle one: No Further Education College Later

____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: Andrew [redacted] Gender: (circle one) (Male) Female

Date: 9/4/13 Year in Ag Program: (circle one) 1 2 (3) 4

Age: 16 Grade Level in School: (circle one) 9 10 (11) 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. Michael [redacted] Mrs./Ms. Christina [redacted]

Program of Instruction Being Pursued: (check only one)

____ Plant & Soil Science (4010)

____ Animal Science (4020)

____ Agricultural Mechanics (4030)

____ Ag Business Management (4040)

✓ Ornamental Horticulture (4050)

____ Forestry/Natural Resources (4060)

____ Agriculture Core – Year One (4070)

____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

____ I plan to have a career in agriculture.

✓ Not a career, just an interest in agriculture.

____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

____ White

✓ Hispanic

____ Black (not Hispanic)

____ Filipino

____ Asian or Pacific Islander

____ American Indian/Native Alaskan

Career Goal: Become a teacher

After High School Graduation, I plan to:

✓ A. Go to College – circle one: Community College (Four Year College)

– circle one: Full Time Student Part Time Student

____ B. Go to Work Full Time – circle one: No Further Education College Later

____ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: Brooke [redacted] Gender: (circle one) Male Female

Date: 9-4-13 Year in Ag Program: (circle one) 1 2 3 4

Age: 15 Grade Level in School: (circle one) 9 10 11 12

Street Address: [redacted] Phone Number: [redacted]

City: [redacted] State: CA Zip: [redacted]

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. Lee [redacted] Mrs./Ms. Kim [redacted]

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

_____ Agricultural Mechanics (4030)

_____ Ag Business Management (4040)

X Ornamental Horticulture (4050)

_____ Forestry/Natural Resources (4060)

_____ Agriculture Core – Year One (4070)

_____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

X I plan to have a career in agriculture.

_____ Not a career, just an interest in agriculture.

_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

X White

_____ Hispanic

_____ Black (not Hispanic)

_____ Filipino

_____ Asian or Pacific Islander

_____ American Indian/Native Alaskan

Career Goal: Ag Business or Pharmacist

After High School Graduation, I plan to:

X A. Go to College – circle one: Community College Four Year College

– circle one: Full Time Student Part Time Student

_____ B. Go to Work Full Time – circle one: No Further Education College Later

_____ C. Go Into Military Service

13. Comprehensive Program Plan

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Adequate Storage

The new agriculture building at Kingsburg High School was completed in the summer of 2002. There is plenty of storage space available in this new facility.

The agriscience classroom, agriculture mechanics classroom, and computer lab all have an abundance of built-in cabinets for storage. Each room has one large (floor to ceiling) cabinet that locks for security purposes.

The agriculture office has built-in cabinets too, along with a separate hallway that is lined with floor to ceiling cabinets.

The agriculture mechanics area has a 10′ x 15′ secured tool room that is used for storage as well as a 6′ x 48′ C train storage container.

At the school farm, we have one large shop for storing big equipment and miscellaneous items. We have a separate storage shed inside the livestock barn for storing species-specific supplies and equipment. At the horticulture unit, we have a Tuff Shed where we organize and secure supplies needed by the Ornamental Horticulture class.

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Career Awareness

All students enrolled in the Kingsburg High School Agriculture Department are exposed to a wide range of occupations related to the agriculture industry. All units taught within the Agriculture Science and Agriculture Mechanics courses include career preparation lessons. For example, in the Agriculture Mechanics pathway, all students are required to research jobs that pertain to the particular unit that they are covering in class. Students in the Agriculture Sales & Marketing course complete a job shadowing assignment that requires them to spend quality time with someone that has a career in the agriculture industry that the student is personally interested in learning more about. Students in Applied Agriculture Biology research careers that relate to the area of agriscience and present their findings to the class. Careers are covered in all units taught in Introduction to Agriculture, Ornamental Horticulture and Advanced Animal Science.

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Career Paths

The agriculture program consists of two pathways: Agriculture Science & Agriculture Mechanics and contains sequence of courses in both areas that are rigorous in nature, meeting both academic and CTE state standards. All students enrolled in agriculture courses are members of the National FFA Organization, a leadership organization for agriculture students designed to prepare students in the areas of premier leadership, personal growth and career success. Every agriculture student is also required to maintain an active Supervised Agriculture Experience program that helps them develop agriculturally-related skills while developing essential interpersonal and leadership skills

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Computer Hardware & Software

Room 50 – Agriculture Mechanics Shop (60' x 40')

- 1 Dell computer to operate Plasma Cam

Room 51 – Agriculture Mechanics Classroom

- 1 Digital Data Projector (mounted on ceiling)
- 1 Dell computer

Room 52 – Agriculture Science Classroom

- 1 Mac laptop
- 1 Digital Data Projector (portable)

Room 55 – Ag. Science Classroom

- 25 Mobile Labtops
- 1 Dell laser printer
- Dell Labtop
- Dell Computer

Agriculture Office

- 3 Dell computers (Stanton, Donovan, Vaz)
- 1 Dell 5100 Color Laser Printer
- 1 Maxtor External Hard Drive for photo/slideshow storage
- 1 Copy Machine
- 1 Canon PowerShot Digital Camera (student use)
- 1 Canon EOS Digital Rebel Camera (advisor use)

School Farm

- 1 Fingerprint Scanner (automated time clock)

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Department Meeting Schedule

As a general rule, the agriculture instructors have a formal department meeting each Monday during the professional development time (8:00-8:55 am). In the event of a school wide in-service or other department activity (fair, National Convention, etc.), the meeting is cancelled. Informal department meetings occur as needed (usually daily!!) to discuss issues of importance.

Proposed Meeting Dates for 2014-2015

Fall Semester	Spring Semester
Monday, August 25	Monday, January 5
Monday, September 1	Monday, January 12
Monday, September 22	Monday, January 25
Monday, September 28	Monday, February 23
Monday, October 6	Monday, March 2
Monday, October 27	Monday, March 9
Monday, November 3	Monday, March 16
Monday, November 10	Monday, April 13
Monday, November 17	Monday, April 27
Monday, December 15	Monday, May 4
	Monday, May 11
	Monday, May 18
	Monday, May 25

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Description of Facilities and Major Equipment

In August 2002, Kingsburg High School completed construction of the new Agriculture building. Below is a description of each learning environment and major components.

Room 50 – Agriculture Mechanics Shop (60' x 40')

- 8 welding booths
- 2 sets of exhaust fans
- 5 PowerMIG 255 welders
- 3 PowerMIG 200 welders
- 8 Ideal Arc 250 welders
- 2 Precision Tip 225 welders
- 1 Square Wave TIG 185
- 1 Spartan 66-ton Iron Worker
- 1 DeWalt Radial Arm Saw
- 1 Delta Table Saw
- 1 Jet Band Saw
- 1 Brilliant Cut-off Saw
- 1 Ellis Band Saw
- 1 Delta 10" Radial Arm Saw
- 1 Thermal Dynamics Plasma Cutter
- 10' x 15' tool room
- 1 6' x 48' storage container

Room 51 – Agriculture Mechanics Classroom

- 1 Sony Digital Data Projector (mounted on ceiling)
- 1 Dell computer

Room 52 – Agriculture Science Classroom

- 1 Mac laptop
- 1 digital data projector (portable)
- 8 science lab stations with gas, air and sinks at each
- 1 vacuum/exhaust hood with water, gas and air

Room 55 – Ag Science Classroom

- 25 Dell Mobil Laptop
- 1 laser printer
- 1 Dell Laptop
- 1 Dell Computer

School Farm

- 1 greenhouse
- 1 covered patio/work area
- 1 shade area
- 1 shop with awning
- 2 swine barns
- 1 sheep, goat and cattle barn
- 2 acres land for future growth
- Livestock show ring
- Aluminum gooseneck trailer

- White pull-behind trailer
- Ford Excursion
- Ford truck

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Extended Contract

Both of the agriculture instructors are paid for 40 days above their regular salary. These days are paid at the daily rate for the teacher (varies depending on that individual's salary).

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FFA Affiliation

All students enrolled in an agriculture class within the Kingsburg High School Agriculture Program are affiliated with the National FFA Organization and the California Association FFA. In addition, all graduates exhibiting and/or pursuing an American FFA Degree are also affiliated. This process is done annually (R-2) through an electronic form on the internet. It is due October 15th each year.

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June 15, 2014

Dear KHS Agriculture Department Graduate,

First of all, I would like to congratulate you on your achievements here at Kingsburg High School over the past four years. As you prepare to take the next step towards your future goals, please take a few moments and fill out the enclosed survey. As we continue to make changes to the KHS agriculture program, your input will help us shape the opportunities offered to the next generations of KHS students. Once you have completed the survey, please mail it back to me in the envelope that has been provided.

If you have any questions, please call me at 897-2248. Thank you again for your time and feedback.

Sincerely,

Jill Sperling
Agriculture Department Chair

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Grading Policy for SAE

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and record keeping in his/her introductory agriculture class. As part of their class grade, he/she will develop an individualized plan for a future SAE project.

All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their CA Agriculture Education Record Book. This will account for 15% of the students' overall semester grade in every agriculture class taught at Kingsburg High School.

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Laboratory Facilities

Currently, our laboratory facilities consist of the following:

- Agriscience classroom, with 8 built-in lab stations
- Agriculture mechanics shop
- Agriculture Mobile Laptop Cart (25)
- Horticulture unit (greenhouse, shade house)
- Swine barns
- Cattle, sheep & goat barn

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Leadership Grade

All students enrolled in the Kingsburg High School Agriculture Program are members of the Kingsburg FFA Chapter and will be eligible to participate in the organization's activities. Each course taught within the agriculture department will have 15% of the semester grade devoted to FFA participation. In order to receive that 15%, a student must attend at least 4 approved FFA activities each semester. Approved activities may include, but are not limited to: monthly chapter meetings, leadership conferences, judging team events, sectional activity nights, public speaking events, community service activities, fundraisers, etc.

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List of Active Placement Sites

Agriculture Mechanics

- Kingsburg Cultivator – Clint Erling
- Wildwood Express – Mark Woods
- Fab Tech, Inc. – Ron McClain
- Premier Trailer

Agriscience

- Dellevalle Laboratories
- USDA Research Station – Chuck Burks
- UC Kearney Research Center – Laura Vanderstay
- Syngenta

Ag Services

- B & C Packing – Blake Carlson; Jeff Bortolussi
- Bujulian Packing
- HMC Packing
- Family Tree Farms
- Valhalla Packing
- Sun Valley Farms
- Perez Farms

Small Animal Production

- Doolittle's Pet Grooming – Kelly Okland
- Kingsburg Feed Station – Regina

Agriculture Business

- Kingsburg Federal Land Bank – Scott Anderson
- Kingsburg Insurance – Scott Carlson; Danny Cates

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List of Courses that Qualify for Alternative Credit

The following A-G courses are approved:

- Applied Agriculture Biology – D "Lab Science"
- Agriculture Earth Science- "Lab Science"

ROP courses that are on the A-G list but are not currently offered:

- Environmental Horticulture Science – G "Elective"
- Veterinary Science – G "Elective"

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Maintaining Record Books

All current year books are organized by class period in cabinets in both classrooms. Previous years books are filed by the student in their individual folders that are organized by grade level (freshmen, sophomore, junior, senior) in the file cabinet in the back of Room 52.

Once a student graduates, we move their individual folders out of the cabinet into file boxes and store them in the storage cabinets in the Ag Office. This keeps them out of the way and allows us to keep them protected and easy to locate for students who will need them to pursue their American FFA Degrees.

Number of Students Participating in FFA:

	Male	Female	Total
2013-14	151	84	235
2012-13	145	71	216
2011-12	119	83	202
2010-11	113	99	212

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Professional Development Activities

