

Master of Agricultural Education

AGED 539



INDEPENDENCE HIGH SCHOOL

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Fall 2015

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Part I:
Quality Criteria Reflection

Quality Criteria One

Curriculum and Instruction

The Independence High School Agriculture Department has been designed to meet the needs of a diverse population of learners. With multiple courses offered we prepare students for further education, multiple career opportunities, and becoming productive members of our society. All of the students that are enrolled in an agriculture class must participate in FFA activities and have an SAE record book for each year that they are in an Ag class. Currently there are two pathways that students can take, the Agriculture Mechanics pathway and the Agriculture Science pathway.

If students decide to take the Ag Science pathway they will start out taking Ag Earth Science class as a freshman. Agricultural Earth Science is a one-year physical science course for the college-bound students who are interested in agriculture. The course explores the Earth's composition, structure, process and history; its atmosphere fresh water, and oceans; and its environment. The Agriculture Earth Science course is equivalent and follows the same instruction and testing standards and calendar as the Earth Science course. This course is taught by demonstrating the relevance of agriculture to the student's lives and the environment they live in. This course is the entry-level class for most of our students since it is directed towards the incoming freshman. This class meets the high school graduation Physical Science requirement and the UC A-G List Area D. From Ag Earth the students typically take the Agriculture Biology class.

Ag Biology is a one year life science course that will teach students the molecular and cellular aspects of life, the chemical and structural basis of life, genetics of life, growth and reproduction in plant and animals, genetic ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. This course is the second course that students will typically take in the agriscience pathway. This course is directed towards sophomores after they have taken Agriculture Earth Science. This class meets the high school graduation Life Science requirement and additionally meets the UC Lab Science area “d”. We would like to work on our agriscience pathway in making it more complete such as offering Ag Chemistry and Ag Gov/Econ; as of now students from Biology will take Ag Communications or Ag Mechanics.

The Ag Communications course is an open enrollment course designed for students in their 2nd, 3rd, and 4th year in the agriculture program. This course is based on teaching students leadership skills, business industry awareness, community service, and FFA development. By investing time to learn and study communication skills the students are helping prepare themselves for their future.

The Agriculture Mechanics pathway includes Ag Mechanics 1, 2, 3 and Ag construction. In the Ag Mechanics 1 course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include: safety, the basic fundamentals of small engines, basic electricity, basic construction and wood working, basic metal working techniques, and operating agricultural equipment safely, technology in agriculture, and FFA. Students will have the opportunity to be FFA members and participate in FFA activities.

Ag Mechanics 2 is a course is designed to give the second year students a strong foundation in the use of basic Ag mechanics shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hands-on learning will be stressed. This basic course includes rope work, wood and metalworking, welding and cutting processes, electrical, and plumbing. Students will build individual projects as time permits.

Ag Mechanics 3 is an advanced course that will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of machinery by cutting, forming, and welding different types of metals. Examples of equipment include: tractors, trailers, processing equipment, tilling equipment, and others. This course integrates math and physical applications to applied principles within the everyday work world. The course curriculum is built around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and Industry standards.

In the Ag Construction course, theory and hands-on experience provide opportunities for students to develop basic knowledge and skills in building technology and electricity. Instructional areas include the basic fundamentals of construction, industry terminology, common building materials, concrete, basic fundamentals of installing, maintaining and repairing home and agribusiness wiring; commonly used electrical devices and applications; and experience working with electricity and construction tools safely. Students will receive instruction in theory as well as hands-on experience in the mechanics laboratory. Since FFA and Supervised Agricultural

Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.

All courses in the Agriculture Program at Independence High School are year-long, which allows sufficient time for students to become proficient in that subject matter. In addition to the content matter taught, students are taught record book keeping through both the hard copy record book and the iRecord book. The Agriculture department just purchased a chrome book cart to allow our students to utilize Google Classroom and become more of a technology-based classroom. We believe it is important to utilize technology in the classroom to help better prepare our students for their future. Students are also taught about different careers they can pursue within the field they are interested in and are required to complete a lesson on investigating agriculture careers.

Quality Criteria Two

Leadership and Citizenship Development

The Independence High School FFA Program was originally chartered in 2009 and then due to being inactive was re-chartered in 2011. It began with only an Agricultural Resource class and an Agricultural Science One class with the Agriculture teacher teaching part time at Independence and part time at Stockdale. The Agriculture teacher then left to teach at a different school leaving Independence without an Agriculture teacher for two years. In 2011 the program basically re-started, was re-chartered and started the Agriculture Mechanics program with one Ag Communications course. Since then the program has grown to a two-person department with 338 members. Each student has full access to the FFA through seven different classes; Ag Earth, Ag Biology, Ag Communications, Ag Mechanics 1, Ag Mechanics 2, Ag Mechanics 3, and Ag Construction.

9 chapter officers with 2 advisors run the Independence FFA chapter. We hold a 3 day officer retreat at the beginning of August where the officers bond and work endlessly on the upcoming school/ FFA year. They look at last year's activities and analyze what worked and what did not, decide what the chapter goals will be for the year, and also take the role of being an "administrative buddy" with individuals in the front office. Our administration is very supportive and has always been a helping hand when we have needed them.

Independence is a growing chapter but has been continuously growing not only in size but also in participation in leadership activities. Every student in an Ag class has the opportunity to participate in many FFA activities which are included in, but not limited to the list of 22 activities from the FFA activities check sheet. In each class FFA participation is at least 10% of their total grade and each student and parent/ guardian signs a syllabus that list the grading criteria including the FFA requirement. Students are required to participate in at least four approved FFA activities per semester. These activities can be monthly chapter meetings, chapter events, above chapter activities, and community service that the FFA chapter participates in. Students are required to check in with the chapter secretary at the activities to ensure they will be awarded their points. The FFA activities for the students are maintained in a database awarding the students a point for each activity. The points are then published periodically and included in the grades during each semester grading period. Those students who received above their required amount are given extra credit for overreaching their minimum goal. We plan to award the top 10 students in the program by taking them on a Top 10 trip. Those Top 10 students will have the highest number of activities and will awarded a trip during the summer months to an amusement park.

The students enrolled in any agriculture class are required to start a Supervised Agricultural Experience project and to keep record of it in the California FFA Record Book. Most of our students come from the city and do not have an agriculture background, which makes it difficult for the students to have an SAE project. We work with these students and allow them to take care of pets or gardens as their first year SAE project in order to start learning how to take records and hopefully encourage them

enough to want to have a larger SAE project the next year. Currently our students who have fair animals keep them at home, their friend's houses, the elementary school down the street (Lakeside) that has animal pens, or a family farm near school that has allowed us to keep animals there. We hope to have a school farm within the next 5 years to allow more students to raise an animal for the fair.

Quality Criteria Three

Practical Application of Agricultural Skills

Students at Independence High School are required to participate in a Supervised Agricultural Experience (SAE) project. This requirement is accounted towards their 10% FFA/SAE portion of their grade. During their first year, students are exposed to the structure of an agriculture program and the options available to them in the form of SAE's. In the fall semester after students are introduced to SAE's, they are required to plan their SAE whether it is taking care of their pets at home or caring for a garden at home, something convenient for the students to care for at home, as approved by their advisor. This is to teach students how to do records and encourage them to plan a larger SAE for next year. In January first year students are introduced to the California FFA Record book and are required to keep track of 20 hours of work a month (5 hours per week) on their project in their hard copy record book. This is done in the hard copy record book in part because the Novice Records contest is still being done in the paper book. It is a goal of the department to have first year students complete their requirements to obtain their Greenhand Degree and to be on track to achieve their chapter degree in the future.

We use the projects to teach students about responsibility, integrity, service, excellence, leadership, and agriculture skills. When students are in their second year, they are expected to not only have a planned SAE but to be actively working on their SAE

project. During this year the students are transferring their hard copy record books to the online version, iRecord books. As a second year in the Agriculture program students will be receiving their Chapter FFA Degree. As students are in their third and fourth year, they are building on and expanding their SAE's and hopefully receiving their State FFA Degree. Our goal this year is to have 5% of our students receive the State FFA Degree. The final step of accomplishment would be for the students to receive their American FFA Degree after graduating high school.

The agriculture teachers supervise the students with SAE's. The responsibilities between agriculture teachers are split up so that the students will have adequate supervision. The students are visited every week during the summer and at least once per semester. To aid in project supervision we have one Ag truck at our disposal.

Quality Criteria Four

Qualified and Professional Personnel

Independence High School Agriculture Department has a total of two full- time teachers, one tenured and one probationary. Hector Jimenez is the department head and a tenured teacher, he has been teaching at Independence High School for five years, received his Credential through Cal Poly San Luis Obispo. I am the second teacher in the department as a probationary employee currently enrolled in the BTSA program waiting for my clear credential. I will hopefully be completing my tenure status at the end of this year. All agriculture teacher employees at Independence 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.

As an agriculture department we have made an effort to improve the quality of instruction through the use of a variety of teaching techniques, methods, and strategies. The use of technology in the classroom has been a continuous improvement to the learning environment by recently incorporating Chrome books and Google Classroom into the classroom. The technology allows instructors to utilize a variety of teaching tools and strategies to help learning be a comfortable place for the students. The Chrome books help with instruction, student research, and record books.

Worked into the high school schedule, every Monday is an early out for students where the staff meet in Professional Learning Community (PLC) groups to discuss ideas for assignments, the pacing schedule and tests. I switch off from meeting with the Earth Science instructors, Biology instructors, and CTE instructors. The first Monday of every month is dedicated to department meetings. During these meetings, Hector and I meet to discuss upcoming activities, money spent, reflect on past activities, and make sure the two of us are operating on the same page. Minutes are taken at each staff meeting and are kept in the current year's department binder.

Each agriculture teacher is an active member of the CATA and receives career development specific to agricultural education. We both attend the fall and spring regional meetings, the CATA Summer Conference, and the Road Show. All of these events are dedicated to educational workshops that encompass the three circles of agricultural education and collaboration with other people in the agricultural industry. Upon prior approval, the Kern High School District will reimburse the professional development costs including registration, hotel, and \$40/ day for meals. The Ag truck is available for transportation and if we need to use personal vehicles, mileage may be reimbursed.

In addition to professional development provided by PLC's and CATA, the Kern High School District provides educational workshops and BTSA workshops.

Quality Criteria Five

Facilities

Facilities and equipment are modified when needed to meet the needs of students. The majority of our agriculture students can function without the need of additional modifications. However, if there are students who need special accommodations changes can be made. We have many students with IEP's and modifications are made to support these students to make sure they succeed.

In addition to my agriculture classroom, Independence Ag Department has two shops, a wood shop and a metal shop. The wood shop has a four storage areas; the open area is for wood and large items such as lattice for the fair. The three other storage rooms have the ability to be locked and are areas to hold tools, projects, and lockers. One of these rooms has a ventilation system for painting projects. The metal shop has welding booths in the corner, lockers for students, and a few portable welding tables, which the students can roll outside to work. We recently received a seatrain from the district that they no longer had room for. We plan to store fair equipment and Ag mechanics equipment in it to help free up some space in the shops.

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 much be logged-on to the computer using your username and password that was distributed by the school.

Agriculture teachers are responsible for keeping their area of interest neat and clean for the public eye. Hector is in charge of the Agriculture Mechanics area, to make sure that the shop is always organized and clean for the best working environment. I am responsible for my classroom (Room 1202) and our back room storage area.

We currently do not have a school farm to keep animals at but we have use of the Middle school's facilities if needed. We are in hopes that within the next five years we will have a school farm.

The maintenance staff hired by the Kern High School District is responsible for all upkeep of our classrooms with the shop equipment maintenance being a responsibility of Hector. If there are any repairs that we cannot handle on our own, we ask the help of our alumni association, newly elected advisory committee, or ask a parent who we know is an expert in the field that we need help with. The students are aware to notify one of us as soon as something is not working properly so that we can get it fixed quickly.

Quality Criteria Six

Community, Business, and Industry

Development

Community support is a vital part to an agriculture program. All aspects of our program are successful due to those community members who donate their time and money to make our program run. Independence High School has not had an advisory committee in the past. For my AGED 500 project I developed a constitution for the advisory committee and have been working on forming an advisory committee. This committee includes community members within the agriculture industry, ROP program coordinators and agriculture teachers. The Ag Advisory Committee will meet at least twice a year to discuss what assistance the agriculture program is in need of. Our advisory committee chairperson is Mr. Michael Poncetta. He owns his own family farm raising mostly goats, cattle, and growing hay. He has been an important part in our agriculture program by helping with Livestock judging and supplying us with animals for the fair. Michael serves on many other advisory committees so we felt comfortable naming him as our chairperson. Our other advisory members come from the agriculture industry in the surrounding area.

Quality Criteria Seven

Career Guidance

As an Agriculture Department we believe that career guidance and preparation is very important. In each of the courses taught, students are taught career opportunities based on the pathway they have chosen to follow. We believe in talking about careers as early on as the student's freshmen year to get them to start thinking about their future. Prior to the students starting the agriculture program they meet with their counselors for advice on classes available and what they will need to be successful in their high school career.

Every student enrolled in our agriculture classes completes student data sheets every year. Even if the student has filled one out in the past, they are required to update it in case their goals have changed. These forms are added to their personal agriculture department file.

As of current Independence does not have any articulation agreements between Community Colleges. There are two Community Colleges located nearby and in the future we would like to establish these agreements with the local colleges. We take as many students to as many colleges as we can throughout the school year. We travel with students on CDE teams throughout the fall and spring semesters to field days that are held at college campuses all over California. The students get to see many college campuses, which opens up their knowledge to what is out there for them. We also take

many students to the State FFA Leadership Conference in Fresno where they spend a significant amount of time at CSU Fresno.

Quality Criteria Eight

Program Promotion

Program promotion is a major focus at Independence High School. We are a very fast growing program, and with being relatively new, it is very important for us to promote especially to the surrounding middle schools.

Currently our biggest form of program promotion starts with recruiting incoming freshmen by making visits to our middle school feeder schools. This involves taking chapter officers as well as a select few of freshmen to speak to 8th graders about our program. Another successful way we recruit incoming freshmen is at our 8th grade orientation night and Registration Day. We set up a booth displayed with trifold boards showing different speaking competitions, activities, and information about Ag Mechanics, Ag Science, and Ag Communications. During these activities, the chapter officers and active members are mingling with the incoming freshmen and having them sign up if they are interested in joining the program. The students are also handing out milk and carrots to get students interested in the agriculture program.

Once we have students enrolled into the program, we start working on getting them “hooked” into the program. The chapter officers are all assigned “Ag Buddies” which are new freshmen to the program and within the first few weeks of school they introduce themselves, give them a letter, and invite them to an ice cream social. This is a chance to meet and greet the students and parents as well as letting them see the opportunities available to them through the FFA. The Chapter officers play games and do

activities with the freshmen with the goal of breaking the ice and making them feel more comfortable.