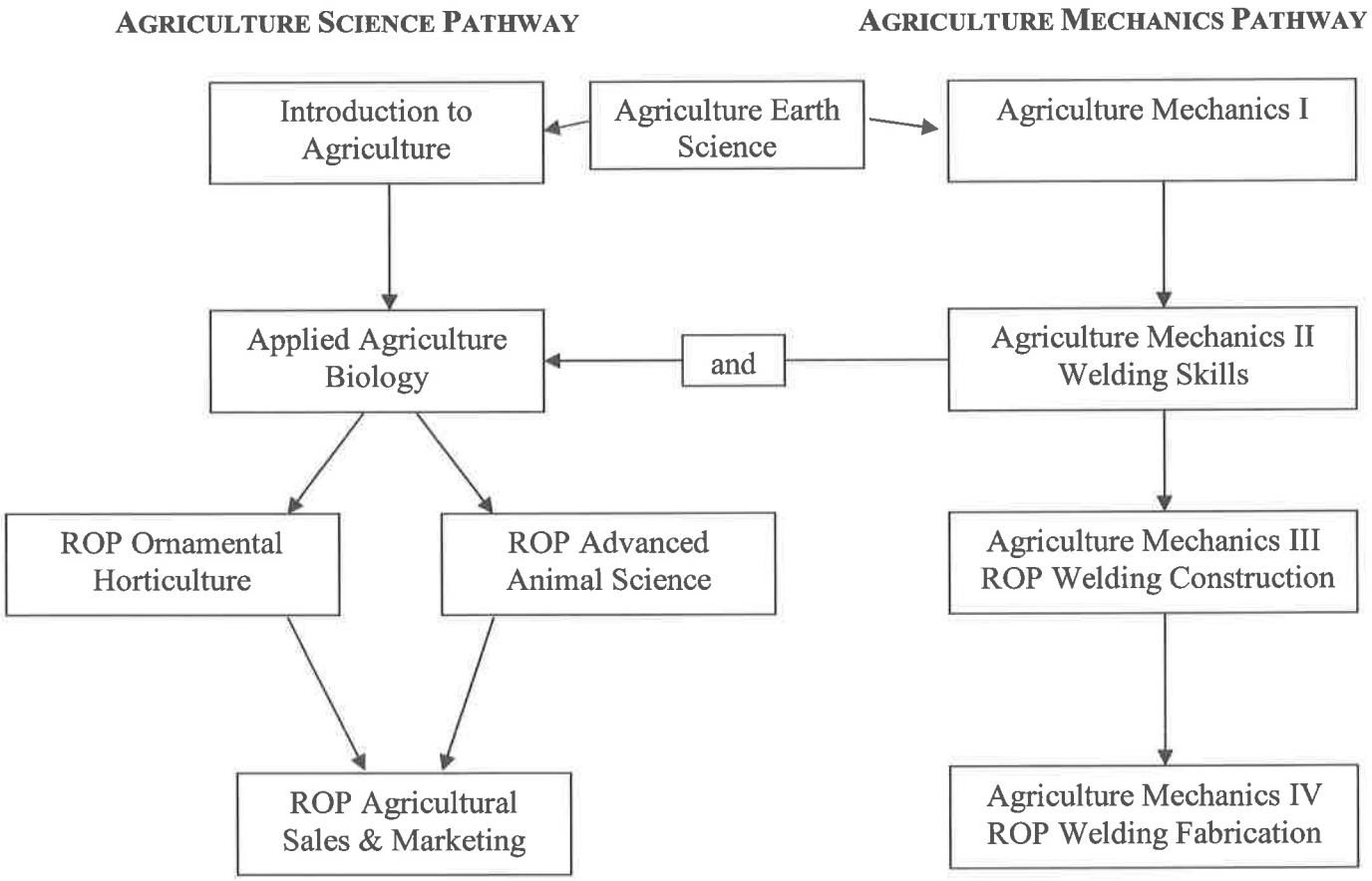
Agriculture Incentive Grant funding, along with funds from Perkins, will be used to provide professional development activities for agriculture instructors. This will include in-service training, site visitations to other schools, as well as conference and seminar attendance.

Agriculture teachers participate in a variety of in-service and professional development activities that go beyond those opportunities offered to all teachers on our campus. These activities include, but are not limited to, the following: California Agriculture Teachers' Association (CATA) Conference, CATA Regional Road Show, National Association of Agriculture Educators (NAAE) Conference, National FFA Convention, State FFA Leadership Conference, and any individual teacher requests for special training in needed areas.

Recently, Jill Sperling had the opportunity to assist in the writing of the newly adopted California CTE Model Curriculum Standards in the area of Agriculture Science. Additionally, she helped provide valuable information on various agri-science areas that were incorporated into the Framework. Adjustments in course offerings and curriculum taught within the Kingsburg High School Agriculture Science Pathway have been made as a direct result of Jill's involvement in the creation of the standards and framework.

Additionally, Jill has spent a great deal of time working with the Center for Agriculture and Environmental Research & Training, Inc. (CAERT). Jill has worked extensively with the CAERT staff to become trained in the effective use of the CAERT agri-science curriculum as well as their Custom Standards Assessment Tracker (C-SAT) assessment tool. Jill Sperling has been active in the writing of assessment questions based on agri-science curriculum and the newly adopted state standards. Additionally, she has traveled to various parts of the state and presented workshops to other agriculture educators on the effective use of the CAERT agri-science curriculum as well as the use of the C-SAT assessment tool.

Kingsburg High School Agriculture Department
Sequence of Courses



Program Completion Standards:

In order for a student to complete a program in agriculture at Kingsburg High School, they must complete 720 hours of instruction in 4 courses, in accordance with the sequences shown above.

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and will develop an individualized plan for a future SAE project. All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their record book. This will account for 15% of the students' overall semester grade in every agriculture class taught at Kingsburg High School.

Each student enrolled in the agriculture program will be a member of the Kingsburg FFA Chapter and will be eligible to participate in the organization's activities.

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Program Plan Updates

The following updates to the Program Plan are submitted annually to Ken Harris, our regional supervisor:

H – 5 Year Equipment Acquisition Schedule

I – Staff Assignments/Chart of Responsibilities

J – Kingsburg FFA Program of Activities

N – Agriculture Advisory Committee Roster

O – Advisory Committee Minutes

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Record Keeping

Record books are a major component of every agriculture class. Extensive SAE & Record Book units are taught in the two introductory courses: Introduction to Agriculture and Agriculture Mechanics I. We do not require our first year students to have a SAE program (although many choose to anyway). At the completion of the SAE/Record Book unit in the introductory courses, students are required to write a SAE proposal for what they want their SAE to be the following year. (see attached "SAE Proposal" assignment for specific requirements)

Every second, third and fourth year student is required to have an approved SAE program and have appropriate documentation in his/her record book. 15% of a student's semester grade is based on SAE/Record Books.

We still use the paper version of the record book. All students keep their record books at school. In extreme cases, we may allow a record book to go home with a student to be worked on. If this happens, students must "check out" their books with us and then "check in" the books upon its return to the classroom. As a general practice, we don't allow record books to leave the Agriculture Department.

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SAE Visitation

Ideally, SAE visits are made to students twice each year. A majority of our students have livestock projects for Fresno Fair or have work experience positions held during the summer months. Both teachers work diligently to visit students on a routine basis. The following chart shows the breakdown of supervision duties:

Jill Sperling (new replacement)	Brian Donovan	Alexa Stanton
• Sheep • Work Experience	• Ag Mechanics • Hogs • Crop Science • Work Experience	• Dairy • Beef • Horticulture • Work Experience

Visits are documented by using a triplicate form. The white copy stays with the teacher, the yellow copy goes to the student and the pink copy gets placed in the department file.

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Current Status of Articulation Agreements

At the this time, the Kingsburg High School Agriculture Department is pursuing articulation agreements with two local community colleges – Reedley College and College of the Sequoias.

Courses that may possibly be approved for articulation include: Agriculture Mechanics 2: Welding Skills, Agriculture Mechanics 3: Fabrication, and Agriculture Sales & Marketing.

The Agriculture Department Chair will be meeting with representatives from the agriculture programs at both community colleges to further discuss the details associated with finalizing the articulation agreements for these courses.

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Student Career Counseling

Kingsburg High School has a tremendous Counseling Department which works in conjunction with the College & Career Center staff to provide agriculture students with information about careers associated with the various industry sectors. Each year, a variety of Career Days are held that focus on a particular industry sector. During the Career Days, students are able to listen to presentations given by a number of individuals that represent various aspects of the industry being spotlighted. The majority of the guest speakers come from business & industry and talk about how their high school experience with CTE helped them obtain their current position or provided them with the self-esteem and leadership skills needed to go on to a four-year college/university and become successful as they pursued a degree in their chosen field. These Career Days allow our students to be exposed to new careers and develop valuable connections with members of our community.

The counseling staff works diligently with all of our agriculture students to help them design a four-year plan that best meets their individual needs while at Kingsburg High School. These plans are re-visited each year and revisions are made as needed to help students stay on track and be successful. Our counselors are very supportive of the agriculture courses offered on campus and recommend that students take agriculture courses as a way to develop themselves in the area of technical knowledge and leadership skills.

Representatives from the agriculture programs at Reedley College & College of the Sequoias visit the graduating seniors in the agriculture department each spring. During these visits, students are presented information about the agriculture course offerings at the community college and are encouraged to ask questions that they may have about college and careers. Additionally, community colleges visit all of the senior classes at Kingsburg High School to talk about post-secondary education and help students understand their options as they prepare

to graduate.

Our College & Career Center provides a four-year curriculum that is based on career exploration. This curriculum is taught to students as part of their English course each year (every student is required to take an English course each year during their high school career). This curriculum involves taking on-line questionnaires that assess a student's likes, dislikes, and interpersonal skills and gives them a scientific breakdown of specific careers that may be of interest to them. Students are also asked to select a career, interview someone that works in that field, and write a paper that showcases that particular career.

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Student Data Sheets

All students in the agriculture program complete a Student Data Sheet at the beginning of each school year. Normally, we do these at the beginning of the third week of school because students are able to switch their schedules through the end of the second week.

Once completed, student data sheets are placed in every students individual department file (located in the file cabinet in the back of Room 52, near the Ag Office door).

Students receive points in the computer for completing their Student Data Sheet. This helps us keep track of them and ensures that every student has an updated data sheet on file for the new year.

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Student Eligibility to Participate in Out-of-Class Activities

It is a policy at Kingsburg High School that all students participating in out-of-class activities including FFA, maintain academic eligibility. Therefore, any student not earning a 2.0 grade point average, not passing at least 5 subjects at the end of the grading period or who has been assigned permanently to the Responsibility Center is on academic probation and is ineligible from participating in out-of-class activities.

Grading Policy for FFA

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Student Leadership Participation

** Figures are for the 2008-09 school year.

Fall Semester

- 184 students enrolled
- 122 students (66% of total enrollment) participated in 4 or more activities
- 37 students (20% of total enrollment) participated in 3 activities
- Total participation over semester = 122 + 37 = 159 (86%)

Spring Semester

- 182 students enroll-ed
- 111 students (61% of total enrollment) participated in 4 or more activities
- 25 students (14% of total enrollment) participated in 3 activities
- Total participation over semester = 111 + 25 = 136 (75%)

Full Year

- Average of 183 students enrolled
- Average of 116.5 students (64% of total enrollment) participated in 4 or more activities
- Average of 31 students (17% of total enrollment) participated in 3 activities
- Average total participation over semester = 116.5 + 31 = 147.5 (81%)

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Supervision Period

This year, there is one supervision period allocated to the Agriculture Department. It is shared by both agriculture teachers. (Alexa Stanton has the period in the fall; Natalie Vaz has the period in the spring)

Administration is supportive of both teachers having their own supervision period. However, it was decided by the agriculture instructors to share one period this year so that we could teach an additional agriculture class. (If we had both taken a supervision period, we would only be able to teach 15 sections rather than 16 which would cause students to be dropped out of the agriculture department.)

Kingsburg High School – Agriculture Department
Targeted Occupations

Introduction to Agriculture

Applied Agriculture Biology

Agriculture Earth Science

Advanced Animal Science	Ornamental Horticulture	Ag Sales & Marketing	Agriculture Mechanics
Animal Behaviorist	Crop Specialist	Account Executive	Ag Construction Worker
Animal Breeder	Floral Designer	Advertising Manager	Ag Electrician
Animal Control Officer	Forest Ranger	Commodity Broker	Ag Engineer
Animal Geneticist	Golf Course Superintendent	Computer Systems Analyst	Ag Equipment Designer
Animal Nutritionist	Greenhouse Manager	Consumer Information Manager	Ag Fabrication
Animal Taxonomist	Horticulturist	Cooperative Extension Agent	Ag Safety Engineer
Animal Trainer	Hydroponics Grower	Export Sales Manager	Engine Specialist
Aquaculturist	Landscape Architect	Farm Manager	Equipment Operator
Beekeeper	Landscaper	Food Broker	Farm Equipment Repair
Cattle Rancher	Nursery Operator	Food Processing Supervisor	Farm Equipment Salesperson
Dairy Farmer	Park Manager	Grain Broker/Buyer	Farm Machine Operator
Dairy Nutrition Specialist	Park Ranger	Information System Analyst	Gas Engine Mechanic
Embryologist	Plant Breeder	Insurance Agent	Hydraulic Engineer
Fish Hatchery Manager	Plant Ecologist	Journalist	Industrial Equipment Repair
Geneticist	Plant Geneticist	Labor Relations Specialist	Maintenance Technician
Horse Breeder	Plant Nutritionist	Livestock Commission Agent	Parts Manager
Livestock Producer	Plant Pathologist	Market Analyst	Safety Inspector
Marine Biologist	Plant Taxonomist	Marketing Manager	Sales Representative
Park Ranger	Soil Scientist	Public Relations Representative	Service Trainer / Manager
Poultry Producer	Timber Manager	Purchasing Manager	Shop Foreman
Veterinarian	Turf Manager	Real Estate Broker	Transmission Specialist
Wildlife Manager		Sales Representative	Welder

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Student Teacher Ratio
2014-2015

# of First Year Students Enrolled:	102/3 = 34
# of Second, Third, Fourth Year Students:	129
	---
subtotal:	231

Calculation: 231 students/3 teachers = 77

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Teacher Reimbursement

Agriculture instructors are reimbursed for expenses incurred for FFA, SAE and professional development activities, provided that the activity was approved in advance or was an emergency (i.e. unexpected medical issues with animals at farm)

The process is as follows:

1. Requisition must be submitted to district office in advance of activity for approval

2. Upon return, instructor must complete the "Travel Expense Claim" form (attached)

3. Receipts are attached. (note: receipts must be itemized in order to be reimbursed!)

4. Payment usually takes 2 weeks to process.

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Agricultural Education Aims

The outcome of achievements derived from courses in agriculture are many even though they are not always realized immediately. The more desirable ones are described below.

1. The student's interest in agriculture is determined.

2. An appreciation of conversation 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 for 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 agricultural fields. (Job prospects)

8. Trains the student for related agricultural fields.

9. Prepares the student to become engaged in an agricultural production enterprise.

10. Prepares the student for higher education in agriculture or its related fields.

Program Goals & Objectives

Agriculture Education at Kingsburg High School is comprised of a group of related instructional programs designed to prepare students for continuing their education at either a two or four year institution as well as for placement in occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components:

1. Instruction in class, laboratory, shop or field.
2. Individual and group participation in student organization (FFA) activities.
3. Individual participation in Supervised Agriculture Experience (SAE) programs.