In terms of social media, Independence FFA primarily uses Facebook, Instagram, and Twitter for program promotion. The Independence FFA Facebook page has 143 likes. The advisors as well as the chapter Reporter manage these three social media platforms. The Reporter has gone through media training to ensure that all of their hashtags, captions, images, and other postings are appropriate and representing Independence FFA in the best way.

Utilizing social media is a huge advantage to our program considering this day and age with smart phones and the huge interest in social media. We are able to tag students in postings, which allows us to recognize them in their accomplishments, engage parents in what's going on with the program, and is very successful in reminding students of upcoming activities.

The Independence FFA Website is new to the program this year and is a great tool for program promotion. The website allows potential members to find out more information about the program and highlights student success. Having students manage the website also allows them to develop skills they can utilize in their futures.

Independence FFA also hopes to have a chapter brochure to be able to pass out during 8th grade orientation as another tool to promote our program.

Quality Criteria Nine

Program Accountability and Planning

A 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. Each year it is updated to keep the program and advisors up to date so we do not get behind.

Upon graduation, the majority of our students go to a Community College. About six months after graduation we will contact these students by sending them a survey of what they are doing, college or working, or both, future plans, and how the agriculture program was beneficial to them. The surveys are helpful to the agriculture program and allow us to see what we could improve on as a program from the point of view of students who have been gone for a little while who can honestly give their opinion. Once all of the data is collected it is updated by both teachers and is entered into the R2 and FFA roster for the current year.

This year we did not see many students move from Ag Earth to Ag Biology. After speaking to administration, will be working more with counselors at the end of this year to preface students for next year. This will help us in our retention of the program. We also hope to add more courses giving more juniors and seniors an opportunity to stay in the program. Our goal in the near future is to hire another teacher, which will allow us to offer more electives and possibly an Ag Chemistry and Ag Econ/ Government class to help us retain more juniors and seniors and develop a stronger pathway.

Quality Criteria Ten

Student- Teacher Ratio

Student to teacher ratio is a difficult criterion for our program to maintain as it is for most departments in California. The goal is to have 20 students maximum in a shop class and 25 students maximum in other classes but unfortunately it is not realistic. As the continued growth of the school and our program, our numbers are quite high when comparing to what the goal is.

With our shop classes it is easier to keep numbers down because it becomes a safety issue. Before school started our shop classes were averaging 30-35 students per class but when the issue of safety was brought up the administration and counselors were very helpful in cutting back numbers. Currently, the classes average between 25-29 that is still higher than it should be but it is manageable.

All of the science classes are over the 25 students maximum goal with each Ag earth science class being 36 and the Ag biology classes being at 37 and 35. It is very difficult to keep these numbers down due to the growing enrollment at our school and the growing program. Our goal in the near future will be to hire a third teacher, which will help lower our class sizes. The Ag communications class is kept around 30 students, which is manageable. As a whole the department has worked hard to keep class sizes as low as possible and is working with administration to help them understand why it is important.

This year we have 307 students enrolled in agriculture classes at Independence High School. 1st year students: 73 students (first year students are counted as .5 for purpose of determining the total count.) 2,3,4 year students:

Quality Criteria 11

Full Year Employment

Both of the Agriculture instructors at Independence High School are employed year-round. Each agriculture teacher in our department receives an 11-month contract; both of the agriculture teachers have an extended day contract to reflect our Certificated Base Salary Schedule. Along with the 11-month contract, both of the agriculture teachers have an extended day contract; there is not an allotted project supervision period. During the summer, we receive a 36-day contract to allow us to supervise our animal projects for the Kern County Fair and plan our events with the chapter officers. To keep track of our hours in the summer we are responsible for filling out time cards for our school secretary to input into the district system.

Quality Criteria Twelve

Program Achievement

Independence High School meets this standard of program achievement. In the Leadership Activities we continue to exceed the minimum of twelve areas. We are continuing to work on having more students apply for State degrees, which will allow us to have even more students apply for American degrees. The Agriculture Incentive Grant checklist is attached as evidence of meeting the standards.

CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL

Independence High School

DATE

9/17/15

AG DEPARTMENT CHAIR

Hector Jiminez

QUALITY CRITERIA 1 - 9

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

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

QUALITY CRITERIA 10, 11 or 12

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

Department Head Signature

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

Regional Supervisor Signature

Advisory Committee Chair Contact information

Name

Michael Poncetta

Address

1742 Renfro Road

City

Bakersfield

Phone

(661) 978-0955

Zip

93314

Revised 1/10

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes No

X		1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.
X		1B. The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.
X		1C. Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)
	X	1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).
X		1E. Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)
X		1F. The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)
X		1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6) <ul style="list-style-type: none"> * Computerized Record Book * Agriscience Fair Report * Agriculture Term Paper * Agriculture/FFA Speech Manuscript * Job Resume * Job Cover Letter * Portfolio Letter of Introduction * Other Agriculture Related Project
X		1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)
X		1I. Record books of all students are maintained in the Department files until one year following graduation.
X		1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes No

X		2A. An FFA Chapter has been chartered by the State Association or has been applied for.
X		2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.
X		2C. Every student is given a grade based upon participation in leadership activities.
X		2D. All students enrolled in agriculture classes are affiliated with the State FFA Association.
X		2E. Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)

	X	2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)
		<ul style="list-style-type: none"> * Local Best Informed Greenhand Contest * Local Opening & Closing Contest * Local Program of Work Committee(s) * Local Agriscience Fair Exhibition * Local Parliamentary Procedure Contest * Any Section, Region, or State Activity
		<ul style="list-style-type: none"> * Local Creed Speaking Contest * Local COOP Quiz Contest * Local Demonstration Fair * Local Public Speaking Contest * Chapter Meeting or Activity * Other Local Activities

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes No

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

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes No

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

5. FACILITIES, EQUIPMENT & MATERIALS

Yes No

X		5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
X		5B. There is adequate storage space for materials, records, equipment and supplies.
X		5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):
		<ul style="list-style-type: none"> * School Farm Laboratory * Greenhouse

		* Growing Area	* Agriculture Shop
X		5D.	The Agriculture Department has E-Mail capabilities.
X		5E.	The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.
X		5F.	Facilities and equipment are regularly maintained, repaired, or replaced.

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes No

X		6A.	The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".	
X		6B.	The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)	
X		6C.	The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes	
			* Job Market Description	* Targeted Occupations
			* Total Program Goals & Objectives	* Program Description - Courses, SAE, FFA
			* Course Subject Matter Outlines	* Program Completion Standards
			* 5 Year Facility & Equipment Acquisition	* Current Year Budget
			* Graduate Follow Up	* List of Active placement Sites
X		6D.	The contact information of the Advisory Committee Chair has been provided on the cover of this checklist	

7. CAREER GUIDANCE

Yes No

X		7A.	<p>Students are counseled regarding: (FS 3.0)</p> <ul style="list-style-type: none"> * Career opportunities in Agriculture and Agribusiness * Agriculture and academic courses necessary to complete career pathway offerings * Post-secondary education and training options.
X		7B.	All students have a completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)
X		7C.	Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

8. PROGRAM PROMOTION

Yes No

X		8A.	An Agricultural Education program recruitment brochure or similar document is used to promote the program.
X		8B.	Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
X		8C.	The Agriculture Department conducts recruitment activities with local feeder schools.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes No

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

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

Yes No

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

11. FULL YEAR EMPLOYMENT

Yes No

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

12. PROGRAM ACHIEVEMENT

Yes No

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

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year _____ School _____

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	
Made For Excellence Conference	
Advanced Leadership Academy	
Chapter Officer Leadership Conference	
Spring Region Meeting	
State Leadership Conference	
National Convention	
Submitted the following:	
State Degree Application	
American Degree Application	
Proficiency Award Application - Section	
Chapter Award Application - State	
Scholarship Application - State	
Participated in the following:	
Opening and Closing Contest - Section	
Best Informed Greenhand Contest - Section	
Co-Op Marketing Quiz - Section	
Creed Recitation - Section	
Extemporaneous Speaking - Section	
Job Interview - Section	
Impromptu Speaking - Section	
Prepared Speaking - Section	
Parliamentary Procedure - Section	
County/District Fair/Show	
Career Development Teams (other than those identified above)	
1	
2	
3	
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1	
2	
3	
4	
5	
TOTAL AREAS MET	

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B	School Year	2014-15	School	Independence
---------------------	--------------------	----------------	---------------	---------------------

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Jimenez	Chamberlin			
Fall Region Meeting	X	X			
Region In-service Day	X	X			
Spring Region Meeting	X	X			
Section In-service*	X	X	COLC		
Section In-service*	X	X	Fair		
Section In-service*	X	X	Records		
Section In-service*	X	X	Planning		
Summer Conference	X	X			
University AgEd Skills Week	X				
Professional Development **	X	X			

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

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

1	New Professions Conference (Chamberlin)
2	Common Core Inservice (Jimenez, Chamberlin)
3	Master's Degree Classes (Chamberlin)
4	

Part II:
Supporting Completion Materials

II- Supporting Completion Materials

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A: Student Data Sheets

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

X

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

Being a nurse, and pig breeder.

Pig teacher

H. Date:

9/17/15

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

jonesfamily@aol.com

Brian Jones

Stephanie Jones

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

X Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

AgriScience (4070)

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

1. Go to Work Full - Time

No Further Education
Some College Later

2. Go to College

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

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

Are you Hispanic or Latino? (Check one): Yes

No

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

I WANT TO BE AN AG. TEACHER

H. Date:

9/17/15

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education
Some College Later

2. Go to College

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

3. Go Into Military Service

parent

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name _____

Last Name _____ First Name, MI _____

B. Gender: Male _____ Female ☒

C. Ethnicity/Race: _____

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

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

American Indian or Alaskan Native _____

Asian Indian _____

Cambodian _____

Chinese _____

Hmong _____

Japanese _____

Korean _____

Laotian _____

Vietnamese _____

Black or African American _____

Filipino _____

Guamanian _____

Samoan _____

Tahitian _____

☒ White _____

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

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

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

☒ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

I would like to be an RN (ag business)

H. Date: 09.17.15

I. Locator Data

Street Address: 7614 Simmons Ln

City, Zip: 93313 Bakersfield

Phone Number: 1-661-549-1405

Email: sharon.bugs@yahoo.com

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

Mr. Tom Bugs

Miss/Mrs./Ms. Sharon Bugs

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

☐ Plant & Soil Science (4010)

☒ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full - Time _____

No Further Education
Some College Later _____

2. Go to College ☒

Community College _____

Four Year College _____

Full-Time Student ☒

Part-Time Student _____

Agriculture Major ☒

Non-Agriculture Major _____

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

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

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

☒ American Indian or Alaskan Native

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black or African American

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☐ White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

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

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

I would like to become a event planner and decorator.

H. Date:

9.17.15

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr

Miss/Mrs. Mrs

Mr

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

☒ Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

☒ Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education
 Some College Later

2. Go to College

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

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

X

C. Ethnicity/Race:

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

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

X American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoaan

Tahitian

White

X

D. Year in Agriculture Program:

2nd

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

E. Grade Level in School:

10

(9, 10, 11, 12)

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

X

I plan a career in agriculture

Not a career, just an interest in agriculture

Not interested, placed in class.

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

raise animals vet

H. Date: 9/17/15

I. Locator Data

Street Address:

2316 Baguette Ave.

City, Zip:

Bakersfield 93313

Phone Number:

661-304-4433

Email:

joesloft10@gmail.com

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

Mr. Joe Freeman

Miss/Mrs./Ms.

Estelle Freeman

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

X Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education
Some College Later

2. Go to College

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

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name _____

Last Name

First Name, MI

Gender: Male _____

Female ☒

B. Ethnicity/Race: _____

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program: _____

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

E. Grade Level in School: _____

(9, 10, 11, 12)

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

☒

I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

Become a vet

H. Date: _____

9/17/15

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time _____

No Further Education

Some College Later _____

2. Go to College _____

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major _____

Non-Agriculture Major _____

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

Gender: Male

Female

B. Ethnicity/Race: White

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program: 3rd

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

E. Grade Level in School: 12

(9, 10, 11, 12)

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

X

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

Ag Teacher

H. Date: 9/22/15

I. Locator Data

Street Address: 10900 Mueller Rd

City, Zip: Waplesfield, 98307

Phone Number: 206-873-5337

Email: asmuelcano@gmail.com

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

Mr.

Miss/Mrs./Ms. Jennifer Elcano

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

Plant & Soil Science (4010)

X Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

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

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

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

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

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

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

H. Date: 9-16-15
 I. Locator Data
 Street Address: 6727 Lindsay Road
 City, Zip: Bakersfield, CA
 Phone Number: 661-858-4712

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

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7/16.10

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

☒ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

Become an agriculture teacher

H. Date:

9/17/2015

I. Locator Data

Street Address:

City, Zip:

Phone Number:

19920 Gosford Rd
93813
(661) 885-5618

Email:

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

Mr.

Miss/Mrs./Ms.

John Thomas
Erin Thomas

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education
Some College Later

2. Go to College

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

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name _____ Last Name _____ First Name, MI _____

B. Gender: Male _____ Female ☒ X

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

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

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

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

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

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

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

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

H. Date: 09.17.15

I. Locator Data
 Street Address: 7012 Silver Spray Ave
 City, Zip: Bakersfield, CA 93313
 Phone Number: 661-664-1480
 Email: darian.danlong@gmail.com
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Billy Long
 Miss/Mrs/Ms Jessica Long

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

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

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

1. Go to Work Full - Time _____
 No Further Education
 Some College Later _____

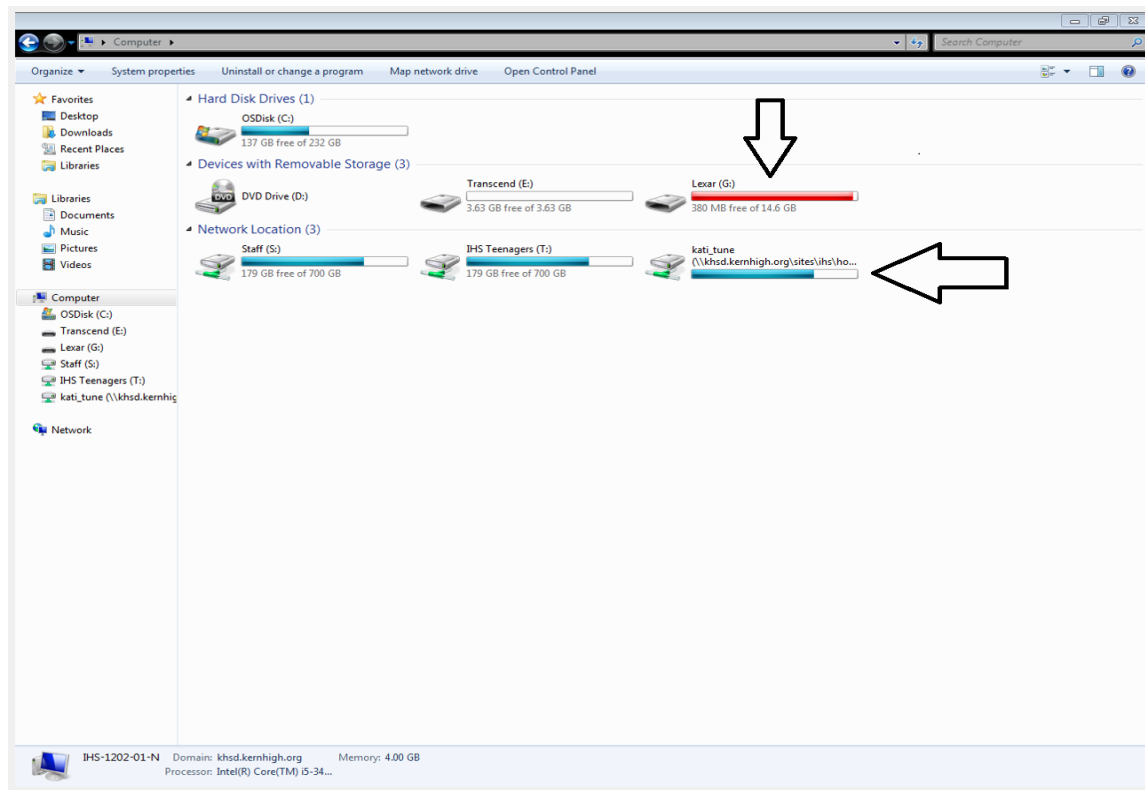
2. Go to College ☒ X
 Community College
 Four Year College ☒ X
 Full-Time Student
 Part-Time Student
 Agriculture Major
 Non-Agriculture Major ☒ X

3. Go Into Military Service _____

B: Agriculture Student Files

Agriculture Student Files

In our department we store our student files in two filing cabinets, one in my room and one in Hector's room. In these filing cabinet's we house hard copy documents such as, student data sheets, various applications, and paper record books. The second is an electronic filing system. Files are stored in my network location and backed up on flash drive.