Agriculture Production

This instructional program is designed to begin preparing students towards continuing their education as well as for entry into the job market. At Kingsburg High School, the Agriculture Production instructional program is comprised of Introduction to Agriculture for freshmen, Applied Agriculture Biology for sophomores, and Ornamental Horticulture and Advanced Animal Science for juniors.

The goals of this program are:

- To enable students to acquire an understanding of the economic and social impact of the agriculture production industry upon society and its relationship to agriculture in general

- To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.

Agriculture Mechanics

This instructional program is designed to prepare students for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Kingsburg High School offers four levels of Agriculture Mechanics courses, ranging from introductory to capstone courses, in order to meet the needs of all students interested in gaining skills within the Agriculture Mechanics field.

The goals of this program are:

- To provide the Agriculture Mechanics industry with a work force adequately prepared for employment.

- To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.

CHAPTER GOALS

1. **Focus on younger members to build leadership for the future of our chapter.**

    - Establish a Greenhand FFA Officer team
    - Allow Greenhand members to purchase "senior slaves" in an auction at a chapter meeting activity early in the year
    - Promote leadership by taking a larger number of freshmen students to the annual Greenhand FFA Conference
    - Encourage more sophomores to participate in the Made for Excellence leadership conference
    - Increase the number of students who participate in the Sectional Best Informed Greenhand and Novice Opening/Closing contests.

2. **Continue to improve our methods of chapter promotion**

    - Establish a valuable chapter website to allow for easy access of information about our chapter and program as a whole
    - Start a new tradition of a quarterly video news broadcast, highlighting our activities
    - Send articles to the Kingsburg Recorder and the New Horizons Magazine that include events of the Kingsburg FFA Chapter
    - Create a slideshow to be played at the monthly chapter meetings that showcases the activities from the previous month

Advisory Committee Minutes

High School: Kingsburg JUHS Date: March 26, 2015
Instructor (s) present: Brian Donovan & Alexa Stanton
Advisory Members present: Jeff Bortolussi, Kevin Esau, Makala Gardner, Lance Jackson, Frank Tebeau
Administrators, Staff, Others Present: Cindy Schreiner

I. Welcome and Statement of Purpose
   A. Alexa: Thank you for coming to the first Kingsburg Advisory Committee Mtg in a number of years, your support and acceptance to being a member of this committee means a lot to Brian and myself. The purpose of todays meeting is to introduced all of the newly elected members, elect an advisory committee president, and begin disscussion about what to do with the remaining unused ground at the school farm.

II. Meeting Called to Order By Alexa Stanton
   A. Meeting started at 6:20pm: A social began at 6:00pm, we served tri-tip, greenbeans, and rice.

III. Approval of Minutes from Previous Meetings
   A. NA: This was the first meeting in a number of years so therefore there was no approval of last meeting minutes.

   Motion Approval

IV. Curriculum Review
   A. Kingsburg Ag Department added the Agriculture Earth Science course August of 2014. This is a course designed for freshman, and offers the credit for their freshman level science class. In order for these students to be enrolled in Ag Earth Science, they also need to be enrolled in either Introduction to Agriculture of Agriculture Mechanics 1.
   B. Reviews the courses current offered: Ag Earth, Ag Biology, Introduction to Agricultrue, Animal Science, Ag Sales, Ag Mechanics 1, Ag Mechanics 2, Ag Mechanics 3, and Ag Mechanics 4. (Horticulture is offered every other year, this year not being the year that it is offered.

V. New Course Development
   A. Brian discusses the potential of adding a Floral curriculum to the agriculture program, upon the approval of a potential CTE grant from the State of California. $250 Thousand dollars could be presented to Kingsburg High School if the grant application is approved. The Floral program will cover the fine art requirement for HS students, and we will also try to get it UC approved. It is our hope to use the classroom that is currently at the school farm and convert that into the floral classroom.
   B.

VI. Labor Market

A. Alexa "Dirt Pile" at the school farm. For the past 12 years there has been a portion of land unused at the school farm, I have been told that a few years ago the unused land used to be a huge pile of dirt, but through the last few years the dirt has been removed. It is now a ready to use piece of property. What can we do with it?

B. Jeff: Plant trees: 3 year cycle: Plant, grow, graft, take-out and repeat. But whatever crop is planted we need to make sure that it requires less handling, so maybe a early or late season fruit. Lance mentioned that by planting trees or stone fruit the students can then learn basic IPM management skills, and we could then create a IPM pathway. Frank mentioned that whatever we decide to plant we need to get someone to "adopt" the 1.5 acre field, that way someone is looking out for it and maintains it, ag teachers do not need more pressure. Brian mentioned adding the trees to the earth science curriculm and having the class out there and working. Overall it would be great to bring the tradition of trees and vines back to Kingsburg to introduce the students to careers in that field. Kevin agreed, and and said hard shelled almonds are low maintainance and would be a good project for the students to work with.

VII. Articulations/U-C Approved/Academic Integration

A. N/A

VIII. Suggestions & Recommendations

A. Suggestions for additional advisory committee members were mentioned, adding David Silva, Luke Woods, Denver Silva, or Randy Garnder.

IX. Other

A. Elected Kevin Esau as the new Advisory Committee President for a three year term. His term will end in January 2018.

X. Motion to Continue Program/Approve Curriculum

A.

Motion Approval

XI. Schedule (date) of Next Meeting and time: May 20th at 6:00pm

XII. Adjournment time: 7:20pm

XIII. Name of Person Taking/Preparing Minutes Alexa Stanton

14. Advisory Committee

Kingsburg Joint Union High School District
Agriculture Department
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AGENDA

Agriculture Advisory Committee

Thursday March 26, 2015
6:00 pm - Ag Building, Room 52

1. Welcome & Introductions
2. Distribute sign-in sheet -
3. Approval of Newly Revised Constitution
4. FFA Update
5. Recruitment & Courses for 2015-2016
6. Possibilities for Growth . . . how do we move forward?
7. Dirt pile at school farm-
8. Suggestions for Additions to Advisory Committee?
9. Kingsburg FFA Awards Banquet - Wed, May 20th at 6:00 pm
10. Next Meeting - May/June?
    - May 27 or 28 (Wed/Thurs)
    - June 3 or 4 (Wed/Thurs)
11. Adjourn

Kingsburg Joint Union High School District

Agricultural Advisory Committee

Constitution

I. Introduction

a. Advisory committees for education in various fields and on various levels, are established devices for using lay resource people to assist professional staffs. Agricultural Education in the secondary schools has as great a need for such committees as any field of education, and in many states agricultural advisory committees have been an accepted and valued aid to all or most of the departments. In California, there is an appreciation of the need for, and assistance which may be provided by: local agricultural councils or committees.

Changes in agriculture in California make extremely valuable the organized assistance of successful farmers to the agriculture department. Agriculture today is a highly-scientific, mechanized and ordered procedure; yet, new materials and methods are appearing constantly. It is virtually impossible for an agriculture teacher to "keep up to date" on all agriculture changes, and still carry the heavy routine expected of him/her.

Many areas of California are changing from rural to semi-urban, yet even in the latter there is a demand for, and need for, practical agricultural education. Increased farm production per operator demands higher training in skills and techniques and more individuals gainfully employed in specialized occupations. To keep abreast of these conditions is one of the purposes of an advisory committee. The increasing number and complexity of school farms also heightens the need for advisory committee.

The need and encouragement for local advisory committees in agriculture has been further implemented by the establishment of a State Advisory Committee. This state group, which advises the Bureau of Agricultural Education on a statewide basis, consists of nine outstanding producing farmers, many of whom have had long experiences as school board members and on local advisory committees. They have seen firsthand the advantages of these local groups.

The importance of advisory committees is emphasized in a quotation from "Administration of Vocational Education at State and Local Levels", a publication for superintendents and boards of trustees, prepared by the American Vocational Association:

"A vocational advisory committee is a practical device by which the school system keeps in contact with the groups in the community that it is trying to serve. Members of advisory committees are laymen from the various professions and

occupations who have had broad experience in their fields, and have gained the confidence of their working associates, as well as the general public."

"...School authorities should not distrust advisory committees as potential usurpers of their functions. Lay advisory groups have no administrative or legislative authority and cannot establish policy or take the place of the administrator and the board of education. The purpose and function of advisory committees is to provide a two-way system of understanding and communication between the school and community... School administrators should respect and solicit the democratic assistance of representative advisory groups in building a vocational education program which is responsive to the changing needs of the American people and fundamental to the economic well-being and security of the nation."

II. Using the Advisory Committees

a. In terms of what can be gained from using advisory committees, the following points are pertinent:
    i. Improve public relations by providing a two-way communication between an agriculture department and representative citizens of a community.
    ii. Help in developing a program of agricultural education tailor-made for a particular community and based upon the crucial needs of a community.
    iii. Represent the laymen of a community in systematic evaluations of a department which results in better objectives, improved programs, and more adequate facilities.
    iv. Guide and support a teacher of agriculture, making it possible for him/her to be more effective, to gain more satisfaction from their work, and to advance more rapidly in his/her profession.
    v. Provide a continuing program where teachers change, and prevent frequent changes of teachers.
    vi. Assist in adjusting a department program to emergencies and to gradual changes, this keeping it more nearly up to date, and able to serve the future rather than the past.
    vii. Correlate the work of a department with that of other agencies (working with farmers) with which committee members may have close relationships.
    viii. Assist an agriculture department in resisting inappropriate and unreasonable demands from outside the school system.
    ix. Develop committee members, particularly the younger ones, into valued community members.
    x. Assist in disseminating new agricultural ideas, back into the community.

III. Advisory Committee Duties

a. The duties of the advisory committee shall include, but will not be limited to:
    i. Assist vocational agricultural teachers in developing strong curricula.

ii. Assist in providing on job training sites for vocational students.
iii. Provide effective public relations.
iv. Assist in evaluating the effectiveness of the vocational agriculture program.
v. Assist teachers in unifying other groups and agencies interested in agriculture.
vi. Visit the supervised programs of students.

IV. Operation of Committee

a. The make-up and operation of the committee shall be as follows:
   i. Actual appointments to the committee shall be made by the Board of Trustees.
   ii. Annual reports of actions and meetings of the committee shall be presented to the Board of Trustees by the Chairman of the advisory committee.
   iii. A minimum of two meetings per year shall be conducted. These meetings shall be held in February and August.
   iv. Officers shall consist of Chairman, Vice- Chairman, and recording Secretary. The Vice-Chairman shall move to Chairman. The term of the Chairman shall be for one year. The Director of Agriculture Education, or his/her appointee, shall serve as recording Secretary for the Committee.
   v. The committee shall consist of ten (10) members each of whom shall serve a three year term, with the exception of the junior member who shall serve a two year term.

V. The advisory committee membership shall consist of:

a. Immediate past student of the Agriculture program currently attending a college majoring in an agriculture field or currently working in an agricultural occupation. This person shall be identified as the Junior Member.
b. Two (2) members from the plant science field.
c. One (1) member from the animal science field.
d. One (1) member from the agricultural sales/service field.
e. One (1) member from the agricultural mechanics field.
f. One (1) member who currently has a son/daughter enrolled in the agricultural science program.
g. Three (3) members elected at large.

- Meetings will be held in the agriculture department unless otherwise stipulated.

VI. Term of Advisory Committee Members:

a. The term of an Advisory committee member shall be for three years unless that person is a junior member in which case the term shall be for two years.

b. The term of the committee members shall begin January 1st of the year elected and end December 31st of the third year.

VII. Filling Vacancies:

a. Any midterm vacancies shall be filled by appointment of the Board of Trustees.

VIII. Amendments

a. Amendments to this constitution shall be made with two-thirds consent of the committee members present at a regularly scheduled meeting and approved by the Board of Trustees.

Revised: December 16, 2014

15. Proficiency Standards

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Agricultural Education Aims

The outcome of achievements derived from courses in agriculture are many even though they are not always realized immediately. The more desirable ones are described below.

1. The student's interest in agriculture is determined.

2. An appreciation of conversation 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 for 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 agricultural fields. (Job prospects)

8. Trains the student for related agricultural fields.

9. Prepares the student to become engaged in an agricultural production enterprise.

10. Prepares the student for higher education in agriculture or its related fields.

Program Goals & Objectives

Agriculture Education at Kingsburg High School is comprised of a group of related instructional programs designed to prepare students for continuing their education at either a two or four year institution as well as for placement in occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components:

1. Instruction in class, laboratory, shop or field.
2. Individual and group participation in student organization (FFA) activities.
3. Individual participation in Supervised Agriculture Experience (SAE) programs.

Agriculture Production

This instructional program is designed to begin preparing students towards continuing their education as well as for entry into the job market. At Kingsburg High School, the Agriculture Production instructional program is comprised of Introduction to Agriculture for freshmen, Applied Agriculture Biology for sophomores, and Ornamental Horticulture and Advanced Animal Science for juniors.

The goals of this program are:

- To enable students to acquire an understanding of the economic and social impact of the agriculture production industry upon society and its relationship to agriculture in general

- To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.

Agriculture Mechanics

This instructional program is designed to prepare students for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Kingsburg High School offers four levels of Agriculture Mechanics courses, ranging from introductory to capstone courses, in order to meet the needs of all students interested in gaining skills within the Agriculture Mechanics field.

The goals of this program are:

- To provide the Agriculture Mechanics industry with a work force adequately prepared for employment.

- To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.

CHAPTER GOALS

1. **Focus on younger members to build leadership for the future of our chapter.**

    - Establish a Greenhand FFA Officer team
    - Allow Greenhand members to purchase "senior slaves" in an auction at a chapter meeting activity early in the year
    - Promote leadership by taking a larger number of freshmen students to the annual Greenhand FFA Conference
    - Encourage more sophomores to participate in the Made for Excellence leadership conference
    - Increase the number of students who participate in the Sectional Best Informed Greenhand and Novice Opening/Closing contests.