C: Course Outline

Earth Science/College Prep

A. COURSE INFORMATION

Grade Level:

9-12

Length of Course:

2 semesters

Maximum Credit:

5 units per semester

Type:

Recommendation for Enrollment:

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

B. BRIEF DESCRIPTION OF THE COURSE

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

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

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

C. BOARD-ADOPTED TEXTBOOKS

See list of Board-approved textbooks

Recommended text:

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

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Supplementary instructional materials will vary by school site.

E. BRIEF OUTLINE OF COURSE CONTENT

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

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

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

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

F. BEHAVIORAL OBJECTIVES FOR (TITLE OF COURSE)

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

Earth Sciences (Bold standards are KHSD Power standards)

Earth's Place in the Universe

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

Students will know:

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

Dynamic Earth Processes

- 3) Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:
- Students will know:

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

Energy in the Earth System

- 4) Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:
- Students will know:

- a) The fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.

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

Biogeochemical Cycles

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

Structure and Composition of the Atmosphere

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

As a basis for understanding this concept:

Students will know:

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

California Geology

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

Students will know:

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

Investigation and Experimentation

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

Students will:

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

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

G. ASSESSMENT PROCEDURES

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

1/31/08

District Wide Course of Study Title:

Agriculture (AG) Biology

A. COURSE INFORMATION

Grade Level: **9-10**

Length of Course: **One Year (two semesters)**

Maximum Credit: **10 hours**

Type: **CP/GATE**

Recommendation for Enrollment: **Freshman level science course or equivalent.**

B. COURSE DESCRIPTION

Biology is a one-year laboratory-based course designed to provide students with a basic understanding of the characteristics and functions of living organisms as well as provide students with the opportunity to develop their skills in scientific investigation, which will include projects requiring research. This course satisfies one half of the science requirements for graduation as well as the UC "A-G" requirement for laboratory science. It is designed to give advanced students a greater in-depth look into the characteristics and functions of living organisms. Topics include scientific methodology, cellular structure and function, evolutionary processes, genetics, ecology, anatomy and physiology. The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C. BOARD-ADOPTED TEXTBOOKS

Miller and Levine, Biology, Prentice Hall, copyright (2007)

McLaren, Rotundo, and Gurley, Heath Biology (1991), Danville, Illinois: Interstate Publishers.

D. SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Osborne, Edward, Agriscience: Fundamentals and Applications (1990), Albany, New York: Delmar Publishers. Osborne, Edward, Biological Science Applications in Agriculture (1994) Danville, Illinois: Interstate Publishers. Prentice Hall Lab Manual, study guides, charts, models, supplemental reading materials (including magazines and journals), multiple audio-visual materials, computer hardware and software, Internet access, demonstration materials, living and preserved specimens, various laboratory equipment, and PowerPoint Presentations.

E. COURSE OUTLINE

Unit/Quarter	Topic	California State Standards	CTE/Agriculture Standards
I. Quarter 1	Scientific Process	I&E c,d,f,j,l; Bio 4e,5a,9a	1.a,c,d,f,j,l,m C13.0; C13.1; C13.2; C13.3
II. Quarter 3	Ecology	Bio 6a-f	C2.1; C2.3; G1.0; G1.4; D7.0; D7.2; E1.0
III. Quarter 1	Cellular Structure and Process	Bio 1c,e,f,g,h,i,j,2a	C5.0; C5.1; C5.2; C5.3; C5.4 C11.5; C11.4; C11.0
IV. Quarter 2	Genetics	Bio 1d, 2a-g, 3a-b, 4a-e, 5a-c, 7b	C7.0; D5.0; D5.4; D5.5; C3.3; C3.4
V. Quarter 3	Evolution	Bio 7a-d, 8a-e	C4.1; C4.2
X. Quarter 3-4	Human Anatomy and Physiology	Bio 9b-e, 10a-e	C6.0; C11.5;
Quarter 4	Independent Lab Based Projects, CTE	Bio 9a-l, I&Ea,b,c,d,f,g,k,l,m	2.0 - Communication:2.1, 2.2, 2.3, 2.7, 2.8, Writing: 1.3, 1.5, 2.3, 2.5, 2.6, Writing Strategies & Applications: 1.6, 2.6 Listening & Speaking Skills: 1.1, 1.7, 9.0 - Leadership & Team Work: 9.1, 9.2, 9.3, 10.0 - Technical Knowledge & Skills: 10.2, 10.3,

F. COURSE OBJECTIVES FOR Biology

As part of the California State Standards for Biology/Life Science and Investigation and Experimentation, students will:

- Select and use appropriate tools and technology (microscopes, computer-linked probes, computer software, and scientific calculators) in a safe manner. I&E 1a.
- Develop hypotheses, perform tests, collect data, display data, analyze relationships, and draw conclusions in order to solve problems. I&E 1a,d,l,j.
- Analyze situations and solve problems that require combining concepts from more than one area of science. I&E 1l.
- Use the Periodic Table of the Elements to develop models of the atoms important to living organisms. Chem1a,d, Cell Bio KHSD.
- Know that the bonding characteristics of carbon lead to a large variety of structures ranging from simple hydrocarbons to complex biological molecules such as carbohydrates, proteins, enzymes, lipids, and nucleic acids. Bio 1h, Chem 2b.
- Know that the cell is the structural unit of life. Bio 1a-h, 5a-b.
- Know that fundamental life processes of plants and animals depend on a variety of chemical reactions that are carried out by various organelles in cells. Bio 1b,f,g,i.
- Know that cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings. Bio 1a.
- Know how energy is obtained and utilized by the cell and how the processes of photosynthesis and respiration are important to living organisms. Bio 1a.

- Know how prokaryote and eukaryote cells and viruses differ in complexity, and how plant and animal cells and bacteria differ in their general structure. Bio 1f,g.
- Know that there are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of host organisms against them, and the effective treatment of infections they cause. Bio 1c, 10a-e.
- Understand that genes are a set of instructions, encoded in the DNA sequence of each organism, which specify the sequence of amino acids in proteins characteristic of that organism. Bio 1d, 4a-e, 5a-b.
- Know how cells grow and reproduce through the processes of mitosis and meiosis. Bio 2a-b.
- Understand basic DNA technology, such as recombination DNA procedures, forensic science, and gel electrophoresis. Bio 1d, 4a-f.
- Analyze both the positive and negative impacts of genetic engineering on society. Bio 2a-b, 5c.
- Know the basic principles of Mendelian genetics used to predict the phenotype and genotype of offspring in genetic crosses. Bio 2a-g, a-b.
- Know how living organisms interrelate with one another and their non-living environment. Bio 6a-f.
- Know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration. Bio 1f, 6d-f.
- Know how to analyze changes in an ecosystem as a result of ecological disrupters such as natural disasters, human activity, and introduction of non-native species. Bio 6b-c.
- Know how changing environments and evolutionary processes result in genetic change. Bio 6b, 7a-d, 8a-e.
- Know how to determine if genetic change had occurred in a population using the Hardy-Weinberg equation. Bio 7e-f.
- Know the interrelationships among tissues, organs, and systems of plants and animals. Bio 9a-e, 10a-e.
- Know the structure and function of the major systems, their role in homeostasis, and comparisons between organisms. Bio 9a-e.
- Understand the various mechanisms organisms have for combating disease by developing a knowledge of the human immune response. Bio 10a-e.
- Know the biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. Bio 6a.

CTE Course Objectives for AG Biology

Foundation Standards

- 2.0 Communications:** Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
 - 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
 - 2.3 Generate relevant questions about readings on issues that can be researched
 - 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
 - 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
 - 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

2.2 Writing:

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 2.3 Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 2.5 Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting meeting, minutes of a meeting): Report information and convey ideas logically and correctly. Offer detailed and accurate specifications. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). Anticipate readers' problems, mistakes, and misunderstandings.

2.4 Listening and Speaking:

- 1.1. Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

9.0 Leadership and Teamwork: Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

10.0 Technical Knowledge and Skills: Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

- 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.
- 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

Agriculture Standards

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C2.0 Students understand the interrelationship between agriculture and the environment:

C2.1 Understand important agricultural environmental impacts on soil, water, and air.

C2.3 Understand how natural resources are used in agriculture.

C3.0 Students understand the effects of technology on agriculture:

C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.

C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:

C4.1 Understand the evolution and roles of domesticated animals in society.

C4.2 Know the differences between domestication and natural selection.

C5.0 Students understand the cell structure and function of plants and animals:

C5.1 Understand the purpose and anatomy of cells.

C5.2 Know how cell parts function.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:

C6.1 Know the names and locations of the external anatomy of animals.

C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems

C7.0 Students understand basic animal genetics:

C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).

C7.4 Understand the fertilization process.

C7.5 Understand the purpose and processes of mitosis and meiosis.

C11.0 Students understand plant growth and development

C11.4 Examine plant sexual and asexual reproduction.

C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

C13.0 Students understand the scientific method:

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.

C13.3 Use the scientific method to conduct agricultural experiments.

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.

D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem.

D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

 **1.0 Students understand the importance of energy and energy cycles:**

E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.

G1.0 Students understand plant classification principles:

G1.4 Understand the differences between and uses of native and nonnative plants.

G2.0 Students understand cell biology:

G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.

G. STUDENT EVALUATION STANDARDS

- a. Common unit pre/post testing
- b. KHSD benchmark assessments
- c. Teacher's tests and quizzes
- d. Standardized tests (state, federal)
- e. Class assignments, activities, and research projects
- f. Check lists
- g. Homework/classwork
- h. Laboratory assessment and analysis
- i. Audio/visual media presentations

Assessment Criteria

Grading Scale

A = 90-100%

B = 80-90%

C = 70-79%

D = 60-69%

F = 0-59%

Quarter Grade Determination

All class activities and assignments	30%
CTE (FFA, SAE)	10%
Labs and research projects	30%
Quizzes/Tests	30%

Semester Grade Determination

Quarter 1 Grade	40%
Quarter 2 Grade	40%
Semester Exam	20%

District Wide Course of Study Title:

Agricultural Communications

A. COURSE INFORMATION

Grade Level:	9-12
Length of Course:	1 Year (2 Semesters)
Maximum Credit:	10
Type:	College Prep- "F"
Recommendation for Enrollment:	Students should have interest in leadership and/or agriculture practices. Previous or concurrent enrollment in the Agriculture Program required. This course is designed as a supplementary course to the established career pathways in the agriculture department and should not be taken as an agriculture course for the purpose of being in the FFA without advisor approval.

B. COURSE DESCRIPTION (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific gradation requirement.)

This Agricultural Communications course is designed to enhance leadership skills in students through written and oral communication. The course is intended for students in grades 9-12 and should be taken as a supplemental course to the established agriculture career pathway. Students enrolled in the course will have the unique opportunity to receive direct leadership training including public speaking and debate while working with local and state business men and women in the agriculture industry. The course will emphasize detailed knowledge of leadership through the use of local and state public speaking events, business management through computer applications and record keeping, industry networking, professional development, officer development workshops, career development events, as well as local, state and national leadership experiences. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education.

C. ***INSTRUCTIONAL MATERIALS*** (List the basic text – include title, edition, author, and copyright – and other essential supplementary materials or instructional resources/materials used in the course.)

LEADERSHIP: Personal Development and Career Success, Second Edition, Thompson Delmar publishing, 2003

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

- National FFA leadership packet, 1 per student
- National FFA leadership development binder
- MPower Leadership activity book
- California Agricultural Education Record Book
- Computer hardware and software
- California State Core Curriculum for Agriculture
- Internet access for California Agricultural Education Web Page and the National FFA web site, research information, and interactive agriculture sites.

D. ***COURSE OUTLINE*** (List the major content areas of the course and divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: one page.)