2. **Continue to improve our methods of chapter promotion**

    - Establish a valuable chapter website to allow for easy access of information about our chapter and program as a whole
    - Start a new tradition of a quarterly video news broadcast, highlighting our activities
    - Send articles to the Kingsburg Recorder and the New Horizons Magazine that include events of the Kingsburg FFA Chapter
    - Create a slideshow to be played at the monthly chapter meetings that showcases the activities from the previous month

HS.Space Systems

HS.Space Systems

Students who demonstrate understanding can:

HS-ESS1-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. [Clarification Statement: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.] [Assessment Boundary: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.]

HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. [Clarification Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the Big Bang theory (3/4 hydrogen and 1/4 helium).]

HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements. [Clarification Statement: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.] [Assessment Boundary: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.]

HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. [Clarification Statement: Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons.] [Assessment Boundary: Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-ESS1-1)

Using Mathematical and Computational Thinking

Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical or computational representations of phenomena to describe explanations. (HS-ESS1-4)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-ESS1-2)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

- Communicate scientific ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-ESS1-3)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (HS-ESS1-2)

Disciplinary Core Ideas

ESS1.A: The Universe and Its Stars

- The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (HS-ESS1-1)
- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (HS-ESS1-2),(HS-ESS1-3)
- The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (HS-ESS1-2)
- Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (HS-ESS1-2),(HS-ESS1-3)

ESS1.B: Earth and the Solar System

- Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (HS-ESS1-4)

PS3.D: Energy in Chemical Processes and Everyday Life

- Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. *(secondary to HS-ESS1-1)*

PS4.B Electromagnetic Radiation

- Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. *(secondary to HS-ESS1-2)*

Crosscutting Concepts

Scale, Proportion, and Quantity

- The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (HS-ESS1-1)
- Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (HS-ESS1-4)

Energy and Matter

- Energy cannot be created or destroyed—only moved between one place and another place, between objects and/or fields, or between systems. (HS-ESS1-2)
- In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-ESS1-3)

Connection to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (HS-ESS1-2),(HS-ESS1-4)

Connection to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (HS-ESS1-2)
- Science assumes the universe is a vast single system in which basic laws are consistent. (HS-ESS1-2)

Connections to other DCIs in this grade-band: **HS.PS1.A** (HS-ESS1-2),(HS-ESS1-3); **HS.PS1.C** (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-3); **HS.PS2.B** (HS-ESS1-4); **HS.PS3.A** (HS-ESS1-3-ESS1-2); **HS.PS3.B** (HS-ESS1-2); **HS.PS4.A** (HS-ESS1-2)

Articulation of DCIs across grade-bands: **MS.PS1.A** (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-3); **MS.PS2.A** (HS-ESS1-4); **MS.PS2.B** (HS-ESS1-4); **MS.PS4.B** (HS-ESS1-1),(HS-ESS1-2); **MS.ESS1.A** (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-3),(HS-ESS1-4); **MS.ESS1.B** (HS-ESS1-4); **MS.ESS2.A** (HS-ESS1-1); **MS.ESS2.D** (HS-ESS1-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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HS.Space Systems

Common Core State Standards Connections:	
ELA/Literacy –	
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. *(HS-ESS1-1),(HS-ESS1-2)*
;T.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-ESS1-2),*(HS-ESS1-3)*
SL.11-12.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. *(HS-ESS1-3)*
Mathematics –	
MP.2	Reason abstractly and quantitatively. (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-3),(HS-ESS1-4)
MP.4	Model with mathematics. (HS-ESS1-1),(HS-ESS1-4)
HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-4)
HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. (HS-ESS1-1),*(HS-ESS1-2)*,(HS-ESS1-4)
HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-4)
HSA-SSE.A.1	Interpret expressions that represent a quantity in terms of its context. *(HS-ESS1-1),(HS-ESS1-2)*,(HS-ESS1-4)
HSA-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. *(HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-4)*
HSA-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *(HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-4)*

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HS.History of Earth

HS.History of Earth

Students who demonstrate understanding can:

'S-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. [Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).]

HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history. [Clarification Statement: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system 4.6 billion years ago. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.]

HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. [Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).] [Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models
Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).
- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-ESS2-1)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.
- Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. (HS-ESS1-6)

Engaging in Argument from Evidence
Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.
- Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments. (HS-ESS1-5)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena
- A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (HS-ESS1-6)
- Models, mechanisms, and explanations collectively serve as tools in the development of a scientific theory. (HS-ESS1-6)

Disciplinary Core Ideas

ESS1.C: The History of Planet Earth
- Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old. (HS-ESS1-5)
- Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (HS-ESS1-6)

ESS2.A: Earth Materials and Systems
- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (HS-ESS2-1) *(Note: This Disciplinary Core Idea is also addressed by HS-ESS2-2.)*

ESS2.B: Plate Tectonics and Large-Scale System Interactions
- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. *(ESS2.B Grade 8 GBE) (secondary to HS-ESS1-5)*,(HS-ESS2-1)
- Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. *(ESS2.B Grade 8 GBE)* (HS-ESS2-1)

PS1.C: Nuclear Processes
- Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. *(secondary to HS-ESS1-5),(secondary to HS-ESS1-6)*

Crosscutting Concepts

Patterns
- Empirical evidence is needed to identify patterns. (HS-ESS1-5)

Stability and Change
- Much of science deals with constructing explanations of how things change and how they remain stable. (HS-ESS1-6)
- Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS2-1)

Connections to other DCIs in this grade-band: **HS.PS2.A** (HS-ESS1-6); **HS.PS2.B** (HS-ESS1-6),(HS-ESS2-1); **HS.PS3.B** (HS-ESS1-5); **HS.ESS2.A** (HS-ESS1-5)

Articulation of DCIs across grade-bands: **MS.PS2.B** (HS-ESS1-6),(HS-ESS2-1); **MS.LS2.B** (HS-ESS2-1); **MS.ESS1.B** (HS-ESS1-6); **MS.ESS1.C** (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1); **MS.ESS2.A** (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1); **MS.ESS2.B** (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1); **MS.ESS2.C** (HS-ESS2-1); **MS.ESS2.D** (HS-ESS2-1)

Common Core State Standards Connections:

ELA/Literacy –

RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. *(HS-ESS1-5),(HS-ESS1-6)*
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-ESS1-5),(HS-ESS1-6)
WHST.9-12.1	Write arguments focused on *discipline-specific content.* (HS-ESS1-6)
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. *(HS-ESS1-5)*
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. *(HS-ESS2-1)*

Mathematics –

MP.2	Reason abstractly and quantitatively. (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1)
MP.4	Model with mathematics. (HS-ESS2-1)
HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and

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	interpret the scale and the origin in graphs and data displays. (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1)
HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling *(HS-ESS1-5),(HS-ESS1-6),*(HS-ESS2-1)
HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1)
·IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *(HS-ESS1-6)*
·ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how those variables are related. *(HS-ESS1-6)*

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HS.Earth's Systems

HS.Earth's Systems

Students who demonstrate understanding can:

HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. [Clarification Statement: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.]

HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. [Clarification Statement: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.]

HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).]

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]

HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. [Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.] [Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models
Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).
- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-ESS2-3),(HS-ESS2-6)

Planning and Carrying Out Investigations
Planning and carrying out investigations in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.
- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-ESS2-5)

Analyzing and Interpreting Data
Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.
- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (HS-ESS2-2)

Engaging in Argument from Evidence
Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.
- Construct an oral and written argument or counter-arguments based on data and evidence. (HS-ESS2-7)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

Disciplinary Core Ideas

ESS2.A: Earth Materials and Systems
- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes (HS-ESS2-2)
- Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (HS-ESS2-3)

ESS2.B: Plate Tectonics and Large-Scale System Interactions
- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (HS-ESS2-3)

ESS2.C: The Roles of Water in Earth's Surface Processes
- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (HS-ESS2-5)

ESS2.D: Weather and Climate
- The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (HS-ESS2-2)
- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (HS-ESS2-6),(HS-ESS2-7)
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (HS-ESS2-6)

ESS2.E: Biogeology
- The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-

Crosscutting Concepts

Energy and Matter
- The total amount of energy and matter in closed systems is conserved. (HS-ESS2-6)
- Energy drives the cycling of matter within and between systems. (HS-ESS2-3)

Structure and Function
- The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials. (HS-ESS2-5)

Stability and Change
- Much of science deals with constructing explanations of how things change and how they remain stable. (HS-ESS2-7)
- Feedback (negative or positive) can stabilize or destabilize a system. (HS-ESS2-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology
- Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (HS-ESS2-3)

Influence of Engineering, Technology, and Science on Society and the Natural World
- New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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HS.Earth's Systems

• Science knowledge is based on empirical evidence. (HS-ESS2-3) • Science disciplines share common rules of evidence used to evaluate explanations about natural systems. (HS-ESS2-3) Science includes the process of coordinating patterns of evidence with current theory. (HS-ESS2-3)	evolution of Earth's surface and the life that exists on it. (HS-ESS2-7) **PS4.A: Wave Properties** Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. *(secondary to HS-ESS2-3)*	about technology. (HS-ESS2-2)

Connections to other DCIs in this grade-band: **HS.PS1.A** (HS-ESS2-5),(HS-ESS2-6); **HS.PS1.B** (HS-ESS2-5),(HS-ESS2-6); **HS.PS2.B** (HS-ESS2-3); **HS.PS3.B** (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-5); **HS.PS3.D** (HS-ESS2-3),(HS-ESS2-6); **HS.PS4.B** (HS-ESS2-2); **HS.LS1.C** (HS-ESS2-6); **HS.LS2.A** (HS-ESS2-7); **HS.LS2.B** (HS-ESS2-2),(HS-ESS2-6); **HS.LS2.C** (HS-ESS2-2),(HS-ESS2-7); **HS.LS4.A** (HS-ESS2-7); **HS.LS4.B** (HS-ESS2-7); **HS.LS4.C** (HS-ESS2-7); **HS.LS4.D** (HS-ESS2-2),(HS-ESS2-7); **HS.ESS3.C** (HS-ESS2-2),(HS-ESS2-5),(HS-ESS2-6); **HS.ESS3.D** (HS-ESS2-2),(HS-ESS2-6)

Articulation of DCIs across grade-bands: **MS.PS1.A** (HS-ESS2-3),(HS-ESS2-5),(HS-ESS2-6); **MS.PS1.B** (HS-ESS2-3); **MS.PS2.B** (HS-ESS2-3); **MS.PS3.A** (HS-ESS2-3); **MS.PS3.B** (HS-ESS2-3); **MS.PS3.D** (HS-ESS2-2),(HS-ESS2-6); **MS.PS4.B** (HS-ESS2-2),(HS-ESS2-5),(HS-ESS2-6); **MS.LS2.A** (HS-ESS2-7); **MS.LS2.B** (HS-ESS2-2),(HS-ESS2-6); **MS.LS2.C** (HS-ESS2-2),(HS-ESS2-7); **MS.LS4.A** (HS-ESS2-7); **MS.LS4.B** (HS-ESS2-7); **MS.LS4.C** (HS-ESS2-2),(HS-ESS2-7); **MS.ESS1.C** (HS-ESS2-7); **MS.ESS2.A** (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-5),(HS-ESS2-6),(HS-ESS2-7); **MS.ESS2.B** (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-6); **MS.ESS2.C** (HS-ESS2-2),(HS-ESS2-5),(HS-ESS2-6),(HS-ESS2-7); **MS.ESS2.D** (HS-ESS2-2),(HS-ESS2-5); **MS.ESS3.C** (HS-ESS2-2),(HS-ESS2-6); **MS.ESS3.D** (HS-ESS2-2),(HS-ESS2-6)

Common Core State Standards Connections:

ELA/Literacy –

RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. *(HS-ESS2-2),(HS-ESS2-3)*
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. *(HS-ESS2-2)*
WHST.9-12.1	Write arguments focused on *discipline-specific content.* (HS-ESS2-7)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-ESS2-5)
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. *(HS-ESS2-3)*

Mathematics –

MP.2	Reason abstractly and quantitatively. (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-6)
MP.4	Model with mathematics. (HS-ESS2-3),(HS-ESS2-6)
HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-6)
HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. (HS-ESS2-3),(HS-ESS2-6)
HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-5),(HS-ESS2-6)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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HS.Weather and Climate

HS.Weather and Climate

Students who demonstrate understanding can:

HS-ESS2-4. **Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.** [Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.] [Assessment Boundary: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.]