Unit	Topic	Time Frame	CTE Academic Standards Addressed	CTE Agriculture Standards Addressed
I.	Communication Development: Facilitation Training, Small group, Persuasive, Intrapersonal, Informal and Formal Expressions	4 weeks	Reading (2.1, 2.3) Writing (1.1)	F2.2(2.1), F2.3(1.1, 1.2, 1.3) F2.4(1.1, 2.2, 2.3)
II.	Professionalism: Business Etiquette, Personal Grooming, Phone Etiquette, Use of effective and appropriate communication in a business setting	3 weeks		F2.2(2.5, 2.6), F9.0(9.4, 9.5, 9.6)
III.	Leadership: Historical leaders, Leadership Styles, Individual Strengths and Weaknesses, Overcoming obstacles	4 weeks		F7.0(7.1, 7.2, 7.3, 7.4, 7.5) F9.0(9.1, 9.2, 9.3) F10.0(10.1)
IV.	Agricultural Advocacy: FFA, Sound bytes, Response to Media,	4 weeks	Writing (2.6) L&S (1.1)	F2.2(2.6), F2.4 (1.14, 2.4) F4.0(4.1, 4.6)

	Social Media, Positive messages, Press Releases			
V.	Record Keeping: Business Agreements, Budgets, Business Plan Analysis, Financial Statements	2 week	Alg(10.0, 12.0, 13.0)	F1.1(15.0,8.0) F10.0(10.3)
VI.	Employment Skills: Job Applications, Job Interviews, Resumes, Coverletters	3 weeks	Writing (2.5) L&S(2.3)	F2.1(2.7) F2.2(2.5) F2.4 (2.3) F3.0(3.6)
VII.	Career Development Events: Ag Sales, Ag Marketing, Ag Computers, Ag Issues, Parliamentary Procedure	2 weeks	Econ(12.2.5) Writing (1.6) L&S(1.1, 1.7, 2.2, 2.5)	F2.4 (2.2, 1.8), F4.0(4.2, 4.3), F5.0(5.1, 5.2, 5.3), F9.0(9.2)
VIII.	Public Speaking: Impromptu, Creed Recitation, Prepared Public Speaking, Extemporaneous Public Speaking	4 weeks	Reading (2.2, 2.8) Writing (1.1-1.3, 1.5, 2.3)	F2.1(2.2, 2.3, 2.6, 2.7, 2.8), F2.2(1.1, 1.2, 1.3, 1.5, 2.3) F4.0(4.5), C2.0(C2.1-C2.5) C3.0(C3.3) C4.0(C4.4),
IX.	Production Agriculture Experiences: Guest Speakers, Industry Tours, Agriculture Career Planning	3 weeks		F8.0 (8.1, 8.2, 8.3), C1.0(C1.2, C1.4)
X.	Event Planning: Theme, Banquet Scripts, Due Dates, Invitations, Technology use, Food Safety	3 weeks		F2.4 (1.7) F6.0(6.2) F7.0(7.5)
XI.	Agriculture Careers: Making contacts, Career exploration, Industry trends, Portfolios, Supervised Agricultural Experiences	3 weeks		F3.0 (3.1, 3.2, 3.3, 3.4, 3.5, 3.6) F10.0(10.2, 10.3, 10.4)

E. COURSE OBJECTIVES FOR *(The objectives area to include the specific, major skills or understandings which students will be able to demonstrate or acquire instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standards (s) after each objective. Minimum length: one page)*

The student will:

- Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

- education, training, and licensure.
- Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
 - Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
 - Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
 - Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.
 - Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
 - Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
 - Use critical thinking skills to make informed decisions and solve problems.
 - Understand the qualities and behaviors that constitute a positive and professional work demeanor.
 - Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
 - Understand the need to adapt to varied roles and responsibilities.
 - Understand that individual actions can affect the larger community.
 - Understand the importance of time management to fulfill responsibilities.
 - Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
 - Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
 - Understand the concept and application of ethical and legal behavior consistent with workplace standards.
 - Understand the role of personal integrity and ethical behavior in the workplace.
 - Understand how to access, analyze, and implement quality assurance information.
 - Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
 - Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
 - Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
 - Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
 - Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
 - Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.
 - Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
 - Manage and actively engage in a career-related, supervised agricultural experience.
 - Understand the importance of maintaining and completing the California Agricultural Record Book.
 - Understand how basic economic factors affect agricultural production and agribusiness management decisions.

- its consumers.
- Understand environmental responsibility and its impact on agribusiness.
- Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- Understand how participation within organizations would be beneficial in supporting various agricultural operations.

F. STUDENT EVALUATION STANDARDS (List the criteria on which students will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as tests, homework, labs, class participation. Also indicate the weight given to quarter grades and semester final in tabulating the final grade.)

These objectives may be measured by one or more of the following:

- common unit pre/post assessments
- teachers' tests
- class assignments, activities, and specific group tasks or projects
- students writings and/or portfolios
- homework
- audio-visual media presentations
- leadership activities that enhance personal growth
- Participation in FFA organization

Assessment Criteria:

Grading Scale:

A = 90-100%

B = 80-89%

C = 70- 79%

D = 60 - 69%

F = 0 - 59%

Quarter Grade Determination:

ASSINGMENTS	CODE	%WEIGHT
Assignments	ASM	35%
Tests	TST	20%
FFA Activities	FFA	15%
Record Book	RB	10%
Participation	PAR	20%
	TOTAL	100%

Semester Grade Determination:

Combination of Quarter 1 and 2	90%
Final Exam:	10%

G. SUGGESTED INSTRUCTIONAL ACTIVITIES (This item is optional and is not required of the course of study. If it is completed, it should include teacher and/or student activities such as field trips, demonstrations, speakers, or special procedures that will assist the students in learning the course objectives.)

Key Laboratory Assignments:

Creating a Leader

Motivational Leaders

How to lead without being bossy

How to make a business phone call

The introduction of a guest

Thanking and presenting a guest

How to meet and greet

Greenhand Degree Ceremonies

Chapter Degree Ceremonies

How to run an official business meeting

Creating an agenda

Keeping the minutes

Creating a budget and balancing the budget

Practicing Roberts Rules of Order

The official opening and closing ceremonies for FFA officers

Creed Speaking

Impromptu Speaking

Job Interview

Career Development Events – Ag Sales, Ag Marketing, Parliamentary Procedure, Ag Issues, Ag Computers

Creating a 6-8 minute speech on an agriculture research topic

Thinking on your feet – Extemporaneous public speaking

Advertising in your community

Publishing article in the paper

Effectively utilizing social media

Planning and executing student and staff activities

Organizing a fundraiser

Participating in a leadership development conference

Planning an end of the year banquet

Agriculture Advocacy workshops

Industry guest speakers

Agricultural career show

Business Luncheon

Leadership traits surveys

Group problem solving

Writing press releases

Media training

Agricultural Issues forum

FFA Record Keeping

Completing job applications

Ag career planning and exploration

Career portfolios

Supervised agricultural experience projects

D: Gradebook

Class Summary Report

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Grading Period: Quarter 2

Class: (S1) Tune, K AG/BIOLOGY P(1) SEC:3055-1-0001

Teacher: Katrina Tune

Student	Overall Grade	Test 30.0	Assignment 30.0	Quiz 10.0	FFA/ SAE 10.0	Missing
474056	73.5 C	92.9 A	62.2 D	97.8 A	25.0 F	
497939	67.5 D	77.6 C	72.4 C	90.4 A	0.0 F	
488758	71.0 C	79.3 C	79.9 C	90.4 A	0.0 F	
491058	94.4 A	91.8 A	98.6 A	84.6 B	100.0 A	
496912	65.5 D	89.0 B	54.7 F	93.3 A	0.0 F	
497988	85.3 B	78.5 C	90.6 A	100.0 A	75.0 C	
488793	82.6 B	94.0 A	67.8 D	100.0 A	75.0 C	
497327	64.3 D	86.7 B	45.3 F	93.3 A	25.0 F	
498015	70.2 C	80.9 B	68.0 D	90.4 A	25.0 F	
492548	68.0 D	52.9 F	96.8 A	69.6 D	25.0 F	
492549	79.5 C	82.7 B	99.2 A	90.4 A	0.0 F	
492558	82.1 B	74.4 C	83.0 B	84.6 B	100.0 A	
492559	57.7 F	67.7 D	66.2 D	60.0 D	0.0 F	
492560	91.2 A	77.7 C	98.8 A	100.0 A	100.0 A	
475457	71.9 C	81.6 B	81.1 B	87.0 B	0.0 F	
498070	75.2 C	71.4 C	67.5 D	85.2 B	100.0 A	
493835	71.1 C	58.4 F	75.4 C	67.8 D	100.0 A	
454895	70.4 C	71.7 C	93.0 A	69.3 D	0.0 F	
497081	79.9 C	78.4 C	80.9 B	86.7 B	75.0 C	
492606	37.5 F	68.3 D	11.1 F	62.3 D	0.0 F	
488902	61.8 D	62.9 D	78.1 C	71.6 C	0.0 F	
492617	68.0 D	65.3 D	89.2 B	55.9 F	25.0 F	
498203	65.5 D	89.1 B	56.7 F	86.7 B	0.0 F	
501996	58.3 F	84.9 B	37.8 F	98.6 A	0.0 F	
501644	45.3 F	63.2 D	37.5 F	60.0 D	0.0 F	

Class Summary Report

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Grading Period: Quarter 2

492633	71.5 C	69.8 D	73.4 C	67.2 D	75.0 C	
497147	67.0 D	76.9 C	84.0 B	53.0 F	0.0 F	
492946	75.0 C	71.9 C	90.7 A	87.5 B	25.0 F	
488966	81.9 B	77.7 C	92.9 A	93.3 A	50.0 F	
498287	78.6 C	62.7 D	86.7 B	80.3 B	100.0 A	
498295	72.0 C	68.8 D	86.6 B	59.4 F	50.0 F	
492658	52.0 F	82.5 B	31.0 F	75.1 C	0.0 F	
492661	44.0 F	65.7 D	24.7 F	80.9 B	0.0 F	
477980	73.5 C	84.1 B	47.4 F	93.3 A	100.0 A	
477548	79.6 C	72.0 C	88.4 B	55.7 F	100.0 A	
477177	53.8 F	74.2 C	35.4 F	76.5 C	25.0 F	
494039	42.8 F	74.7 C	26.2 F	40.0 F	0.0 F	
489026	42.2 F	57.3 F	24.9 F	65.8 D	25.0 F	

Class Summary Report

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Grading Period: Quarter 2

Class: (S1) Tune, K Ag-Earth Sci/P(2) SEC:3060-2-0001

Teacher: Katrina Tune

Student	Overall Grade	Test 30.0	Assignment 40.0	Quiz 5.0	FFA/ SAE 10.0	Missing
514491	93.4 A	95.9 A	97.8 A	80.0 B	75.0 C	
511154	91.5 A	93.3 A	98.2 A	60.0 D	75.0 C	
498000	70.9 C	81.0 B	69.9 D	60.0 D	50.0 F	
511190	92.5 A	92.8 A	91.9 A	80.0 B	100.0 A	
485391	66.0 D	75.8 C	69.7 D	60.0 D	25.0 F	
511240	76.8 C	86.7 B	78.2 C	60.0 D	50.0 F	
476145	79.0 C	89.2 B	91.0 A	80.0 B	0.0 F	
511274	72.8 C	80.0 B	66.0 D	80.0 B	75.0 C	
511295	80.5 B	86.7 B	92.3 A	60.0 D	25.0 F	
474353	89.1 B	100.0 A	77.8 C	90.0 A	100.0 A	
511299	68.7 D	75.5 C	74.6 C		25.0 F	
475484	85.9 B	92.8 A	81.7 B	100.0 A	75.0 C	
511345	73.1 C	72.9 C	90.6 A	80.0 B	0.0 F	
511348	74.2 C	87.1 B	54.9 F	100.0 A	100.0 A	
511363	62.1 D	85.2 B	53.2 F	70.0 C	25.0 F	
476215	92.9 A	85.3 B	98.4 A	80.0 B	100.0 A	
492604	64.7 D	87.9 B	61.6 D	80.0 B	0.0 F	
515757	71.9 C	80.5 B	63.6 D	80.0 B	75.0 C	
511387	70.0 C	86.1 B	60.5 D	90.0 A	50.0 F	
511405	79.3 C	86.3 B	86.1 B	90.0 A	25.0 F	
455164	69.7 D	96.2 A	41.0 F	80.0 B	100.0 A	
511415	88.9 B	94.0 A	89.7 B	80.0 B	75.0 C	
477049	65.9 D	97.7 A	53.1 F	60.0 D	25.0 F	
475522	64.3 D	83.4 B	64.2 D	80.0 B	0.0 F	
476289	75.5 C	76.0 C	93.4 A	80.0 B	0.0 F	

Class Summary Report

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Grading Period: Quarter 2

476318	72.1 C	91.1 A	72.3 C	0.0 F	50.0 F	
511527	77.5 C	72.8 C	87.6 B	80.0 B	50.0 F	
477939	56.8 F	90.9 A	33.9 F	100.0 A	25.0 F	
511547	70.8 C	94.7 A	60.6 D	100.0 A	25.0 F	
511551	72.7 C	86.9 B	79.3 C	80.0 B	0.0 F	
511562	74.0 C	87.9 B	68.9 D	80.0 B	50.0 F	
477144	76.6 C	86.7 B	79.1 C	100.0 A	25.0 F	
477145	79.7 C	64.1 D	86.3 B		100.0 A	
457641	59.3 F	76.7 C	52.2 F	80.0 B	25.0 F	
511632	62.2 D	77.3 C	64.2 D	80.0 B	0.0 F	

Class Summary Report

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Grading Period: Quarter 2

Class: (S1) Tune, K Ag-Earth Sci/P(3) SEC:3060-3-0001

Teacher: Katrina Tune

Student	Overall Grade	Assignment 40.0	Quiz 5.0	Test 30.0	FFA/ SAE 10.0	Missing
511117	94.5 A	99.4 A		100.0 A	50.0 F	
477597	69.6 D	82.0 B	80.0 B	74.3 C	0.0 F	
511801	78.9 C	68.4 D	70.0 C	87.3 B	100.0 A	
511158	77.2 C	76.8 C	80.0 B	94.8 A	25.0 F	
517747	74.5 C	58.8 F	80.0 B	94.5 A	75.0 C	
507766	93.4 A	99.4 A	70.0 C	86.9 B	100.0 A	
511229	88.5 B	80.5 B		95.5 A	100.0 A	
521641	40.7 F	19.8 F		73.8 C	25.0 F	
511247	54.3 F	35.2 F	80.0 B	85.2 B	25.0 F	
496589	76.7 C	61.1 D	100.0 A	85.7 B	100.0 A	
515119	92.4 A	96.6 A	40.0 F	100.0 A	75.0 C	
510154	82.6 B	68.2 D	70.0 C	98.1 A	100.0 A	
511298	77.8 C	79.9 C	80.0 B	92.3 A	25.0 F	
515133	88.7 B	87.7 B	80.0 B	96.1 A	75.0 C	
511320	87.8 B	80.1 B	80.0 B	95.4 A	100.0 A	
511327	91.6 A	91.0 A	100.0 A	88.2 B	100.0 A	
476980	68.9 D	63.4 D	80.0 B	89.0 B	25.0 F	
477756	71.2 C	57.8 F	80.0 B	78.0 C	100.0 A	
475497	84.3 B	94.3 A	0.0 F	79.8 C	100.0 A	
511366	85.3 B	85.1 B	80.0 B	81.6 B	100.0 A	
511369	73.0 C	70.8 C	100.0 A	87.5 B	25.0 F	
511424	69.9 D	52.2 F	80.0 B	81.8 B	100.0 A	
511427	92.6 A	100.0 A	60.0 D	100.0 A	50.0 F	
477844	61.0 D	36.5 F	80.0 B	90.5 A		
511452	64.6 D	53.1 F	80.0 B	90.4 A	25.0 F	

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Grading Period: Quarter 2

511458	66.9 D	50.7 F	60.0 D	89.6 B		
511476	85.6 B	84.9 B	60.0 D	94.3 A	75.0 C	
511495	82.5 B	87.0 B	40.0 F	77.7 C	100.0 A	
512202	54.5 F	42.1 F		80.8 B	25.0 F	
511521	87.4 B	89.8 B	100.0 A	77.8 C	100.0 A	
511533	86.9 B	98.3 A	100.0 A	90.1 A	25.0 F	
511564	91.1 A	94.7 A	80.0 B	93.5 A	75.0 C	
511566	92.6 A	100.0 A	60.0 D	83.5 B	100.0 A	
475552	76.3 C	87.3 B	60.0 D	81.5 B	25.0 F	
513378	76.6 C	100.0 A		70.8 C	0.0 F	

Class Summary Report

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Grading Period: Quarter 2

Class: (S1) Tune, K Ag. Communications(6) SEC:5510-6-0001

Teacher: Katrina Tune

Student	Overall Grade	Assignment 65.0	FFA/ SAE 25.0	Missing
485814	82.3 B	94.8 A	50.0 F	
491058	98.6 A	98.0 A	100.0 A	
457530	70.8 C	59.5 F	100.0 A	
500784	65.3 D	80.8 B	25.0 F	
475455	85.6 B	99.2 A	50.0 F	
492560	98.1 A	97.4 A	100.0 A	
511229	96.9 A	95.7 A	100.0 A	
498062	37.8 F	52.4 F	0.0 F	
496589	97.4 A	96.4 A	100.0 A	
515133	77.8 C	69.2 D	100.0 A	
498105	81.1 B	73.8 C	100.0 A	
511320	65.0 D	51.5 F	100.0 A	
477756	94.8 A	92.9 A	100.0 A	
475494	96.9 A	95.8 A	100.0 A	
475497	91.4 A	88.1 B	100.0 A	
476215	96.4 A	95.0 A	100.0 A	
475503	102.8 A	100.0 A	100.0 A	
455164	86.6 B	81.4 B	100.0 A	
476242	79.4 C	71.5 C	100.0 A	
477891	96.9 A	95.8 A	100.0 A	
457622	101.9 A	100.0 A	100.0 A	
493989	97.5 A	96.5 A	100.0 A	
457632	73.0 C	81.9 B	50.0 F	
475544	95.0 A	93.1 A	100.0 A	
452369	69.4 D	86.5 B	25.0 F	

Class Summary Report

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Grading Period: Quarter 2

475550	106.9 A	100.0 A	100.0 A
511576	105.5 A	98.0 A	100.0 A
498328	38.0 F	33.3 F	50.0 F
477980	97.8 A	96.9 A	100.0 A
477548	94.2 A	91.9 A	100.0 A
492681	71.7 C	70.5 C	75.0 C
459692	96.1 A	94.6 A	100.0 A

Class Summary Report

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Grading Period: Quarter 2

Class: (S1) Tune, K AG/BIOLOGY P(7) SEC:3055-7-0001

Teacher: Katrina Tune

Student	Overall Grade	Quiz 10.0	Test 30.0	Assignment 30.0	FFA/ SAE 10.0	Missing
496894	62.8 D	73.0 C	70.0 C	73.1 C	0.0 F	
498001	59.8 F	64.3 D	87.3 B	25.7 F	75.0 C	
488791	92.5 A	86.7 B	96.9 A	95.8 A	75.0 C	
488795	64.2 D	95.7 A	71.3 C	68.1 D	0.0 F	
492547	60.4 D	78.6 C	94.1 A	40.7 F	0.0 F	
500784	65.9 D	70.0 C	61.1 D	83.0 B	25.0 F	
492553	70.9 C	69.3 D	65.4 D	92.3 A	25.0 F	
492555	74.8 C	75.4 C	76.7 C	89.4 B	25.0 F	
496995	58.0 F	81.7 B	65.8 D	61.5 D	0.0 F	
496998	75.6 C	80.3 B	83.2 B	91.7 A	0.0 F	
498084	74.5 C	40.6 F	88.2 B	96.9 A	0.0 F	
498105	81.7 B	68.4 D	79.9 C	81.8 B	100.0 A	
492593	81.2 B	95.7 A	76.0 C	92.0 A	50.0 F	
488863	57.2 F	53.9 F	66.8 D	67.7 D	0.0 F	
488864	55.4 F	39.4 F	57.0 F	69.3 D	25.0 F	
492597	51.6 F	82.3 B	71.2 C	39.0 F	0.0 F	
500781	82.5 B	75.4 C	80.8 B	97.3 A	50.0 F	
488892	72.2 C	98.6 A	75.1 C	68.0 D	50.0 F	
498168	65.4 D	89.9 B	73.4 C	62.7 D	25.0 F	
488912	69.9 D	93.3 A	80.4 B	66.5 D	25.0 F	
490916	90.0 A	98.6 A	90.9 A	99.4 A	50.0 F	
517085	47.2 F	73.9 C	80.0 B	13.0 F	25.0 F	
492618	79.4 C	48.4 F	83.4 B	95.5 A	50.0 F	
502081	87.1 B	100.0 A	97.1 A	68.4 D	100.0 A	
492640	55.2 F	63.5 D	71.9 C	37.5 F	50.0 F	

Class Summary Report

11/21/2015 9:04:49 PM

Grading Period: Quarter 2

495831	72.1 C	100.0 A	88.2 B	70.7 C	0.0 F	
498267	85.7 B	74.1 C	81.0 B	97.9 A	75.0 C	
492650	61.4 D	71.6 C	65.4 D	74.6 C	0.0 F	
472713	25.8 F	65.2 D	47.1 F	0.0 F	0.0 F	
493989	89.3 B	64.1 D	86.7 B	96.7 A	100.0 A	
498328	67.7 D	84.8 B	68.4 D	67.3 D	50.0 F	
517178	52.1 F	50.1 F	77.0 C	45.1 F	0.0 F	
489021	53.2 F	46.1 F	69.3 D	57.2 F	0.0 F	
491382	78.8 C	80.3 B	75.8 C	99.3 A	25.0 F	
492681	65.1 D	76.1 C	78.3 C	45.1 F	75.0 C	
493019	65.3 D	98.6 A	79.7 C	61.5 D	0.0 F	
489041	73.7 C	84.6 B	60.6 D	91.0 A	50.0 F	

E: Supervision Forms

SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☐

Entrepreneurship

☐

Placement

Date: 7/22/15 Parents Present: YES ☒ NO Mileage: 10 mi Time Spent: 30 mins

Location: Allie's House

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

Description of Current SAE:

~~2 Market Hog~~ 1 Market Hog.

Instructor's Comments/ Notes:

AOB - burrow

- walking every other day.

Student Name: [REDACTED]

Phone number: _____

Imma Summers

Student Signature

Kati Ture

Advisor Signature

N/A

Parent Signature

SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☒

Entrepreneurship

☐

Placement

Student Name: [REDACTED]

Phone number: [REDACTED]

Date: 7/22/15 Parents Present: YES ☒ NO ☐ Mileage: 20 Time Spent: 30 mins

Location: Allie's House

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

Description of Current SAE:

2 Market Hogs

Instructor's Comments/ Notes:

~~AOB~~

AOB - gilt

Hamp cross → has abscess, going to vet.

-walking every other day.

Allison Shaw
Student Signature

Kath Tume
Advisor Signature

N/A
Parent Signature

SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☒

Entrepreneurship

☐

Placement

Student Name: _____

Phone number: _____

Date: 7/22/15 Parents Present: YES NO Mileage: 25 Time Spent: 1 hour
mi

Location: Dewar's House

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

Description of Current SAE:

Herd of 26 Herford cattle
Madison Dairy Heifers - 2 (taking 1 to fair)
Meagan - Dairy Heifers - 2 (taking 1 to fair)

Instructor's Comments/ Notes:

- Starting showmanship with Dairy.
- Breaking calves (Beef)

Matt Davis
Student Signature

Kati Time
Advisor Signature

[Signature]
Parent Signature

SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☒

Entrepreneurship

☐

Placement

Student Name: [REDACTED]

Phone number: _____

Date: 1/30/15 Parents Present: YES NO Mileage: 25 Time Spent: 1 hour
mi

Location: [REDACTED] House

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

Description of Current SAE:

Brooke - 2 Market Hogs (crosses)

Bailee - 2 Cross Market Hogs

110 chickens (laying hens)

Instructor's Comments/ Notes:

- Brooke's Fancy Underweight (add fat)

Gilbert limping - aspirin (1a 200)

- walking daily

Bailee Stewart

Student Signature

Kathy Tume

Advisor Signature

Karen Stewart

Parent Signature

SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☒

Entrepreneurship

☐

Placement

Student Name: [REDACTED]

Phone number: _____

Date: 7/09/15 Parents Present: YES ☐ NO ☒ Mileage: 23 Time Spent: 1 hour

Location: [REDACTED] Horse

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

Description of Current SAE:

one hump cross

Instructor's Comments/ Notes:

Keeping track of weekly weights - good,
Keeping track of each feeding - good!

- needs to walk pig more
- work on sponsors.

[Signature]

Student Signature

[Signature]

Advisor Signature

N/A

Parent Signature

SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☒

Entrepreneurship

☐

Placement

Date: 7/09/15 Parents Present: YES ☒ NO ☐ Mileage: 23 Time Spent: 1 hour

Location: ~~XXXXXXXXXX~~ House

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

Description of Current SAE:

two crossbred - gilts

Instructor's Comments/ Notes:

- keeping track of weekly weights - good
- keeping track of each feeding - good!
- needs to walk more.
- work on sponsors.

Student Name: ~~XXXXXXXXXX~~ Phone number: ~~XXXXXXXXXX~~

Mackin Amy
Student Signature

Kate Ture
Advisor Signature

N/A
Parent Signature



SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☒

Entrepreneurship

☐

Placement

Student Name: _____

Phone number: _____

Date: 7/7/15 Parents Present: YES ☒ NO ☐ Mileage: 20 Time Spent: 1 hour
Location: [REDACTED] MOMS house 12600 Winn Ave
Time: 1 2 3 4 5 6 7 8 ☒ 9 10 11 12 ☒ AM PM

Description of Current SAE:

Hamp cross - Gilt - Jessalyn's
Cross - Gilt - Jerica's

Instructor's Comments/ Notes:

Take off free feed
weighed animals
- wormed animals w/ Safeguard
walk pigs every other day.

[Signature]
Student Signature

[Signature]
Advisor Signature

N/A
Parent Signature

SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☒

Entrepreneurship

☐

Placement

Student Name: [REDACTED]

Phone number: _____

Date: 1.13.15 Parents Present: YES (NO) Mileage: 20 Time Spent: 30 mins
mi

Location: Lakeside Farm

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

Description of Current SAE:

hamp cross

Instructor's Comments/ Notes:

- ear tagging / pictures for entries
- free feed

* walk pig more
come to snowmanship practice

[Signature]

Student Signature

Kate Time

Advisor Signature

N/A

Parent Signature

SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☒

Entrepreneurship

☐

Placement

Student Name: [REDACTED] Phone number: [REDACTED]

Date: 07/21/15 Parents Present: YES ☒ NO ☐ Mileage: 24 mi Time Spent: 1 hour

Location: [REDACTED] House

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

Description of Current SAE:

Holly - one york ~~cross~~
Hannah - hamp ~~cross~~, york cross
Joe - hamp

Instructor's Comments/ Notes:

- Holly's pig has abscess, not ready to pop - check back next week.
- great job walking daily
- worm.

[Signature]
Student Signature

[Signature]
Advisor Signature

N/A
Parent Signature

SAE Visit Supervision Record

Independence High School

Agriculture Department



Type of SAEP:

☐

Agriscience

☒

Entrepreneurship

☐

Placement

Date: 7/22/15 Parents Present: YES ☒ NO Mileage: 9mi Time Spent: 1 hour

Location: [redacted] House

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

Description of Current SAE:

Duroc - gilt
Hamp cross - barrow

Instructor's Comments/ Notes:

walk more -
medicate barrow - sounds like pneumonia
Separate, duroc is gaining more than hamp.
- looking for a scale to buy.

Student Name: [redacted]

Phone number: [redacted]

Ashley Clew
Student Signature

Ketha Threl
Advisor Signature

N/A
Parent Signature

F: SAE Requirements Course Syllabus

Independence High School
Agriculture Earth Science
Course Syllabus 2015-2016



I. General Information

Course Title: Agriculture Earth Science
Grade Level: 9
Building: 1200
Room: 1202
Instructor: Kati Tune

Email: kati_tune@khsd.k12.ca.us
Phone: 834-8001
Office Hours: 7am-5pm M-F

II. Course Description

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

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

III. Required Items for Earth Science:

1. Students must bring their textbook to class daily.
2. Each student will need to come to class daily with pencil, blue or black pen, notebook and eraser.
3. A simple scientific calculator and colored pens or pencils will be used.

IV. Classroom Expectations:

1. **Talk only during appropriate times:** Talking out of turn disturbs not only the person talking, but the people around them as well. Appropriate times are those when the teacher is done presenting and you are either doing group work or are instructed that it is okay to discuss things that pertain to the day's topic. If you have a question, raise your hand and wait to be called on.
2. **Ask permission to get up and move around the classroom:** Wandering the room is a distraction to everyone. Seek permission at appropriate times if you need to leave your seat.
3. **Come to class on time:** Be in your seat with your notebook and a pen out, quiet, and ready to take notes. You will be marked tardy if you are not ready to start class on time. As per school rules after 3 tardies to first period the student will receive after school detention. There will be silent tardy sweeps 2nd-7th period, any student tardy will receive a lunch detention.
4. **Treat yourself, your classmates, and your teacher with respect.** No derogatory language or insults will be tolerated.
5. **Come to class ready to learn.** You are an active part in the learning process. Everything we do will require you to be involved and thinking in order to maximize learning.
6. **Notebook:** You are required to keep a tab for this class in your 3 ring binder and keep track of each assignment, as well as notes, tests, quizzes and all other in-class assignments in your binders.
6. **Complete work in pencil or blue or black ink.**
7. **Label work properly:** All work must include *name, date, and period* in the upper right hand corner of the page and a *title* in the top center of page or it will not be graded!

8. **Collect make up work after class or after school:** There is more time here for me to find what you have missed.
9. **Dismissal:** You are to remain seated until the dismissal bell rings. You will be dismissed by the teacher, not the bell!
10. **Cell Phone/ Device policy:** There may be times where technology will be incorporated into the classroom but the school rules as far as appropriate use will still apply. If the technology is not part of the lesson it needs to be off and away per school rules. It is a pain to have to take time out my day to take your phone away and turn it into the office.
11. **Consequences:** Violation of ANY rule/requirement will result in a minor or major referral.

V. Classroom Rules:

1. **No food or drink**
2. **No running or playing around**
3. **No Cheating- giving or getting answers or intentionally miscorrecting class assignments.**
4. **Do NOT write on or deface school property. There will be a consequence.**
5. **Use good vocabulary (no cuss words)**

VI. Absence Policy:

Any absence is still an absence, excused or not. I will not cancel class because you were not there. Students will have the same amount of time that they are absent to complete the assignment from that day. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Labs are simply too hard to make up. Missing a lab will require you to serve a lunch period in my room studying the key concepts that were presented in the lab.

VII. Late Work:

Assignments will be due on Fridays. If you are absent, it is your responsibility to find out the material you missed and any assignment you may have missed and get them made up. If you are absent on Friday your work will be due on Monday. No late work will be accepted after one week from due date with penalty.