HS-ESS3-5. **Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.** [Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).] [Assessment Boundary: Assessment is limited to one example of a climate change and its associated impacts.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models
Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).
- Use a model to provide mechanistic accounts of phenomena. (HS-ESS2-4)

Analyzing and Interpreting Data
Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.
- Analyze data using computational models in order to make valid and reliable scientific claims. (HS-ESS3-5)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods
- Science investigations use diverse methods and do not always use the same set of procedures to obtain data. (HS-ESS3-5)
- New technologies advance scientific knowledge. (HS-ESS3-5)

Scientific Knowledge is Based on Empirical Evidence
- Science knowledge is based on empirical evidence. (HS-ESS3-5)
- Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (HS-ESS2-4), (HS-ESS3-5)

Disciplinary Core Ideas

ESS1.B: Earth and the Solar System
- Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. *(secondary to HS-ESS2-4)*

ESS2.A: Earth Materials and Systems
- The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (HS-ESS2-4)

ESS2.D: Weather and Climate
- The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (HS-ESS2-4),*(secondary to HS-ESS2-2)*
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (HS-ESS2-4)

ESS3.D: Global Climate Change
- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (HS-ESS3-5)

Crosscutting Concepts

Cause and Effect
- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-ESS2-4)

Stability and Change
- Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS3-5)

Connections to other DCIs in this grade-band: **HS.PS3.A** (HS-ESS2-4); **HS.PS3.B** (HS-ESS2-4),(HS-ESS3-5); **HS.PS3.D** (HS-ESS3-5); **HS.LS1.C** (HS-ESS3-5); **HS.LS2.C** (HS-ESS2-4); **HS.ESS1.C** (HS-ESS2-4); **HS.ESS2.D** (HS-ESS3-5); **HS.ESS3.C** (HS-ESS2-4); **HS.ESS3.D** (HS-ESS2-4)

Articulation of DCIs across grade-bands: **MS.PS3.A** (HS-ESS2-4); **MS.PS3.B** (HS-ESS2-4),(HS-ESS3-5); **MS.PS3.D** (HS-ESS2-4),(HS-ESS3-5); **MS.PS4.B** (HS-ESS2-4); **MS.LS1.C** (HS-ESS2-4); **MS.LS2.B** (HS-ESS2-4); **MS.LS2.C** (HS-ESS2-4); **MS.ESS2.A** (HS-ESS2-4),(HS-ESS3-5); **MS.ESS2.B** (HS-ESS2-4); **MS.ESS2.C** (HS-ESS2-4); **MS.ESS2.D** (HS-ESS2-4),(HS-ESS3-5); **MS.ESS3.B** (HS-ESS3-5); **MS.ESS3.C** (HS-ESS2-4),(HS-ESS3-5); **MS.ESS3.D** (HS-ESS2-4),(HS-ESS3-5)

Common Core State Standards Connections:

ELA/Literacy –

RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-ESS3-5)
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. *(HS-ESS3-5)*
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-ESS3-5)
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. *(HS-ESS2-4)*

Mathematics –

MP.2	Reason abstractly and quantitatively.(HS-ESS2-4),(HS-ESS3-5)
MP.4	Model with mathematics. (HS-ESS2-4)
HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-ESS2-4),(HS-ESS3-5)
HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. (HS-ESS2-4),*(HS-ESS3-5)*
HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-ESS2-4),(HS-ESS3-5)

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16. Credentials

COMMISSION ON TEACHER CREDENTIALING

Ensuring Educator Excellence

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Back **Email Document**

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: STANTON
First Name: ALEXA
Middle Name: RENEE

Document Information:

Document Number: 140040889
Document Title: Single Subject Teaching Credential
Term: Preliminary
Status: Valid
Issue Date: 1/31/2014
Expiration Date: 2/1/2019
Original Issue Date:
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

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

COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: STANTON
First Name: ALEXA
Middle Name: RENEE

Document Information:

Document Number: 140041096
Document Title: Specialist Instruction Credential (Agriculture)
Term: Clear
Status: Valid
Issue Date: 1/31/2014
Expiration Date: 2/1/2019
Original Issue Date:
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Ma Mi
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MA

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	A

17. Calendar of Activities

Kingsburg FFA Calendar 2014-2015

Kingsburg Agriculture Department -- Calendar of Events 2014-2015

July 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Sheep Showmanship	2	3	4 Independence Day	5
6	7	8	9	10	11	12 School Farm Workday (not sheep)
	Regional Officer Leadership Conference (Scicon)					
13	14	15 Sheep Showmanship	16 Sheep Marketing Mtg @ 7 pm	17	18	19 School Farm Workday (sheep only)
20 SJ Regional Officer Mtg	21	22 Sheep Showmanship	23	24 Sheep Marketing Mtg @ 6:30 pm	25	26
					Sectional Officer Leadership Conference	
27	28 Hog Showmanship	29 Sheep Showmanship	30	31		

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	**4** Hog Showmanship Ag Boosters Meeting	**5**	**6** Chapter Officer Retreat (Cambria)	**7**	**8**	9
10 SJ Regional Officer Mtg	**11** Hog Showmanship	**12** Sheep Showmanship EFM Section Officer Mtg @ 9:00 am	**13** Freshman Orientation	**14**	**15** Staff Inservice Chapter Officer Boot Camp(Scicon)	16
17	**18** First Day of School (All Classes) Officer Mtg 3:00 pm	**19** Sheep Showmanship	**20**	**21** Freshmen Ice Cream Social	**22**	23 School Farm Workday
24	**25** Officer Mtg 3:00 pm Back to School Night Ag Boosters Reception	**26** Sheep Showmanship	27 EFM/WFM COLC & CATA Mtg @ Kingsburg 5:00	**28**	**29** Rally Schedule Back to School Dance	30
31						

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

September 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 NO SCHOOL Labor Day	2 Sheep Showmanship Officer Mtg 3:00 pm	3 Welcome Back BBQ	4	5	6 Tri-Tip Dinner Delivery (fair exhibitors)
7	8 Hog Showmanship Officer Mtg 3:00 pm Ag Boosters Meeting	9 Sheep Showmanship	10	11	12	13
14 SJ Regional Officer Mtg	15 Hog Showmanship Officer Mtg 3:00 pm	16 Sheep Showmanship	17 FFA Meeting 5:00 Theatre EFM Section Activity @ Blackbeard's	18	19	20 School Farm Workday
21	22 Hog Showmanship Officer Mtg 3:00 pm	23 Sheep Showmanship	24	25	26 Rally Schedule Homecoming Dance Ag Boosters Football Concessions	27
28	29 Ag Boosters Meeting Officer Mtg 3:00 pm	30 Sheep Showmanship				

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

October 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Replacement Heifer & Goat Shows	**2** Dairy Cattle Showmanship	**3**	4 Livestock Auction Phase 1
			Big Fresno Fair (Dairy & Goat Week)			
5	**6** Haul Animals Into Fair	**7** Weigh In	**8** Show Day	**9** Showmanship	**10** 1st Qtr Ends	11 Livestock Auction Phase 2
Big Fresno Fair (Livestock Week)						
12	**13** Start Tri-tip Dinner Sales	**14** Officer Mtg 3:00 pm	**15**	**16**	**17** Rally Schedule	18 School Farm Workday
19 SJ Regional Officer Mtg	**20** Officer Mtg 3:00 pm	**21**	**22** Greenhand Conference (Clovis) FFA Meeting 6:00 Theatre	**23**	**24**	25
26	**27** Officer Mtg 3:00 pm End Tri-Tip Dinner Sales	**28**	**29**	**30**	**31** Halloween	
			National FFA Convention (Louisville, KY)			

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

November 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Tri-Tip Dinner Delivery National FFA Conv
2	**3** Ag Boosters Meeting Officer Mtg 3:00 pm Start See's Candy Sale	**4**	**5**	**6**	**7** Rally Schedule Ag Boosters Football Concessions	8 Fresno State Football Game/Ag Night
9 SJ Regional Officer Mtg	**10** NO SCHOOL Local Holiday	**11** NO SCHOOL Veterans Day	**12** EFM O/C Contest @ Reedley College 4:00	**13**	**14** SJ Region Road Show (Tenaya Lodge)	15 SJ Region CATA Mtg (Tenaya Lodge)
16	**17** Officer Mtg 3:00 pm Start Blanket Drive	**18**	**19** End See's Candy Sale FFA Meeting 6:00 Theatre	**20** New Professionals Institute (Fresno)	**21**	22
23	**24**	**25**	**26**	**27** Thanksgiving Day	**28**	29
Thanksgiving Break						
30						

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

December 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Ag Boosters Meeting Officer Mtg 3:00 pm	**2**	**3**	**4** EFM Banking & BIG Contests @ Sanger 5:00	**5**	6
7	**8** Officer Mtg 3:00 pm	**9**	**10**	**11** Officer Christmas Party	**12** Blanket Drive Ends	13
14 SJ Regional Officer Party	**15** Officer Mtg 3:00 pm	**16**	**17**	**18**	**19** Formal	20
			Finals Schedule			
21	**22**	**23**	**24** Christmas Eve	**25** Christmas Day	**26**	27
Winter Break						
28	**29**	**30**	**31**			
Winter Break						

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

January 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 New Year's Day	**2**	3
4	**5** Staff In-Service Day Ag Boosters Meeting	**6** Officer Meeting 3:00 pm	**7** Fall Semester Ends	**8** Student Teacher Conference (Modesto)	**9**	10 Reedley HS Tree Pruning Fowler Vine Pruning
11	**12** Officer Meeting 3:00 pm	**13**	**14** FFA Meeting (Degree Ceremony) 6:00 pm	**15** EFM Speaking Manuscripts Due	**16**	17 Dinuba Vine Pruning Clovis Tree Pruning
18	**19** **NO SCHOOL** MLK Day	**20** Officer Meeting 3:00 pm	**21**	**22**	**23** SJ Region Officer Apps Due	24 Reedley College Winter Field Day
25	**26** Ag Boosters Meeting Officer Meeting 3:00 pm	**27**	**28** EFM & WFM Record Book Scoring @ Kingsburg 5:00	**29**	**30**	31

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

February 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	**2** Officer Meeting 3:00 pm	**3**	**4**	**5** EFM Section Speech Contest @ Clovis	**6** Ag Boosters Reverse Drawing Set-up (3-5 pm)	7 Fresno State Judging Finals Ag Boosters Reverse Drawing Dinner
8 SJ Regional Officer Mtg	**9** **NO SCHOOL** Lincoln's Holiday	**10** Officer Meeting 3:00 pm World Ag Expo (Tulare)	**11**	**12**	**13** MFE & ALA Conferences (Visalia) & SJ Region Officer Screening	14
15	**16** **NO SCHOOL** Presidents' Day	**17** Officer Meeting 3:00 pm	**18** EFM & WFM Co-Ops Contest @ Laton 5 pm	**19**	**20**	21
22	**23** Officer Meeting 3:00 pm	**24**	**25** State Prof Scoring (Galt) FFA Mtg 5:00 EFM Activity Night @ John's Inc Pizza	**26** State Prof Record Book Scoring (Galt)	**27**	28 SJ Region FFA & CATA Mtgs

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

March 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	**2** Ag Boosters Meeting Officer Mtg 3:00 pm Start Canned Food Drive	**3**	**4**	**5** 8th Grade Recruitment	**6** 8th Grade Recruitment	7 West Hills College Field Day
8	**9** Officer Meeting 3:00 pm	**10**	**11**	**12**	**13**	14 Chico Field Day
15	**16** Officer Meeting 3:00 pm	**17**	**18** FFA Meeting 6:00 Theatre	**19** 3rd Qtr Ends	**20** End Canned Food Drive	21 Merced College Field Day
22	**23** Officer Meeting 3:00 pm	**24**	**25**	**26**	**27**	28 Modesto College Field Day
29	**30**	**31**				
	Spring Break					

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

April 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
	Spring Break					
5 Easter	6 **NO SCHOOL** Ag Boosters Meeting	**7** EFM Section Awards Banquet Officer Meeting 3:00 pm	**8**	**9**	**10**	11 CRC & Reedley College Field Days
12	**13** Officer Meeting 3:00 pm	**14**	**15** FFA Meeting 6:00 Theatre	**16**	**17**	18 Fresno State Field Day State FFA Leadership Conference
19	**20**	**21**	**22**	**23**	**24**	25
State FFA Leadership Conference						
26	**27** Officer Meeting 3:00 pm	**28**	**29**	**30**		

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Leave for Cal Poly	2 Cal Poly State Judging Finals
3	**4** EFM Section Officer Screening Officer Mtg 3:00 pm Ag Boosters Meeting	**5**	**6** FFA Meeting (Elections) 6:00 pm	**7** EFM & WFM CATA & FFA Mtgs @ Kingsburg 4:30	**8**	9
10 Mother's Day	**11** Officer Meeting 3:00 pm	**12**	**13** Fair Livestock Meetings	**14** Officer/Parent Recognition Dinner	**15**	16
17	**18** Officer Meeting 3:00 pm Senior Awards Night	**19** American Degree #1 Scoring @ Tulare Farm 5 pm	**20** FFA Awards Banquet 6:00 pm	**21**	**22**	23
24	**25** **NO SCHOOL** Memorial Day	**26**	27	**28**	**29**	30
31						

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Kingsburg Agriculture Department -- Calendar of Events 2014-2015

June 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 All Classes Meet Ag Boosters Meeting	**2**	**3**	**4** Finals Schedule Graduation	**5** Staff In-Service	6
7	**8**	**9**	**10**	**11**	**12**	13
14	**15**	**16**	**17**	**18**	**19**	20
21 Father's Day	**22** CATA Summer Conference	**23**	**24**	**25**	**26**	27
28	**29**	**30** Ag Boosters Fireworks Booth				

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18. Professional Growth

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Professional Growth 2014-2015

1. **Regional Road Show: November 2014**
2. **Kingsburg Technology In-Service: Jan. 5, 2015**
3. **BTSA program August 2014-April 2015**
4. **CPR Certification**
5. **CATA Regional Meeting- February 2015**
6. **Recordbook and Proficiency Scoring**
7. **CATA Summer Conference**
8. **Cal Poly Masters 3-Week Courses**

19. R-2

California Ag Education
www.calaged.org

r2

Statewide Summary (2014)
Teacher Information

# of Teachers:	NC	Sup	C	SC	SJ	So	Total
Male	15	56	95	36	92	46	340
Female	42	53	114	57	96	59	421
Totals	**57**	**109**	**209**	**93**	**188**	**105**	**761**

Teacher Salaries:	NC	Sup	C	SC	SJ	So	Total
80,000 or Above	3	4	36	21	13	37	114
70,000 - 79,999	6	21	42	14	39	12	134
60,000 - 69,999	11	21	37	15	39	20	143
50,000 - 59,999	10	22	44	18	40	17	151
40,000 - 49,999	16	23	42	18	50	12	161
30,000 - 39,999	9	11	4	1	3	3	31
29,999 or Below	2	7	4	6	4	4	27
Average	**54173**	**55393**	**62850**	**63141**	**59235**	**68457**	**60541**

Extended Contracts:	NC	Sup	C	SC	SJ	So	Total
5,000 or Above	30	68	160	54	156	68	536
2,500 - 4,999	6	13	21	14	14	11	79
1,600 - 2,499	3	8	6	2	3	6	28
0,001 - 1,599	2	1	1	2	0	1	7
None	16	19	21	21	15	19	111
Average	**7697**	**7468**	**9585**	**8143**	**9726**	**8889**	**8584**

SAE Periods:	NC	Sup	C	SC	SJ	So	Total
Yes	28	34	65	24	58	24	233
No	29	75	144	69	130	81	528

FFA Stipends:	NC	Sup	C	SC	SJ	So	Total
Yes	22	27	94	65	94	57	359
No	35	82	115	28	94	48	402
Average	**3431**	**4442**	**1794**	**2919**	**2399**	**2668**	**2942**

Department Head	NC	Sup	C	SC	SJ	So	Total

Stipend:							
Yes	6	10	38	18	42	22	136
No	51	99	171	75	146	83	625
Average	**824**	**1909**	**1708**	**2282**	**1594**	**2028**	**1724**

Years Teaching:	**NC**	**Sup**	**C**	**SC**	**SJ**	**So**	**Total**
0-5	17	29	70	32	70	28	246
6-10	14	22	40	22	37	17	152
11-15	9	21	37	12	36	18	133
16-20	7	10	33	10	22	18	100
21-25	4	11	9	7	10	9	50
26-30	3	10	15	5	6	8	47
>30	3	6	5	5	7	7	33
Average	**11**	**13**	**11**	**11**	**10**	**13**	**11**

Main Menu

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Page last modified: 11/8/2013

Select a school: << Select a School >> GO >

Data for Year: 2014-2015

School:
CA0119 Kingsburg
Kingsburg HS
1900 - 18th St.
Kingsburg, CA 93631
Get Map

Teachers: 3

Courses Offered:

Type	Course	Enrollment	H.S. Grad Credit	UC Credit
Ag Biology	Ag Biology	32	Life Science	
Ag Biology	Ag Biology	32	Life Science	
Ag Bus Mgt	Ag Sales & Marketing	31	Does Not Meet	
Ag Mechanics	Ag Mechanics 2	20	Does Not Meet	
Ag Mechanics	Ag Mechanics 3/4	14	Does Not Meet	
Ag Mechanics	Ag Mechanics 3/4	19	Does Not Meet	
Ag Mechanics	Introduction to Ag Mechanics	26	Does Not Meet	
Ag Mechanics	Introduction to Ag Mechanics	28	Does Not Meet	
Agriscience I	Ag Earth Science	26	Physical/Earth Sci.	
Agriscience I	Ag Earth Science	24	Physical/Earth Sci.	
Agriscience I	Ag Earth Science	18	Physical/Earth Sci.	
Agriscience I	Ag Earth Science	29	Physical/Earth Sci.	
Agriscience I	Introduction to Agriculture	22	Not Entered	
Agriscience I	Introduction to Agriculture	28	Does Not Meet	
	TOTAL	349		
	Average Class Size	24.9		

FFA Students by Pathway:

Pathway	Count
Ag Bus Mgt	24
Ag Mech.	105
Agriscience	105
O.H.	6
	240

FFA Students by Grade Level:

Grade Level	Count
9	98
10	66
11	32
12	33

13	11
Total	240

FFA Students by Years in Ag:

Years in Ag	Count
1	108
2	65
3	34
4	24
5	9
Total	240
Average Years	2.0

Freshman Persistence:
Cohort Year: 2011-2012

Years in Ag Completed	Count	Percent
1	20	28%
2	19	26%
3	10	14%
4	23	32%
Freshman Cohort Students	72	
Average Years Completed	2.5	

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	10622571033695

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20. Travel Request

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

To: Board of Trustees
Kingsburg Joint Union High School District

From: Jill Sperling
Agriculture Department Chair

Date: August 11, 2014

Re: 2014-15 Calendar of Events

The Kingsburg High School Agriculture Department is requesting board approval of the 2014-15 calendar of events. With exception of FFA judging team practices, all activities are included in the calendar that is attached to this memo.

Here is a summary of the overnight trips that need to be approved for the upcoming school year:

Oct 29-Nov 1	National FFA Convention – Louisville, Kentucky
February 13-14	MFE & ALA Leadership Conferences – Visalia
March 13-14	CSU Chico Field Day – Chico
April 10-11	Cosumnes River College Field Day – Elk Grove
April 18-21	State FFA Leadership Conference – Fresno
May 1-2	State FFA Judging Finals – San Luis Obispo

If you have any questions or concerns, I can be reached in the agriculture office (897-2248) or by cell phone (303-3148). Thank you.

21. CATA Membership

448

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Alexa Stanton

SERVING AGRICULTURE BY TEACHING
2013/2014 ACTIVE MEMBER

22. Report to Administration

Alexa Stanton

From: Fred Cogan
Sent: Wednesday, April 22, 2015 3:27 PM
To: Alexa Stanton
Subject: RE: State Conference Update!

Wonderful! Talk about good stuff!!!!!

Must be great leadership in the department that made it happen. ☺

From: Alexa Stanton
Sent: Wednesday, April 22, 2015 2:32 PM
To: Fred Cogan
Subject: State Conference Update!

Hi Mr. Cogan!

Just wanted to give you a quick update of our State FFA Conference Adventures! Thursday the 16th, I took Hena Sihota up to Fresno Convention Center to participate in the State Impromptu Speaking Contest, Hena was recognized on Tuesday during the State Conference and placed 3rd Overall in the State of California! This is one the of highest speaking awards that Kingsburg FFA has received. Kendall Woods competed this past weekend for an State Agriculture Processing Proficiency , Kendall placed 2nd in the State, another awesome job on her part! If you see either of these students around campus congratulate them on their hard work! ☺

Overall, we took 25 energetic students to the Conference in Fresno. We had a great time, they participated in leadership workshops, listened to motivation speakers, and spent time bonding as a chapter!! I would say it was a successful event!

Alexa Stanton
FFA Advisor
Kingsburg High School
(559)897-2248

23. Wish List

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

5 Year Acquistion Schedule
2014-2015

Year One 2014-2015

1) Purchase needed laboratory equipment and supplies for Ag Earth Science course
2) Repair/replace shop equipment as needed

Year Two 2015-2016

1) Buy new Ag Department Excursion
2) Install in-ceiling speakers, wall-mount short-throw digital projector, interactive white board technology and wall key pad control in Ag Earth Science classroom.
3) Repair/replace science laboratory & shop equipment as needed

Year Three 2016-2017

1) Build new storage facility for the Horticulture Unit
2) Develop Small Engines shop and curriculum
3) Repair/replace science laboratory & shop equipment as needed

Year Four 2017-2018

1) Further develop Small Engines shop and curriculum
2) Purchase tractor with a bucket for the school farm
3) Repair/replace science laboratory & shop equipment as needed

Year Five 2018-2019

1) Replace the Ag Department truck
2) Repair/replace science laboratory & shop equipment as needed

24. Budgets

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2014–15 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Kingsburg High School	Kingsburg Joint Union High School District
(School Site)	(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Superintendent
Title

Signature of Agriculture Teacher Responsible for the Program

Signature of Principal

Contact Phone Number: (559) 897-2248

Date of Approval of Local Agency Board: 8-Sep-14

Funds Requested - Part I	$5,000.00	
Part II	$1,880.00	
Part III	$14,000.00	
Part IV	$7,500.00	
Total		$28,380.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013–14 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	235	$1,880.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

1. Jill Sperling	4.
2. Brian Donovan	5.
3. Alexa Stanton	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	3	$6,000.00
Criterion 11A - Year-Round Employment	3	$6,000.00
Criterion 11B - Project Supervision Period	1	$2,000.00
TOTAL FUNDS REQUESTED PART IV		$14,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right. $7,500.00

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds		C Matching Funds
1	4000	Books & Supplies		18,780.00		18,780.00
2			Subtotal for 4000	**$18,780.00**		**$18,780.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Transportation	2,500.00		2,500.00
4			2. Travel	3,000.00		3,000.00
5			3. Conferences	2,000.00		2,000.00
6			4. Copier Rental	1,000.00		1,000.00
			5. Copier Maintenance	1,100.00		1,100.00
7			6.			
8			Subtotal for 5000	**$9,600.00**		**$9,600.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.			
10			2.			
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$0.00**		**$0.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$28,380.00**		**$28,380.00**

TOTAL 2014–15 Incentive Grant Allocation: $28,380.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds		C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested:

2014-2015 Kingsburg FFA Budget

Expenses	Budget	Actual Cost
Officer Shirts	$320.00	320
Section Dues	50	50
Freshman Ice Cream Social		
Welcome Back BBQ		
Greenhand Conferenc	$545	$545
Aggie of Month Plaque	$50.00	
Field Days (all)	$1,750	
Banquet Expense	3500	
Regional Meetings	160	
Degree Pins	125	
Degree Activity	300	
State Conf. Delegate	400	
Top 15 Gift Cards @ 25	375	
Retreat	500	
Total Expenses	$8,075.00	
Income		
FCOE Grant	600	600
Tri-Tip #1 and Peacher	800	800
Tri-tip # 2	3000	
Sees	2500	
Cargill	1600	
Total Income	8500	
Total Profit	$425.00	

25. Chart of Responsibilities

Kingsburg High School Agriculture Department
2014-15 Chart of Responsibilities

DEPARTMENT- GENERAL	DONOVAN	STANTON	NEW HIRE
Department Chair	X		
Department Calendar	X		
Coordinating Dept Meetings & Minutes	X		
8th Grade Recruitment		X	X
8th Grade Parent Orientation Night		X	X
Record Book Scoring			X
Agriculture Advisory Committee	X		
Agriculture Boosters	X	X	X
Sectional CATA Meetings	X	X	X
Regional CATA Meetings	X	X	X
CATA Summer Conference	X	X	X
Student Data Sheets	X	X	
FFA Roster/ R2 Reports	X		

DEPARTMENT- CURRICULUM	DONOVAN	STANTON	NEW HIRE
Introduction to Agriculture			X
Applied Agriculture Biology			X
Agriculture Sales & Marketing (ROP)		X	
Ag Earth Science		X	
Agriculture Mechanics I	X		
Agriculture Welding Skills	X		
Agriculture Welding Construction (ROP)	X		
Agriculture Welding Fabrication (ROP)	X		

FAIRS AND SHOWS	DONOVAN	STANTON	NEW HIRE
Fresno Fair	X	X	X
Great Western (As Assigned)			
California State Fair (As Assigned)			

SAE PROGRAM	DONOVAN	STANTON	NEW HIRE
Cattle		X	
Goats	X		
Plants/Landscapes		X	
Sheep			X
Swine	X		
Work Experience	X	X	X

FFA- GENERAL	DONOVAN	STANTON	NEW HIRE
Advisor- Chapter Officers		X	
Update Chapter Program of Work		X	
Meetings			
September			X
October	X		
November		X	
January/Degree Ceremony			X
February	X		
March		X	
April	X		
May/Awards Banquet			X
Chapter Awards Banquet			
Banquet Decorations			X
Banquet Meal	X		
Banquet Program		X	
Banquet Script		X	
Banquet Awards – General		X	
Banquet Awards – Ag Mechanics	X		
Banquet Slideshow – General		X	
Banquet Slideshow – Senior Tribute		X	
Banquet Slideshow – Retiring Officers		X	
Greenhand Conference		X	
Made For Excellence Conference		X	
Advanced Leadership Academy		X	
Sacramento Leadership Experience			
California State Leadership Conference	X	X	X
National FFA Convention		X	

FFA- COMPETITIVE ACTIVITIES	DONOVAN	STANTON	NEW HIRE
Agriculture Banking (sectional contest)		X	
B.I.G. (sectional contest)		X	
Cooperative Marketing (sectional contest)		X	
Creed			X
Farm Records		X	
Fruit Tree Pruning	X		
Grapevine Pruning		X	
Job Interview		X	
Opening/Closing		X	X
Impromptu Public Speaking		X	
Prepared Pubic Speaking		X	
Agriculture Mechanics	X		

FFA- FUNDRAISING	DONOVAN	STANTON	NEW HIRE
See's Candy		X	
Tri-tip Dinners (fall & spring)	X		
World Ag Expo Truck Tickets			X
Ag Boosters Fireworks Scrip	X	X	X

FFA- COMMUNITY SERVICE	DONOVAN	STANTON	NEW HIRE
Winter Blanket Drive	X	X	X
Spring Canned Food Drive		X	
Rotary Top 40 Dinner		X	
Swedish Festival		X	

FFA- APPLICATIONS	DONOVAN	STANTON	NEW HIRE
Greenhand FFA Degree	X	X	X
Chapter FFA Degree	X	X	X
State FFA Degree	X	X	X
American FFA Degree		X	
Proficiency Awards	X	X	
Scholarships	X	X	

DEPARTMENT FINANCE	DONOVAN	STANTON	NEW HIRE
District Budget	X		
Agriculture Incentive Grant	X		
VEA Funding (Perkins)	X		
FFA Funds		X	
Ornamental Horticulture Account		X	
Agriculture Mechanics Account	X		

DEPARTMENT FACILITIES	DONOVAN	STANTON	NEW HIRE
Agriculture Mechanics Shop Room 50	X		
General Agriculture Classroom Room 51	X		
Ag Science Classroom Room 52			X
Ag Earth Science Classroom Room 55		X	
Farm			
Portable Classroom	X	X	X
Hog Barns	X		
Cattle, Sheep & Goat Barn		X	
Hog Show Ring	X		
Sheep, Goat & Cattle Showring	X	X	X
Farm Shop	X		
Ornamental Horticulture Area		X	X
Vehicle & Equipment Maintenance	X		
Transportation Requests		X	X

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Department Chair Duties and Responsibilities

Brian Donovan is currently serving as the Kingsburg High School Agriculture Department Chair, therefore I have no department chair duties.