VIII. FFA Participation:

All of the Independence High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum includes an “intra-curricular” format engaging classroom, **SAE (Supervised Agriculture Experience)**, and FFA instruction/involvement. **10% of a student’s grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom.** Two (2) FFA activities each quarter makes up the 10% portion of a student’s grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 2 required) go towards overall class “extra-credit”, so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the “FFA Participation” aspect of our courses/grading contributes towards that goal. **All freshmen are required to attend the end of the year Banquet where we celebrate student success (an alternate assignment will be given to those that are not able to attend).** **All students are required to have an SAE/ Agri-science Project. This will be integrated into the classroom curriculum.** 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.

IX. Cheating Policy:

Plagiarism and **Cheating** is not acceptable and will receive reduction in points or a score of “0”. The work you present must be your own. Copying another student’s work or turning in homework or lab reports with identical material (with the exception of lab data if you were in the same lab group) will be considered cheating. **NOTE:** If you are caught copying someone else’s assignments, papers, or anything from any class, both papers/workbooks will be taken. If the assignments are from another class both papers will be delivered to the teacher of that course with a note indicating who was doing the copying.

X. Grading Procedures:

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

1.	Tests & Quizzes	45%
3.	Labs	20%
4.	Class Participation	15%
5.	Notebook Checks	10%
6.	FFA Participation/ SAE*	10%

		100%

* Note: You must participate in **2 approved FFA activities each quarter** for full credit (10% of grade).



Course Outline:

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

*Integrated throughout the year:
FFA and Agriculture

RULES CONTRACT FOR MRS. TUNE TO KEEP ON FILE IN CLASS

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

Student Signature

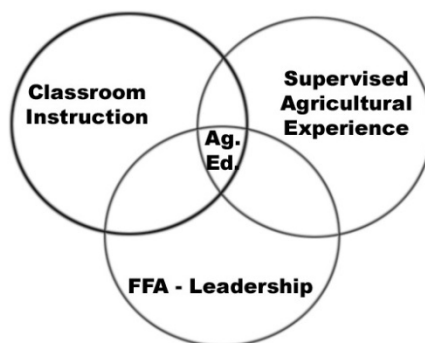
Date

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

Parent /Guardian Signature

Date

**** Due no later than Friday, August 28th to Mrs. Tune when class begins!**



Independence High School
Agriculture Biology
Course Syllabus 2015-2016



I. General Information

Course Title: Agriculture Biology
Grade Level: 10
Building: 1200
Room: 1202
Instructor: Kati Tune

Email: kati_tune@khsd.k12.ca.us
Phone: 834-8001
Office Hours: 7am-5pm M-F

II. Course Description

Agriculture Biology is a University of California approved science course that meets the UC requirement for science. Students enrolled in this course also meet one laboratory science requirement for graduation. This course is the second phase for students interested in the agriculture education program. The purpose of this course is to introduce students to the world of agriculture through the exploration of life science biology. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: scientific methodology, relationships between living organisms and their environment, biochemistry, cellular structure and function, homeostasis within the context of animal physiology, infection and immunity, molecular processes/biotechnology, principles of genetics, the processes by which organisms change over time, and comparative animal anatomy/physiology. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA.

III. Required Items for Biology:

1. Students must bring their textbook to class daily.
2. Each student will need to come to class daily with pencil, blue or black pen, and eraser.
3. A simple scientific calculator and colored pens or pencils will be used.
4. Spiral bound notebook (This will be your Biology Critical Thinking Journal. You must have it with you every day and it will be randomly checked three times during the quarter and evaluated using a critical thinking rubric.)

IV. Classroom Expectations:

1. **Talk only during appropriate times:** Talking out of turn disturbs not only the person talking, but the people around them as well. Appropriate times are those when the teacher is done presenting and you are either doing group work or are instructed that it is okay to discuss things that pertain to the day's topic. If you have a question, raise your hand and wait to be called on.
2. **Ask permission to get up and move around the classroom:** Wandering the room is a distraction to everyone. Seek permission at appropriate times if you need to leave your seat.
3. **Come to class on time:** Be in your seat with your notebook and a pen out, quiet, and ready to take notes. You will be marked tardy if you are not ready to start class on time. As per school rules after 3 tardies to first period the student will receive after school detention. There will be silent tardy sweeps 2nd-7th period, any student tardy will receive a lunch detention.
4. **Treat yourself, your classmates, and your teacher with respect.** No derogatory language or insults will be tolerated.
5. **Come to class ready to learn.** You are an active part in the learning process. Everything we do will require you to be involved and thinking in order to maximize learning.
6. **Notebook:** You are required to keep a tab for this class in your 3 ring binder and keep track of each assignment, as well as notes, tests, quizzes and all other in-class assignments in your binders.
6. **Complete work in pencil or blue or black ink**

7. **Label work properly:** All work must include *name, date, and period* in the upper right hand corner of the page and a *title* in the top center of page or it will not be graded!
8. **Collect make up work after class or after school:** There is more time here for me to find what you have missed.
9. **Dismissal:** You are to remain seated until the dismissal bell rings. You will be dismissed by the teacher, not the bell!
10. **Cell Phone/ Device policy:** There may be times where technology will be incorporated into the classroom but the school rules as far as appropriate use will still apply. If the technology is not part of the lesson it needs to be off and away per school rules. It is a pain to have to take time out my day to take your phone away and turn it into the office.
11. **Consequences:** Violation of ANY rule/requirement will result in a minor or major referral.

V. Classroom Rules:

1. **No food or drink**
2. **No running or playing around**
3. **No Cheating- giving or getting answers or intentionally miss-correcting class assignments.**
4. **Do NOT write on or deface school property. There will be a consequence.**
5. **Use good vocabulary (no cuss words)**

VI. Grading Policies:

All grades will be determined a grading computer program based on the following scales:

ASSIGNMENT	% WEIGHT
Assignments	15%
Critical Thinking Journal	15%
Projects/Labs	10%
Tests/Quizzes	50%
FFA Participation/SAE	10%
TOTAL	100%

Semester Grading	% Weight
Quarter 1	45%
Quarter 2	45%
Semester Exam	10%
TOTAL	100%

% RANGE	GRADE
90-100	A
80-89	B
70-79	C
60-69	D **
50-59	F

** Please note that although a grade of D is passing and meets the requirements for high school graduation, it is not considered a passing grade for college and will need to be retaken

VII. Absence Policy:

Any absence is still an absence, excused or not. I will not cancel class because you were not there. Students will have the same amount of time that they are absent to complete the assignment from that day. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Labs are simply too hard to make up. Missing a lab will require you to serve a lunch period in my room studying the key concepts that were presented in the lab.

VIII. Late Work:

Packets are due on Fridays unless otherwise directed by the teacher. Late work will NOT be accepted! If you are here it is due regardless of where the assignment might be (at home, in your car...) I will NOT grade any late work for students who are present on the day it was due. It is a zero!

IX. Classroom File Folder and Packets:

Each week you will be given a packet for the week. It is expected that all work is completed by the end of the week. Some assignments will need to be completed at home and others in class. Each student will have a file folder in the back of the room to keep all completed and graded packets in. It is expected that all packets for the semester are collected there and made available to you to review for your semester final exams.

X. FFA Participation:

All of the Independence High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum includes an “intra-curricular” format engaging classroom, **SAE (Supervised Agriculture Experience)**, and FFA instruction/involvement. 10% of a student’s grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. Two (2) FFA activities **each quarter** makes up the 10% portion of a student’s grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 2 required) go towards overall class “extra-credit”, so it also serves as an opportunity to strengthen a grade. **All students are required to have an SAE/ Agri-science Project. This will be integrated into the classroom curriculum.** The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the “FFA Participation” aspect of our courses/grading contributes towards that goal.

XI. Cheating Policy:

Plagiarism and **Cheating** is not acceptable and will receive reduction in points or a score of “0”. The work you present must be your own. Copying another student’s work or turning in homework or lab reports with identical material (with the exception of lab data if you were in the same lab group) will be considered cheating. **NOTE:** If you are caught copying someone else’s assignments, papers, or anything from any class, both papers/workbooks will be taken. If the assignments are from another class both papers will be delivered to the teacher of that course with a note indicating who was doing the copying.

RULES CONTRACT FOR MRS. TUNE TO KEEP

ON FILE IN CLASS

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

Student Signature

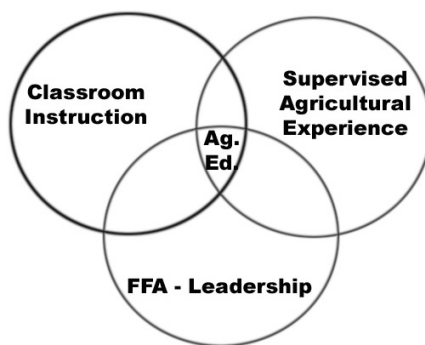
Date

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

Parent /Guardian Signature

Date

***** Due no later than Friday, August 28th to Mrs. Tune when class begins!***



Independence High School
Agriculture Communications
Course Syllabus
2015-2016

I. General Information:

Course Title: Agriculture Communications
Grade Level: 9-12 Elective
Building: 1200
Room: 1202

Instructor: Kati Tune
Email: kati_tune@khsd.k12.ca.us
Phone: 834-8001 ext: 525
Office Hours: 7am-5pm M-F

II. Course Description:

This Agricultural Communications course is designed to enhance leadership skills in students through written and oral communication. The course is intended for students in grades 9-12 and should be taken as a supplemental course to the established agriculture career pathway. Students enrolled in the course will have the unique opportunity to receive direct leadership training including public speaking and debate while working with local and state business men and women in the agriculture industry. The course will emphasize detailed knowledge of leadership through the use of local and state public speaking events, business management through computer applications and record keeping, industry networking, professional development, officer development workshops, career development events, as well as local, state and national leadership experiences. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education

III. Required Items:

1. One Spiral Bound, college ruled paper notebook
2. One 1 inch binder
3. It is suggested (not required) that students enrolled purchase the official FFA Jacket.
(Students will be attending leadership development events throughout the county and state and uniforms will be required)
4. As part of their grade, students must participate in a **minimum of 4 FFA activities** per semester or 8 activities per year.

IV. Eligibility:

The participation in any co-curricular, or after school activity, will require that students be eligible to participate. Eligibility for this class will work as follows:

1. Students must maintain a minimum 2.0 GPA during all grading periods (mid-quarter, quarter and semester)
2. Students who receive below a 2.0 at any grading period will be unable to participate in any co-curricular or after school activity until grades for the next grading period are released.
3. Students who have above a 2.0, but have an "F" grade in any class, may not miss that class for any co-curricular activity.
4. Not being eligible to participate will directly affect your grade in numerous ways.

V. FFA Projects and Leadership Activities:

As part of this class students will be encouraged to take on an agricultural project (SAE project) for the course of the year. These projects might include raising a project animal for state and local livestock shows, starting an entrepreneurship business in the field of agriculture, or take on a paid or unpaid job in the agriculture field. There are hundreds of opportunities for students out there and I will help them to focus on one.

Leadership activities will also be encouraged for all students. These activities might include participating in a public speaking event, being a member of a career development event team, holding an elected position on the FFA Officer Team, serving as a chairman or cochairman of a committee, or participating in local and state leadership conferences and events throughout the year.

VI. Class Participation /Behavior:

Participation and Behavior will account for 10% of the total grade earned during the grading period. 5 points are eligible each day for participation (coming to class on time, prepared, etc.) and behavior. These points CANNOT be made up.

VII. Grading Policies:

Grades will be calculated by a computer grading program based on the following scales:

ASSIGNMENTS	%WEIGHT
Assignments	20%
Projects/Tests	25%
FFA Activities/SAE	25%
Record Book	20%
Daily Participation	10%
TOTAL	100%

% RANGE	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

VIII. Absence Policy:

Students will have the same amount of time that they are absent to complete the assignments from that day. Students need to be responsible and make appointments to meet with the instructor to make up missing assignments in a timely manner. A student who does not complete absent assignments within one week will be given a zero on that assignment. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Should a student miss a large FFA activity assembled by the class they will receive a ZERO for that assignment.

IX. Assignments and Testing:

Throughout the course of the year students will be required to complete numerous assignments that focus on the leadership/communication component of FFA. Such assignments may not have an exact rubric but will be graded based on the work ethic of the student. Assignments will include but are not limited to the following; fair decorations, National FFA Week, public speaking events, career development events, Food for America, lesson plans, record books, character building, life knowledge lessons, etiquette, professionalism, and numerous FFA events and activities.

Testing will come in a variety of forms throughout the year but the two final exam grades will be based on the following two items. Fall semester will consist of a prepared speech on a topic in agriculture and

spring semester will be comprised of a formal lesson plan and student presentation during our annual Food for America student education project.

Unit	Topic	Time Frame	CTE Academic Standards Addressed	CTE Agriculture Standards Addressed
I.	Communication Development: Facilitation Training, Small group, Persuasive, Intrapersonal, Informal and Formal Expressions	4 weeks	Reading (2.1, 2.3) Writing (1.1)	F2.2(2.1), F2.3(1.1, 1.2, 1.3) F2.4(1.1, 2.2, 2.3)
II.	Media: Website design, Newsletters, Ag Yearbook,			F2.4(2.4) F2.5 F4(4.1,4.2,4.3,4.4)
III.	Professionalism: Business Etiquette, Personal Grooming, Phone Etiquette, Use of effective and appropriate communication in a business setting	3 weeks		F2.2(2.5, 2.6), F9.0(9.4, 9.5, 9.6)
IV.	Leadership: Historical leaders, Leadership Styles, Individual Strengths and Weaknesses, Overcoming obstacles	4 weeks		F7.0(7.1, 7.2, 7.3, 7.4, 7.5) F9.0(9.1, 9.2, 9.3) F10.0(10.1)
IV.	Agricultural Advocacy: FFA, Sound bytes, Response to Media, Appropriate use of Social Media, Positive messages, Press Releases	4 weeks	Writing (2.6) L&S (1.1)	F2.2(2.6), F2.4 (1.14, 2.4) F4.0(4.1, 4.6)
V.	Record Keeping: Business Agreements, Budgets, Business Plan Analysis, Financial Statements	2 week	Alg (10.0, 12.0, 13.0)	F1.1(15.0,8.0) F10.0(10.3)
VI.	Employment Skills: Job Applications, Job Interviews, Resumes, Cover letters	3 weeks	Writing (2.5) L&S(2.3)	F2.1(2.7) F2.2(2.5) F2.4 (2.3) F3.0(3.6)
VII.	Career Development Events: Ag Sales, Ag Marketing, Ag Computers, Ag Issues, Parliamentary Procedure	2 weeks	Econ(12.2.5) Writing (1.6) L&S(1.1, 1.7, 2.2, 2.5)	F2.4 (2.2, 1.8), F4.0(4.2, 4.3), F5.0(5.1, 5.2, 5.3), F9.0(9.2)
VIII.	Public Speaking: Impromptu, Creed Recitation, Prepared Public Speaking, Extemporaneous Public Speaking	4 weeks	Reading (2.2, 2.8) Writing (1.1-1.3, 1.5, 2.3)	F2.1(2.2, 2.3, 2.6, 2.7, 2.8), F2.2(1.1, 1.2, 1.3, 1.5, 2.3) F4.0(4.5), C2.0(C2.1-C2.5) C3.0(C3.3) C4.0(C4.4),
IX.	Production Agriculture Experiences: Guest Speakers, Industry Tours, Agriculture Career Planning	3 weeks		F8.0 (8.1, 8.2, 8.3), C1.0(C1.2, C1.4)
X.	Event Planning: Theme, Banquet Scripts, Due Dates, Invitations, Technology use, Food Safety	3 weeks		F2.4 (1.7) F6.0(6.2) F7.0(7.5)
XI.	Agriculture Careers: Making contacts, Career exploration, Industry trends, Portfolios, Supervised Agricultural Experiences	3 weeks		F3.0 (3.1, 3.2, 3.3, 3.4, 3.5, 3.6) F10.0(10.2, 10.3, 10.4)

RULES CONTRACT FOR MRS. TUNE TO KEEP ON FILE IN CLASS

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

Student Signature

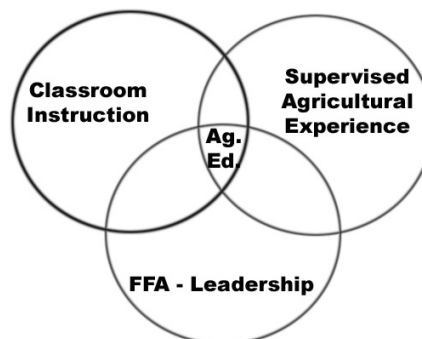
Date

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

Parent /Guardian Signature

Date

**** Due no later than Friday, August 28th to Mrs. Tune when class begins!**



G: FFA Requirements Course
Syllabus

Independence High School
Agriculture Earth Science
Course Syllabus 2015-2016



I. General Information

Course Title: Agriculture Earth Science
Grade Level: 9
Building: 1200
Room: 1202
Instructor: Kati Tune

Email: kati_tune@khsd.k12.ca.us
Phone: 834-8001
Office Hours: 7am-5pm M-F

II. Course Description

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

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

III. Required Items for Earth Science:

1. Students must bring their textbook to class daily.
2. Each student will need to come to class daily with pencil, blue or black pen, notebook and eraser.
3. A simple scientific calculator and colored pens or pencils will be used.