26. Substitute Plans

Substitute Lesson Plans

Instructor: Alexa Stanton
Friday November 14, 2014

Period 1 and 3: Agriculture Earth Science

- **Housekeeping Items:**
  - **Attendance:** Please take roll and make note of the students who are absent or tardy. (They do have a seating chart, so don't let them fool you).
  - **Trash:** Have the students throw all their trash away, wipe off their desks and push in their chairs neatly at the end of the period!
  - **Bathroom:** Students may use the restroom during class, I just have them sign out on the form at the back of the classroom.

- **Guided Reading: Chapter 3 (60 Minutes)**
  - **Pass out the guided reading packet to the class, each student must complete a packet, however they can work in their table groups.**
  - **All of the answers are found in chapter 3 of their textbook (textbooks are stored at the back of the classroom).**

- **Chapter 3 Study Guide**
  - **For the remainder of the period, have students begin working on the chapter study guide. They will be having their chapter 3 unit test on Tuesday. Please remind the students that we will be playing a review game before they test. THEY MAY WRITE ON THEIR STUDY GUIDE!**

- **DO NOT collect their study guides, students will turn them into me on Tuesday.**

If you have any problems today (which I hope you don't), please leave me a note and I will handle the issues when I return. Or, take it upon yourself and write them a lunch detention. Either way, whichever you would prefer! ☺ Thank you for covering for me! Call if you have any questions!

Alexa Stanton
Emergency Contact 619-787-3729

Substitute Lesson Plans

Instructor: Alexa Stanton
Tuesday March 3, 2015

Period 4,6: Introduction to Agriculture Earth Science

- **Housekeeping Items:**
  - **Attendance:** Please take roll and make note of the students who are absent or tardy.
  - **Trash:** Have the students throw all their trash away, wipe off their desks and push in their chairs neatly at the end of the period!
- **Announcements:**
  - **Please let students know that the canned food drive has begun! If they bring 10 cans they get one activity credit, with a max of 2 credits!**
- **Study:**
  - **Allow students the first half of the period to study for the exam. Encourage them to study their study guide and flip through the chapter one more time so they are fully prepared for the exam.**
  - **Collect any late study guides! (These are study guides that have not been previously graded).**
- **California Resources Exam:**
  - **Students need to clear everything off their desks! And PUT AWAY their cell phones.**
  - **Students are to take the exam INDIVIDUALLY!**
  - **All students must remain quiet until everyone has completed the exam.**
  - **Once everyone is done, they have the rest of the period to work on other material.**

- **Extra-time: (IF the students are loud and not working) you may assign them book work assignment. Assign them all of Chapter 11 vocab. They must write the word and the definition on a separate sheet of paper.**

If you have any problems today (which I hope you don't), please leave me a note and I will handle the issues when I return. Or, take it upon yourself and write them a lunch detention. Either way, whichever you would prefer! ☺ Thank you for covering for me! Call if you have any questions!

Alexa Stanton
Emergency Contact 619-787-3729

Attendance List for_____

Alexa Stanton

Period 1 (Ag Earth Science)

Absent	Tardy

Period 3 (Ag Earth Science)

Absent	Tardy

Period 5 (Ag Sales)

Absent	Tardy

Attendance List for _____

Alexa Stanton

Period 4 (Ag Earth Science)

Absent	Tardy

Period 6 (Ag Earth Science)

Absent	Tardy

Directions for Playing DVD's Using Audio/Visual Equipment

Part 1

- On the white wall unit, press "on".
- Press the "DVD/VCR" button.

Part 2

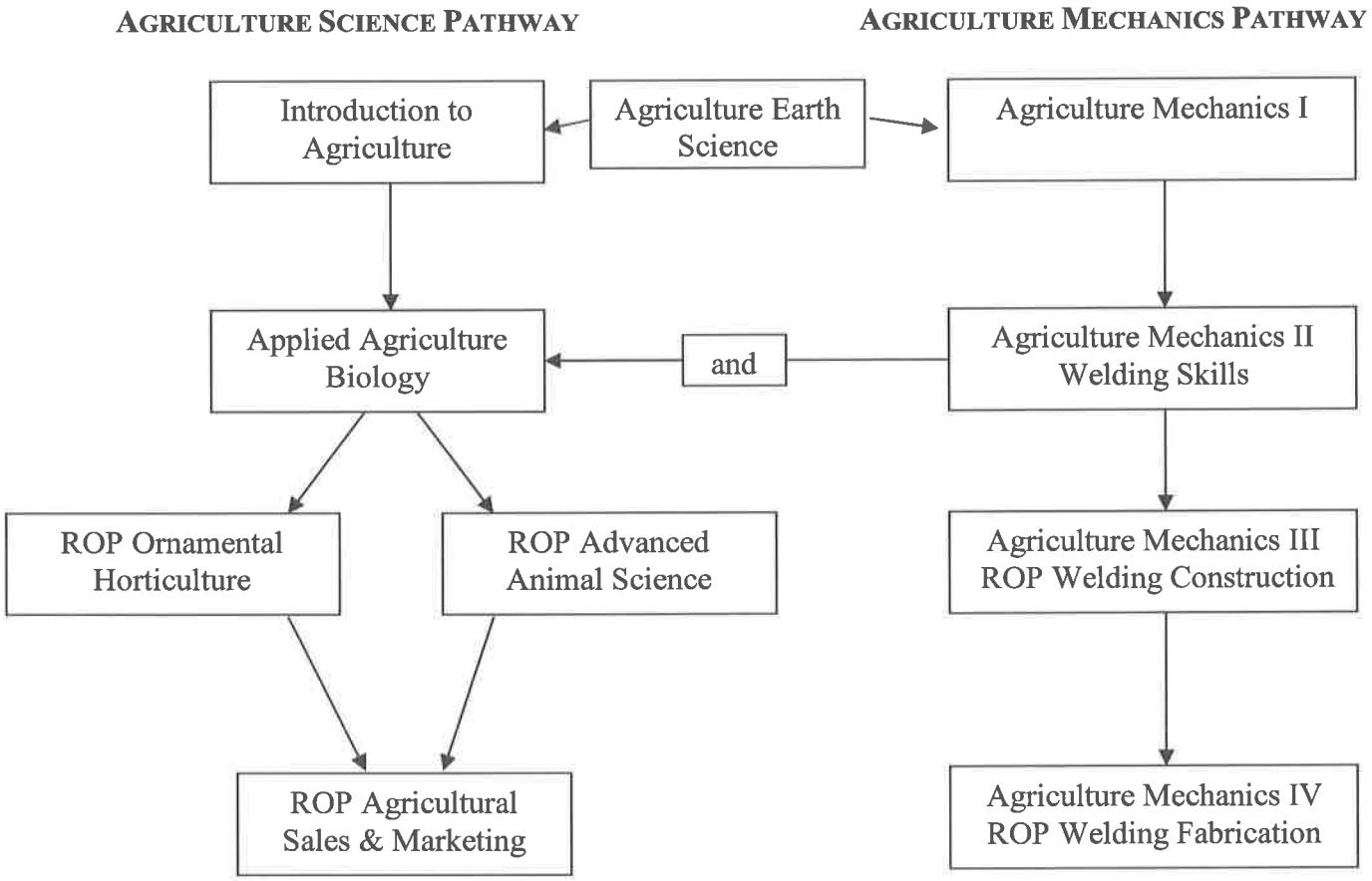
- Push "power" button on DVD/VCR combo unit (located on second shelf of black AV table)
- Load DVD by pressing "open/close" button
- Use black remote to select "play"

VOLUME CONTROL

- Use the buttons on the white wall unit to raise/lower volume as needed.

27. Program Calendar

Kingsburg High School Agriculture Department
Sequence of Courses



Program Completion Standards:

In order for a student to complete a program in agriculture at Kingsburg High School, they must complete 720 hours of instruction in 4 courses, in accordance with the sequences shown above.

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and will develop an individualized plan for a future SAE project. All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their record book. This will account for 15% of the students' overall semester grade in every agriculture class taught at Kingsburg High School.

Each student enrolled in the agriculture program will be a member of the Kingsburg FFA Chapter and will be eligible to participate in the organization's activities.

28. Community College

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

2+2 Agreements with Community Colleges

Kingsburg Ag Department is located near Reedley Community College, and College of the Sequoias, however we don't have any agreements between the high school level and the community college level.

29. Reimbursement

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Teacher Reimbursement

Agriculture instructors are reimbursed for expenses incurred for FFA, SAE and professional development activities, provided that the activity was approved in advance or was an emergency (i.e. unexpected medical issues with animals at farm)

The process is as follows:

1. Requisition must be submitted to district office in advance of activity for approval

2. Upon return, instructor must complete the "Travel Expense Claim" form (attached)

3. Receipts are attached. (note: receipts must be itemized in order to be reimbursed!)

4. Payment usually takes 2 weeks to process.

2015

Advisory Committee Binder

Kingsburg High School

February 27, 2015

Dear Advisory Committee Member,

Greetings from the Kingsburg High School Agriculture Department! I hope this letter finds each of you happy, healthy and enjoying this amazing weather that we are having!

It has been a LONG time since our last Advisory Committee meeting! We haven't met on an official level since the spring of 2010. As you can imagine, we have been very busy since then and have lots of great information about our students that we would love to share!

We would like to get together to reconnect, update you on what has been going on in our program and get your suggestions for improvements that can be made to increase opportunities for students. If your schedule allows, we ask that you join us for a dinner meeting on:

Thursday March 26th
6:00 pm
KHS Ag Dept.
(Tri-tip is what is on the dinner Menu)

The agriculture department will cover the expense of the meals that evening. All we ask is that you attend and provide input when possible.

I understand that some of you may not be able to attend but thank those of you who are able to make it work into your schedule.

If you could please RSVP for this dinner meeting in advance, that would be great! You can either e-mail me at astanton@kjuhsd.k12.ca.us or give the Ag Dept a call at 897-2248. Again, Brian and I sincerely appreciate your time and the dedication you have shown to serving as an Advisory Committee member over the years.

Sincerely,

Alexa Stanton
FFA Advisor

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Advisory Committee Recognition Program

1. Kingsburg Advisory Committee Members are on a three year cycle. As a department we have developed a recognition program to thank our members for their generous support of our program.
    a. Each member: Every Year at the end of the year banquet, our advisory committee will be recognized in front of the entire event. They will receive a plaque in their name, along with a gift card.
    b. Spread out over the three years, each member of the advisory committee will become a Honorary Member of the Kingsburg FFA Chapter. This award will also be presented at the End of the Year Banquet.
    c. The chairman of the Advisory Committee, upon relinquishing their position will receive an engraved gavel plaque with their name and years of service.

2. In addition to presenting awards, Kingsburg Agriculture Department will host dinner for all advisory committee members once a month, as an additional Thank you.

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Agriculture Advisory Committee Meeting
Thursday March 26, 2015

Attendance Sign-in Sheet

NAME	*SIGNATURE*
Jeff Bortolussi	
Kevin Esau	
Makala Gardner	
Lance Jackson	
Tim Morris	
Frank Tebeau	
Brian Donovan, Teacher	
Alexa Stanton, Teacher	
Natalie Vaz, Teacher	

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

AGENDA

Agriculture Advisory Committee

Wednesday, May 20, 2015
5:30 pm - Ag Building, Room 52

1. Welcome - Kevin Esau
2. Distribute sign-in sheet - Alexa Stanton
3. Approval of the Minutes
4. FFA Update
5. Recruitment & Courses for 2015-2016
6. Possibilities for Growth . . . how do we move forward?
7. Suggestions for Additions to Advisory Committee?
8. Next Meeting - November?
9. Adjourn

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Agriculture Department
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AGENDA

Agriculture Advisory Committee

Thursday March 26, 2015
6:00 pm - Ag Building, Room 52

1. Welcome & Introductions - Alexa Stanton
2. Distribute sign-in sheet - Update Contact Information
3. Elect Advisory President
4. FFA Update - Alexa Stanton
5. Recruitment & Courses for 2015-2016- Brian Donovan
6. Possibilities for Growth . . . how do we move forward?- Brian
7. Dirt pile at school farm- Brian Donovan
8. Suggestions for Additions to Advisory Committee?
9. Kingsburg FFA Awards Banquet - Wed, May 20th at 6:00 pm
10. Next Meeting - May/June?
    - May 27 or 28 (Wed/Thurs)
    - June 3 or 4 (Wed/Thurs)
11. Adjourn

Kingsburg Joint Union High School District
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Student Enrollment #'s for 2014-2015

Agriculture Science Pathway

Introduction to Agriculture	50 students (2 section)	Vaz
Agriculture Earth Science	97 Students (4sections)	Stanton
Applied Ag Biology	64 students (2 sections)	VAZ
Advanced Animal Science	16 students (1 section)	**split class
Ag Sales & Marketing	15 students (1 section)	Stanton

Agriculture Mechanics Pathway

Introduction to Ag Mech	54 students (2 sections)	Donovan
Ag Mech 2: Welding	20 students (1 section)	Donovan
Advanced Ag Mech	33 students (2 sections)	Donovan

Total Students: 349

Unduplicated Students: 240 (increase of 11)

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Introduction to Ag	25	20	17	25	50	26	54	31	32	31	30	32		43	50
Ag Earth Science															97
Ag Biology	47	51	31	22	53	76	59	89	46	59	55	67		63	64
Ornamental Hort.	13	19	24	14			23	26		24				27	
Adv. Animal Science									25		19				16
Ag Sales & Marketing	8	7	18		23		14	18	20	20	19	23		34	15
Plant & Animal Phys.		14		13		23									
Ag Leadership	9														
Ag Mechanics (9-12)	35														
Ag Mechanics 1		24	20	83	76	43	55	25	50	47	49	50		34	54
Ag Mechanics 2		14	15	13	20	28	13	11	6	19	22	18		28	20
Ag Mechanics 3-4		13	8	21	22	17	25	18	19	24	17	24		24	
Ag Mechanics 3															19
Ag Mechanics 4															14
Program Total (duplicated)	137	162	133	191	244	213	243	218	198	224	211	214		253	349
Program Total (unduplicated)	137	147	120	165	209	180	212	204	198	190	202	195	225	229	240
# Increase or Decrease from previous year		10	-27	45	44	-29	32	-8	-6	-8	12	-7	30	4	11

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AGENDA

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Thursday March 26, 2015
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Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

To: Board of Trustees
Kingsburg Joint Union High School District

From: Brian Donovan
Agriculture Department Chair

Date: March 1, 2015

Re: 2014-2015

The Kingsburg High School Agriculture Department is requesting board approval of the individuals selected to serve on the 2014-2015 Agriculture Advisory Committee. This committee, comprised of 10 community members, meets 2-3 times per year to provide valuable input and direction for the Ag Department.

Kevin Easu
Ag Chemical Sales
Term Expires: June 2018

Jeff Bortolussi
B & C Packing
Term Expires: June 2017

Lance Jackson
Jackson Farms
Term Expires: June 2018

Makala Gardener
Graduate Student
Term Expires: June 2017

Tim Morris
Dave Wilson Nurseries
Term Expires: June 2018

Frank Tebeau
College of the Sequoias
Term Expires: June 2017

If you have any questions or concerns, I can be reached in the agriculture office (897-2248) or by cell phone (352-1323). Thank you.

approved 3/3/15

Kingsburg Joint Union High School District

Agricultural Advisory Committee

Constitution

I. Introduction

a. Advisory committees for education in various fields and on various levels, are established devices for using lay resource people to assist professional staffs. Agricultural Education in the secondary schools has as great a need for such committees as any field of education, and in many states agricultural advisory committees have been an accepted and valued aid to all or most of the departments. In California, there is an appreciation of the need for, and assistance which may be provided by: local agricultural councils or committees.

Changes in agriculture in California make extremely valuable the organized assistance of successful farmers to the agriculture department. Agriculture today is a highly-scientific, mechanized and ordered procedure; yet, new materials and methods are appearing constantly. It is virtually impossible for an agriculture teacher to "keep up to date" on all agriculture changes, and still carry the heavy routine expected of him/her.

Many areas of California are changing from rural to semi-urban, yet even in the latter there is a demand for, and need for, practical agricultural education. Increased farm production per operator demands higher training in skills and techniques and more individuals gainfully employed in specialized occupations. To keep abreast of these conditions is one of the purposes of an advisory committee. The increasing number and complexity of school farms also heightens the need for advisory committee.

The need and encouragement for local advisory committees in agriculture has been further implemented by the establishment of a State Advisory Committee. This state group, which advises the Bureau of Agricultural Education on a statewide basis, consists of nine outstanding producing farmers, many of whom have had long experiences as school board members and on local advisory committees. They have seen firsthand the advantages of these local groups.

The importance of advisory committees is emphasized in a quotation from "Administration of Vocational Education at State and Local Levels", a publication for superintendents and boards of trustees, prepared by the American Vocational Association:

"A vocational advisory committee is a practical device by which the school system keeps in contact with the groups in the community that it is trying to serve. Members of advisory committees are laymen from the various professions and

occupations who have had broad experience in their fields, and have gained the confidence of their working associates, as well as the general public."

"...School authorities should not distrust advisory committees as potential usurpers of their functions. Lay advisory groups have no administrative or legislative authority and cannot establish policy or take the place of the administrator and the board of education. The purpose and function of advisory committees is to provide a two-way system of understanding and communication between the school and community... School administrators should respect and solicit the democratic assistance of representative advisory groups in building a vocational education program which is responsive to the changing needs of the American people and fundamental to the economic well-being and security of the nation."

II. *Using the Advisory Committees*

a. In terms of what can be gained from using advisory committees, the following points are pertinent:
   i. Improve public relations by providing a two-way communication between an agriculture department and representative citizens of a community.
   ii. Help in developing a program of agricultural education tailor-made for a particular community and based upon the crucial needs of a community.
   iii. Represent the laymen of a community in systematic evaluations of a department which results in better objectives, improved programs, and more adequate facilities.
   iv. Guide and support a teacher of agriculture, making it possible for him/her to be more effective, to gain more satisfaction from their work, and to advance more rapidly in his/her profession.
   v. Provide a continuing program where teachers change, and prevent frequent changes of teachers.
   vi. Assist in adjusting a department program to emergencies and to gradual changes, this keeping it more nearly up to date, and able to serve the future rather than the past.
   vii. Correlate the work of a department with that of other agencies (working with farmers) with which committee members may have close relationships.
   viii. Assist an agriculture department in resisting inappropriate and unreasonable demands from outside the school system.
   ix. Develop committee members, particularly the younger ones, into valued community members.
   x. Assist in disseminating new agricultural ideas, back into the community.

III. *Advisory Committee Duties*

a. The duties of the advisory committee shall include, but will not be limited to:
   i. Assist vocational agricultural teachers in developing strong curricula.

ii. Assist in providing on job training sites for vocational students.
iii. Provide effective public relations.
iv. Assist in evaluating the effectiveness of the vocational agriculture program.
v. Assist teachers in unifying other groups and agencies interested in agriculture.
vi. Visit the supervised programs of students.

IV. Operation of Committee

a. The make-up and operation of the committee shall be as follows:
   i. Actual appointments to the committee shall be made by the Board of Trustees.
   ii. Annual reports of actions and meetings of the committee shall be presented to the Board of Trustees by the Chairman of the advisory committee.
   iii. A minimum of two meetings per year shall be conducted. These meetings shall be held in February and August.
   iv. Officers shall consist of Chairman, Vice- Chairman, and recording Secretary. The Vice-Chairman shall move to Chairman. The term of the Chairman shall be for one year. The Director of Agriculture Education, or his/her appointee, shall serve as recording Secretary for the Committee.
   v. The committee shall consist of ten (10) members each of whom shall serve a three year term, with the exception of the junior member who shall serve a two year term.

V. The advisory committee membership shall consist of:

a. Immediate past student of the Agriculture program currently attending a college majoring in an agriculture field or currently working in an agricultural occupation. This person shall be identified as the Junior Member.
b. Two (2) members from the plant science field.
c. One (1) member from the animal science field.
d. One (1) member from the agricultural sales/service field.
e. One (1) member from the agricultural mechanics field.
f. One (1) member who currently has a son/daughter enrolled in the agricultural science program.
g. Three (3) members elected at large.

- Meetings will be held in the agriculture department unless otherwise stipulated.

VI. Term of Advisory Committee Members:

a. The term of an Advisory committee member shall be for three years unless that person is a junior member in which case the term shall be for two years.

b. The term of the committee members shall begin January 1st of the year elected and end December 31st of the third year.

VII. Filling Vacancies:

a. Any midterm vacancies shall be filled by appointment of the Board of Trustees.

VIII. Amendments

a. Amendments to this constitution shall be made with two-thirds consent of the committee members present at a regularly scheduled meeting and approved by the Board of Trustees.

Revised: December 16, 2014

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

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Kingsburg Joint Union High School District

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Date: March 1, 2015

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Revised: December 16, 2014

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Agriculture Department
1900 18th Avenue
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(559) 897-2248

Minutes of the Agriculture Advisory Committee Meeting
May 20, 2015

Members Present:
Jeff Bortolussi
Kevin Esau
Tim Tebeau
Lance Jackson
Makala Gardner

Others Present:
Brian Donovan - Agriculture Department Chair
Alexa Stanton – Agriculture Teacher/FFA Advisor
Natalie Vaz – Long Term Sub

The meeting was called to order at 5:37 pm.

I. Alexa Stanton welcomed everyone and passed around the attendance sign-in sheet.

II. Alexa Stanton announced that the Ag Department had another tremendously successful year! We were proud to officially hire Natalie Vaz to fully take over Jill Sperling's position full-time next year. I will be leaving Kingsburg High School, and we hired Amanda Ferguson to take my place.

III. Brian Donovan gave an update on the many spring activities and accomplishments of Kingsburg FFA members.

IV. Course Offerings for 2015-16: We currently have 307 students signed up to take classes within our program next year. We will be offering the following courses:

Agriculture Science Pathway	Agriculture Mechanics Pathway
• Introduction to Agriculture • Agriculture Earth Science • Applied Ag Biology • ROP Ornamental Horticulture • ROP Ag Sales & Marketing	• Introduction to Ag Mechanics • Ag Mechanics 2: Welding Skills • ROP Ag Mechanics Construction • ROP Ag Mechanics Fabrication

We are in the process of trying to figure out how to offer enough sections of the above classes to accommodate all of the students who have signed up.

V. School Farm Update: We have been in the process of making improvements to the school farm learning laboratory. Earlier this year, lights were put up in the original show ring to increase the efficiency of working with students. At our last meeting we discussed

the potential of developing the back acre dirt lot. Lance Jackson suggested tress, discussed the skills set necessary and money needed.

VI. We still need to add some additional members to our Advisory Committee to fill open spots. The committee members present discussed some community members that they felt could be beneficial to our committee for various reasons. Those names include: Darla Swanson, Mike Visser, Danny Cates, Ramon Perez and Scott Anderson. Stanton and Donovan will be discussing these options, as well as other names that may come up, and Brian will work on filling the empty spots over the summer.

VII. Our next meeting will be held in November 2015.

VIII. The meeting was adjourned at 6:32 pm.

Respectfully Submitted,

Alexa Stanton
FFA Advisor

Advisory Committee Minutes

High School: Kingsburg JUHS Date: March 26, 2015
Instructor (s) present: Brian Donovan & Alexa Stanton
Advisory Members present: Jeff Bortolussi, Kevin Esau, Makala Gardner, Lance Jackson, Frank Tebeau
Administrators, Staff, Others Present: Cindy Schreiner

I. Welcome and Statement of Purpose
   A. Alexa: Thank you for coming to the first Kingsburg Advisory Committee Mtg in a number of years, your support and acceptance to being a member of this committee means a lot to Brian and myself. The purpose of todays meeting is to introduced all of the newly elected members, elect an advisory committee president, and begin disscussion about what to do with the remaining unused ground at the school farm.

II. Meeting Called to Order By Alexa Stanton
   A. Meeting started at 6:20pm: A social began at 6:00pm, we served tri-tip, greenbeans, and rice.

III. Approval of Minutes from Previous Meetings
   A. NA: This was the first meeting in a number of years so therefore there was no approval of last meeting minutes.

Motion Approval

IV. Curriculum Review
   A. Kingsburg Ag Department added the Agriculture Earth Science course August of 2014. This is a course designed for freshman, and offers the credit for their freshman level science class. In order for these students to be enrolled in Ag Earth Science, they also need to be enrolled in either Introduction to Agriculture of Agriculture Mechanics 1.
   B. Reviews the courses current offered: Ag Earth, Ag Biology, Introduction to Agricultrue, Animal Science, Ag Sales, Ag Mechanics 1, Ag Mechanics 2, Ag Mechanics 3, and Ag Mechanics 4. (Horticulture is offered every other year, this year not being the year that it is offered.

V. New Course Development
   A. Brian discusses the potential of adding a Floral curriculum to the agriculture program, upon the approval of a potential CTE grant from the State of California. $250 Thousand dollars could be presented to Kingsburg High School if the grant application is approved. The Floral program will cover the fine art requirement for HS students, and we will also try to get it UC approved. It is our hope to use the classroom that is currently at the school farm and convert that into the floral classroom.
   B.

VI. Labor Market

A. Alexa "Dirt Pile" at the school farm. For the past 12 years there has been a portion of land unused at the school farm, I have been told that a few years ago the unused land used to be a huge pile of dirt, but through the last few years the dirt has been removed. It is now a ready to use piece of property. What can we do with it?

B. Jeff: Plant trees: 3 year cycle: Plant, grow, graft, take-out and repeat. But whatever crop is planted we need to make sure that it requires less handling, so maybe a early or late season fruit. Lance mentioned that by planting trees or stone fruit the students can then learn basic IPM management skills, and we could then create a IPM pathway. Frank mentioned that whatever we decide to plant we need to get someone to "adopt" the 1.5 acre field, that way someone is looking out for it and maintains it, ag teachers do not need more pressure. Brian mentioned adding the trees to the earth science curriculm and having the class out there and working. Overall it would be great to bring the tradition of trees and vines back to Kingsburg to introduce the students to careers in that field. Kevin agreed, and and said hard shelled almonds are low maintainance and would be a good project for the students to work with.

VII. Articulations/U-C Approved/Academic Integration

A. N/A

VIII. Suggestions & Recommendations

A. Suggestions for additional advisory committee members were mentioned, adding David Silva, Luke Woods, Denver Silva, or Randy Garnder.

IX. Other

A. Elected Kevin Esau as the new Advisory Committee President for a three year term. His term will end in January 2018.

X. Motion to Continue Program/Approve Curriculum

A.

Motion Approval

XI. Schedule (date) of Next Meeting and time: May 20th at 6:00pm

XII. Adjournment time: 7:20pm

XIII. Name of Person Taking/Preparing Minutes Alexa Stanton