IV. Classroom Expectations:

1. **Talk only during appropriate times:** Talking out of turn disturbs not only the person talking, but the people around them as well. Appropriate times are those when the teacher is done presenting and you are either doing group work or are instructed that it is okay to discuss things that pertain to the day's topic. If you have a question, raise your hand and wait to be called on.
2. **Ask permission to get up and move around the classroom:** Wandering the room is a distraction to everyone. Seek permission at appropriate times if you need to leave your seat.
3. **Come to class on time:** Be in your seat with your notebook and a pen out, quiet, and ready to take notes. You will be marked tardy if you are not ready to start class on time. As per school rules after 3 tardies to first period the student will receive after school detention. There will be silent tardy sweeps 2nd-7th period, any student tardy will receive a lunch detention.
4. **Treat yourself, your classmates, and your teacher with respect.** No derogatory language or insults will be tolerated.
5. **Come to class ready to learn.** You are an active part in the learning process. Everything we do will require you to be involved and thinking in order to maximize learning.
6. **Notebook:** You are required to keep a tab for this class in your 3 ring binder and keep track of each assignment, as well as notes, tests, quizzes and all other in-class assignments in your binders.
6. **Complete work in pencil or blue or black ink.**
7. **Label work properly:** All work must include *name, date, and period* in the upper right hand corner of the page and a *title* in the top center of page or it will not be graded!

8. **Collect make up work after class or after school:** There is more time here for me to find what you have missed.
9. **Dismissal:** You are to remain seated until the dismissal bell rings. You will be dismissed by the teacher, not the bell!
10. **Cell Phone/ Device policy:** There may be times where technology will be incorporated into the classroom but the school rules as far as appropriate use will still apply. If the technology is not part of the lesson it needs to be off and away per school rules. It is a pain to have to take time out my day to take your phone away and turn it into the office.
11. **Consequences:** Violation of ANY rule/requirement will result in a minor or major referral.

V. Classroom Rules:

1. **No food or drink**
2. **No running or playing around**
3. **No Cheating- giving or getting answers or intentionally miscorrecting class assignments.**
4. **Do NOT write on or deface school property. There will be a consequence.**
5. **Use good vocabulary (no cuss words)**

VI. Absence Policy:

Any absence is still an absence, excused or not. I will not cancel class because you were not there. Students will have the same amount of time that they are absent to complete the assignment from that day. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Labs are simply too hard to make up. Missing a lab will require you to serve a lunch period in my room studying the key concepts that were presented in the lab.

VII. Late Work:

Assignments will be due on Fridays. If you are absent, it is your responsibility to find out the material you missed and any assignment you may have missed and get them made up. If you are absent on Friday your work will be due on Monday. No late work will be accepted after one week from due date with penalty.

VIII. FFA Participation:

All of the Independence High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum includes an “intra-curricular” format engaging classroom, SAE (Supervised Agriculture Experience), and FFA instruction/involvement. 10% of a student’s grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. Two (2) FFA activities each quarter makes up the 10% portion of a student’s grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 2 required) go towards overall class “extra-credit”, so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the “FFA Participation” aspect of our courses/grading contributes towards that goal. **All freshmen are required to attend the end of the year Banquet where we celebrate student success (an alternate assignment will be given to those that are not able to attend). All students are required to have an SAE/ Agri-science Project. This will be integrated into the classroom curriculum.** 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.

IX. Cheating Policy:

Plagiarism and **Cheating** is not acceptable and will receive reduction in points or a score of “0”. The work you present must be your own. Copying another student’s work or turning in homework or lab reports with identical material (with the exception of lab data if you were in the same lab group) will be considered cheating. **NOTE:** If you are caught copying someone else’s assignments, papers, or anything from any class, both papers/workbooks will be taken. If the assignments are from another class both papers will be delivered to the teacher of that course with a note indicating who was doing the copying.

X. Grading Procedures:

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

1.	Tests & Quizzes	45%
3.	Labs	20%
4.	Class Participation	15%
5.	Notebook Checks	10%
6.	FFA Participation/ SAE*	10%

		100%

* Note: You must participate in **2 approved FFA activities each quarter** for full credit (10% of grade).



Course Outline:

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

*Integrated throughout the year:
FFA and Agriculture

RULES CONTRACT FOR MRS. TUNE TO KEEP ON FILE IN CLASS

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

Student Signature

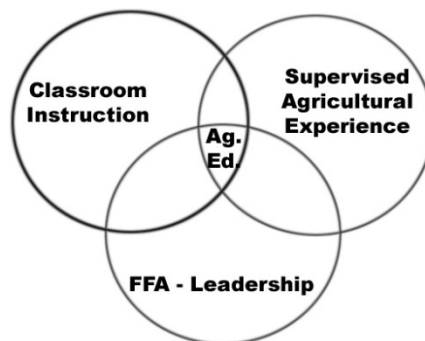
Date

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

Parent /Guardian Signature

Date

**** Due no later than Friday, August 28th to Mrs. Tune when class begins!**



Independence High School
Agriculture Biology
Course Syllabus 2015-2016



I. General Information

Course Title: Agriculture Biology
Grade Level: 10
Building: 1200
Room: 1202
Instructor: Kati Tune

Email: kati_tune@khsd.k12.ca.us
Phone: 834-8001
Office Hours: 7am-5pm M-F

II. Course Description

Agriculture Biology is a University of California approved science course that meets the UC requirement for science. Students enrolled in this course also meet one laboratory science requirement for graduation. This course is the second phase for students interested in the agriculture education program. The purpose of this course is to introduce students to the world of agriculture through the exploration of life science biology. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: scientific methodology, relationships between living organisms and their environment, biochemistry, cellular structure and function, homeostasis within the context of animal physiology, infection and immunity, molecular processes/biotechnology, principles of genetics, the processes by which organisms change over time, and comparative animal anatomy/physiology. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA.

III. Required Items for Biology:

1. Students must bring their textbook to class daily.
2. Each student will need to come to class daily with pencil, blue or black pen, and eraser.
3. A simple scientific calculator and colored pens or pencils will be used.
4. Spiral bound notebook (This will be your Biology Critical Thinking Journal. You must have it with you every day and it will be randomly checked three times during the quarter and evaluated using a critical thinking rubric.)

IV. Classroom Expectations:

1. **Talk only during appropriate times:** Talking out of turn disturbs not only the person talking, but the people around them as well. Appropriate times are those when the teacher is done presenting and you are either doing group work or are instructed that it is okay to discuss things that pertain to the day's topic. If you have a question, raise your hand and wait to be called on.
2. **Ask permission to get up and move around the classroom:** Wandering the room is a distraction to everyone. Seek permission at appropriate times if you need to leave your seat.
3. **Come to class on time:** Be in your seat with your notebook and a pen out, quiet, and ready to take notes. You will be marked tardy if you are not ready to start class on time. As per school rules after 3 tardies to first period the student will receive after school detention. There will be silent tardy sweeps 2nd-7th period, any student tardy will receive a lunch detention.
4. **Treat yourself, your classmates, and your teacher with respect.** No derogatory language or insults will be tolerated.
5. **Come to class ready to learn.** You are an active part in the learning process. Everything we do will require you to be involved and thinking in order to maximize learning.
6. **Notebook:** You are required to keep a tab for this class in your 3 ring binder and keep track of each assignment, as well as notes, tests, quizzes and all other in-class assignments in your binders.
6. **Complete work in pencil or blue or black ink**

7. **Label work properly:** All work must include *name, date, and period* in the upper right hand corner of the page and a *title* in the top center of page or it will not be graded!
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11. **Consequences:** Violation of ANY rule/requirement will result in a minor or major referral.

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3. **No Cheating- giving or getting answers or intentionally miss-correcting class assignments.**
4. **Do NOT write on or deface school property. There will be a consequence.**
5. **Use good vocabulary (no cuss words)**

VI. Grading Policies:

All grades will be determined a grading computer program based on the following scales:

ASSIGNMENT	% WEIGHT
Assignments	15%
Critical Thinking Journal	15%
Projects/Labs	10%
Tests/Quizzes	50%
FFA Participation/SAE	10%
TOTAL	100%

Semester Grading	% Weight
Quarter 1	45%
Quarter 2	45%
Semester Exam	10%
TOTAL	100%

% RANGE	GRADE
90-100	A
80-89	B
70-79	C
60-69	D **
50-59	F

** Please note that although a grade of D is passing and meets the requirements for high school graduation, it is not considered a passing grade for college and will need to be retaken

VII. Absence Policy:

Any absence is still an absence, excused or not. I will not cancel class because you were not there. Students will have the same amount of time that they are absent to complete the assignment from that day. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Labs are simply too hard to make up. Missing a lab will require you to serve a lunch period in my room studying the key concepts that were presented in the lab.

VIII. Late Work:

Packets are due on Fridays unless otherwise directed by the teacher. Late work will NOT be accepted! If you are here it is due regardless of where the assignment might be (at home, in your car...) I will NOT grade any late work for students who are present on the day it was due. It is a zero!

IX. Classroom File Folder and Packets:

Each week you will be given a packet for the week. It is expected that all work is completed by the end of the week. Some assignments will need to be completed at home and others in class. Each student will have a file folder in the back of the room to keep all completed and graded packets in. It is expected that all packets for the semester are collected there and made available to you to review for your semester final exams.

X. FFA Participation:

All of the Independence High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum includes an “intra-curricular” format engaging classroom, SAE (Supervised Agriculture Experience), and FFA instruction/involvement. 10% of a student’s grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. Two (2) FFA activities **each quarter** makes up the 10% portion of a student’s grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 2 required) go towards overall class “extra-credit”, so it also serves as an opportunity to strengthen a grade. **All students are required to have an SAE/ Agri-science Project. This will be integrated into the classroom curriculum.** The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the “FFA Participation” aspect of our courses/grading contributes towards that goal.

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RULES CONTRACT FOR MRS. TUNE TO KEEP

ON FILE IN CLASS

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Student Signature

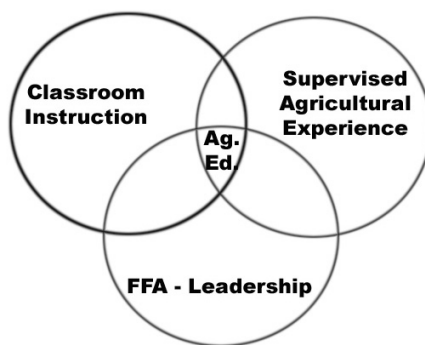
Date

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

Parent /Guardian Signature

Date

***** Due no later than Friday, August 28th to Mrs. Tune when class begins!***



Independence High School
Agriculture Communications
Course Syllabus
2015-2016

I. General Information:

Course Title: Agriculture Communications
Grade Level: 9-12 Elective
Building: 1200
Room: 1202

Instructor: Kati Tune
Email: kati_tune@khsd.k12.ca.us
Phone: 834-8001 ext: 525
Office Hours: 7am-5pm M-F

II. Course Description:

This Agricultural Communications course is designed to enhance leadership skills in students through written and oral communication. The course is intended for students in grades 9-12 and should be taken as a supplemental course to the established agriculture career pathway. Students enrolled in the course will have the unique opportunity to receive direct leadership training including public speaking and debate while working with local and state business men and women in the agriculture industry. The course will emphasize detailed knowledge of leadership through the use of local and state public speaking events, business management through computer applications and record keeping, industry networking, professional development, officer development workshops, career development events, as well as local, state and national leadership experiences. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education

III. Required Items:

1. One Spiral Bound, college ruled paper notebook
2. One 1 inch binder
3. It is suggested (not required) that students enrolled purchase the official FFA Jacket.
(Students will be attending leadership development events throughout the county and state and uniforms will be required)
4. As part of their grade, students must participate in a **minimum of 4 FFA activities per semester or 8 activities per year.**

IV. Eligibility:

The participation in any co-curricular, or after school activity, will require that students be eligible to participate. Eligibility for this class will work as follows:

1. Students must maintain a minimum 2.0 GPA during all grading periods (mid-quarter, quarter and semester)
2. Students who receive below a 2.0 at any grading period will be unable to participate in any co-curricular or after school activity until grades for the next grading period are released.
3. Students who have above a 2.0, but have an "F" grade in any class, may not miss that class for any co-curricular activity.
4. Not being eligible to participate will directly affect your grade in numerous ways.

V. FFA Projects and Leadership Activities:

As part of this class students will be encouraged to take on an agricultural project (SAE project) for the course of the year. These projects might include raising a project animal for state and local livestock shows, starting an entrepreneurship business in the field of agriculture, or take on a paid or unpaid job in the agriculture field. There are hundreds of opportunities for students out there and I will help them to focus on one.

Leadership activities will also be encouraged for all students. These activities might include participating in a public speaking event, being a member of a career development event team, holding an elected position on the FFA Officer Team, serving as a chairman or cochairman of a committee, or participating in local and state leadership conferences and events throughout the year.

VI. Class Participation /Behavior:

Participation and Behavior will account for 10% of the total grade earned during the grading period. 5 points are eligible each day for participation (coming to class on time, prepared, etc.) and behavior. These points CANNOT be made up.

VII. Grading Policies:

Grades will be calculated by a computer grading program based on the following scales:

ASSIGNMENTS	%WEIGHT
Assignments	20%
Projects/Tests	25%
FFA Activities/SAE	25%
Record Book	20%
Daily Participation	10%
TOTAL	100%

% RANGE	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

VIII. Absence Policy:

Students will have the same amount of time that they are absent to complete the assignments from that day. Students need to be responsible and make appointments to meet with the instructor to make up missing assignments in a timely manner. A student who does not complete absent assignments within one week will be given a zero on that assignment. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Should a student miss a large FFA activity assembled by the class they will receive a ZERO for that assignment.

IX. Assignments and Testing:

Throughout the course of the year students will be required to complete numerous assignments that focus on the leadership/communication component of FFA. Such assignments may not have an exact rubric but will be graded based on the work ethic of the student. Assignments will include but are not limited to the following; fair decorations, National FFA Week, public speaking events, career development events, Food for America, lesson plans, record books, character building, life knowledge lessons, etiquette, professionalism, and numerous FFA events and activities.

Testing will come in a variety of forms throughout the year but the two final exam grades will be based on the following two items. Fall semester will consist of a prepared speech on a topic in agriculture and

spring semester will be comprised of a formal lesson plan and student presentation during our annual Food for America student education project.

Unit	Topic	Time Frame	CTE Academic Standards Addressed	CTE Agriculture Standards Addressed
I.	Communication Development: Facilitation Training, Small group, Persuasive, Intrapersonal, Informal and Formal Expressions	4 weeks	Reading (2.1, 2.3) Writing (1.1)	F2.2(2.1), F2.3(1.1, 1.2, 1.3) F2.4(1.1, 2.2, 2.3)
II.	Media: Website design, Newsletters, Ag Yearbook,			F2.4(2.4) F2.5 F4(4.1,4.2,4.3,4.4)
III.	Professionalism: Business Etiquette, Personal Grooming, Phone Etiquette, Use of effective and appropriate communication in a business setting	3 weeks		F2.2(2.5, 2.6), F9.0(9.4, 9.5, 9.6)
IV.	Leadership: Historical leaders, Leadership Styles, Individual Strengths and Weaknesses, Overcoming obstacles	4 weeks		F7.0(7.1, 7.2, 7.3, 7.4, 7.5) F9.0(9.1, 9.2, 9.3) F10.0(10.1)
IV.	Agricultural Advocacy: FFA, Sound bytes, Response to Media, Appropriate use of Social Media, Positive messages, Press Releases	4 weeks	Writing (2.6) L&S (1.1)	F2.2(2.6), F2.4 (1.14, 2.4) F4.0(4.1, 4.6)
V.	Record Keeping: Business Agreements, Budgets, Business Plan Analysis, Financial Statements	2 week	Alg (10.0, 12.0, 13.0)	F1.1(15.0,8.0) F10.0(10.3)
VI.	Employment Skills: Job Applications, Job Interviews, Resumes, Cover letters	3 weeks	Writing (2.5) L&S(2.3)	F2.1(2.7) F2.2(2.5) F2.4 (2.3) F3.0(3.6)
VII.	Career Development Events: Ag Sales, Ag Marketing, Ag Computers, Ag Issues, Parliamentary Procedure	2 weeks	Econ(12.2.5) Writing (1.6) L&S(1.1, 1.7, 2.2, 2.5)	F2.4 (2.2, 1.8), F4.0(4.2, 4.3), F5.0(5.1, 5.2, 5.3), F9.0(9.2)
VIII.	Public Speaking: Impromptu, Creed Recitation, Prepared Public Speaking, Extemporaneous Public Speaking	4 weeks	Reading (2.2, 2.8) Writing (1.1-1.3, 1.5, 2.3)	F2.1(2.2, 2.3, 2.6, 2.7, 2.8), F2.2(1.1, 1.2, 1.3, 1.5, 2.3) F4.0(4.5), C2.0(C2.1-C2.5) C3.0(C3.3) C4.0(C4.4),
IX.	Production Agriculture Experiences: Guest Speakers, Industry Tours, Agriculture Career Planning	3 weeks		F8.0 (8.1, 8.2, 8.3), C1.0(C1.2, C1.4)
X.	Event Planning: Theme, Banquet Scripts, Due Dates, Invitations, Technology use, Food Safety	3 weeks		F2.4 (1.7) F6.0(6.2) F7.0(7.5)
XI.	Agriculture Careers: Making contacts, Career exploration, Industry trends, Portfolios, Supervised Agricultural Experiences	3 weeks		F3.0 (3.1, 3.2, 3.3, 3.4, 3.5, 3.6) F10.0(10.2, 10.3, 10.4)

RULES CONTRACT FOR MRS. TUNE TO KEEP ON FILE IN CLASS

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

Student Signature

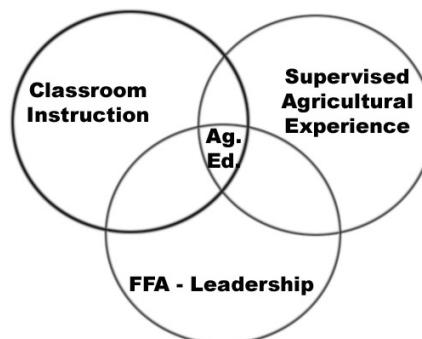
Date

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

Parent /Guardian Signature

Date

**** Due no later than Friday, August 28th to Mrs. Tune when class begins!**



H: Program of Activities

Independence FFA



Program of Activities
2015-2016

Program of Activities

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CHAPTER OFFICERS



Bailee Stewart
President

Ashley Elcano
Vice President

Cammy Atwell
Vice President

Jasmin Ruano
Secretary

Journee Jeffers
Treasurer

Bailey Freeman
Reporter

Adam Kunzmann
Sentinel

Jerica Hedge
Historian

Tony Pena
Historian



SECTIONAL OFFICERS

Alyssa Hill, Shafter, President; Jose Cruz, Wasco, Vice President; Benny Gallardo, Bakersfield-Ridgeview, Secretary; Bailee Stewart, Bakersfield-Independence, Treasurer; Sydney Manning, Bakersfield-Frontier, Reporter; and Isaiah Storar, Bakersfield-Frontier, Sentinel

2015-2016 San Joaquin Region Officer Team

Left to Right: Austin LaSalle, Firebaugh, President; Morgan Barrett, Kerman, Vice President; Kelsey Swall, Tulare, Secretary; Ethan Francis, Bakersfield-North, Vice President; Brent Oge, Kingsburg, Sentinel; Nitin Gupta, Tulare, Reporter; Shyann Mattes, O'Neals-Minarets, Vice President; Cameron Standridge, Hanford, Vice President; Rebecca Duran, Tulare, Vice President; Jonathan Arevalo, Delano-Paramount, Vice President; and Joshua Finke, Reedley-Reedley Middle College, Treasurer





National FFA Officers

President	Andy Paul
Secretary	Victoria Maloch
Eastern Vice-President	Ruth Ann Myers
Central Vice-President	Kristen Schmidt
Southern Vice-President	Stephen McBride
Western Vice-President	Caleb Gustin

California State FFA Officers



Breanna Holbert (Tokay), Sydnie Sousa (Tulare), Tim Truax (Pitman), Danielle Diele (Golden Valley), Joelle Lewis (SLO), Trevor Autry (Nipomo)

Just Do It



Welcome,

From your 2014-2015 Chapter Officer Team.

Independence FFA has great plans for this year. Since the start of the previous year our chapter has made great progress. Last year we had very many successes in speaking competitions, judging teams and SAE projects.

The Officers choose “Just Do It” as our theme this year. Being a growing chapter, we want to do our part by making our chapter more efficient so that future members can do their part for the years to come. By getting out of our comfort zones and “Just Doing It” we will continue to make great strides in not only our chapter but our community.



INDEPENDENCE HIGH
HOME OF THE FALCONS

Independence FFA

Being friends before officers, we have grown together and as a team. Together we hope to help our chapter grow this year. We are an officer team that is dedicated to making this a successful, memorable year.

*Sincerely,
The Independence FFA Officer team*

President Bailee Stewart

Vice President Cammy Atwell

Treasurer Journee Jeffers

Sentinel Adam Porcho

Vice President Ashley Elcano

Secretary Jasmin Ruano

Reporter Bailey Freeman

Historian Jerica Hedge

Historian Tony Pena

Advisor's Message

Mr. Jimenez



This year promises to be one of new growth and expansion. This year we will be taking a large group of students to Kern County Fair. I have put long to help see student become successful. During this year I hope to have a school farm for student projects. I will be expanding the classes offered. For those of you with a stronger farming background, I will be offering the opportunities to learn about the Ag Industry.

Welcome to one of the most exciting years of your life. As your advisor I look forward to working with each and every one of you and firmly believe that with your help we can ensure that Independence FFA becomes a powerhouse agriculture program in the state of California.

Hector Jimenez

Advisor's Message

Ms. Chamberlin



As a new advisor for the Independence FFA program, I hope to bring more opportunities for students in the FFA. By offering an Ag science pathway we hope to get more students involved so that we can expand our program. I hope to encourage more students to get involved within the FFA and explore the speaking competitions, judging competitions, and SAE projects that are available to them. With a young officer team we plan on growing exponentially this year in enrollment and active members. I look forward to working with each and every student in our program and finding a place for them to call home.

Kati Chamberlin

Chapter Goals

- ❖ To educate and interest our members in agriculture now and in the future.
- ❖ To excel in numerous competitions.
- ❖ Encourage community members to share stories with members and be involved.
- ❖ Accomplish all goals: personal and chapter goals.
- ❖ Increase membership and encourage members



Independence FFA



Mission and Strategies

The FFA is a positive influence on the students at Independence by teaching students quality leadership skills, promoting personal growth, and preparing our students for a future career in the agricultural industry. To accomplish these purposes the Independence FFA commits itself to the following:

- *Promoting the importance of agriculture in our community.
- *Develop a competent and assertive agricultural leadership program
- *Teach students careers and career opportunities in the agricultural industry.
- *Strengthen the confidence of agriculture students in themselves and their work.
- *To produce agriculturally confident and intelligent students.

The Emblem



The FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element of the emblem has unique significance. The Cross Section of The Ear of Corn provides the foundations of the American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation. The Rising Sun signifies progress and holds a promise that tomorrow will

bring a new day glowing with opportunity. The Plow signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength. The Eagle is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture. The Owl, long recognized for its wisdom, symbolized the knowledge required to be successful in the industry of agriculture. The words "Agricultural Education" and FFA are emblazoned

in the center to signify the combination of learning and leadership necessary for progressive agriculture.





Colors

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



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

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



The FFA 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 GENERATION OF AGRICULTURIST; IN THE PROMISE OF BETTER DAYS THROUGH BETTER WAYS, EVEN AS THE BETTER THINGS WE KNOW 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 AGRICULTURE PURSUITS, IS PLEASANT AS WELL AS CHALLENGING; FOR I KNOW THE JOYS AND DISCOMFORTS OF AGRICULTURE LIFE AND HOLD AN INBORN FONDNESS FOR THOSE ASSOCIATIONS WHICH, EVEN IN HOURS OF DISCOURAGEMENT, I CAN NOT DENY.

I BELIEVE IN LEADERSHIP FROM OURSELVES AND RESPECT FROM OTHERS. I BELIEVE IN MY OWN ABILITY TO WORK EFFICIENTLY AND THINK CLEARLY, WITH SUCH KNOWLEDGE AND SKILL AS I CAN SECURE, AND IN THE ABILITY OF PROGRESSIVE AGRICULTURISTS TO SERVE OUR OWN AND THE PUBLIC INTEREST IN PRODUCING AND MARKETING THE PRODUCT OF OUR TOIL.

I BELIEVE IN LESS DEPENDENCE ON BEGGING AND MORE POWER IN BARGAINING; IN THE LIFE ABUNDANT AND ENOUGH HONEST WEALTH TO HELP MAKE IT SO-FOR OTHERS AS WELL AS MYSELF; IN LESS NEED FOR CHARITY AND MORE OF IT WHEN NEEDED IN BEING HAPPY WITH 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 Awards Offered to You

- ❖ Greenhand Degree:
For 1st year Ag students.
- ❖ Star Greenhand:
Most Outstanding 1st year male and female Ag student.
- ❖ Chapter FFA Degree:
For 2nd year male and female Ag student.
- ❖ Chapter Star Farmer:
Most Outstanding 2nd year.
- ❖ Chapter Star in Agribusiness:
Most Outstanding 3rd or 4th year Ag students.
- ❖ State FFA Degree:
For 3rd and 4th year Ag students.
- ❖ State Star Farmer:
For 3rd or 4th year Ag students.
- ❖ State Star in Agribusiness:
For 3rd or 4th year Ag students.
- ❖ American FFA Degree:
For 5th year Ag student.
- ❖ American Star Farmer:
For 5th year Ag students.
- ❖ American Star in Agribusiness:
For 5th year Ag students.
- ❖ Proficiency Awards:
These awards are given to students based on their SAE projects, and they are given at the Sectional, Regional, State, and National levels.
- ❖ Outstanding Ag Mechanics Student:
This award is given to a student representing each grade level. The students must be enrolled in some kind of Agriculture Mechanics class, have a relating SAE, or be involved in the Ag Mechanics career development event.
- ❖ Program Completer:
Graduation Sash
This award is presented to students who have been enrolled in an Ag. Class for a minimum of 3 years and received their State FFA Degree from the California FFA.
- ❖ Outstanding Ag Student Award:
This award is given to the outstanding student in each grade level based on their academic success as well as involvement in the FFA.
- ❖ Top 10 Award:
FFA points are awarded for students' involvement in FFA activities throughout the entire school year. The top 10 students earn an all-expenses paid trip at the end of the year.

Independence FFA

Market Swine

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

Expenses:	
Feeder Hog	\$300
Feed	\$250
Entry fees	\$25
Vet Supplies	\$10
Show Supplies	\$10
Total:	\$595
Income:	\$1000
Profit:	\$410

Independence FFA

Market Lamb

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

Expenses:	
Feeder Lamb	\$250
Feed	\$250
Entry Fees	\$25
Vet Supplies	\$10
Show Supplies	\$10
Total:	\$545
Income:	\$1000
Profit:	\$455

Independence FFA

Market Steer

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

Expenses:	
Steer	\$1000
Feed	\$500
Entry fees	\$25
Show Supplies	\$10
Total:	\$1535
Income:	\$2500
Profit:	\$965

Career Development events

Agriculture Welding

To evaluate the contestant's manipulative skills, general knowledge and professional presentation as they correlate to his/her preparation for employment in the broad field of welding (agricultural, industrial, or other).

Banking

Members complete a written test made up of financial standings, such as checks and bank statements. You will be expected to know the different rates of credit that may be given to you.

Best Informed Greenhand

This contest is for freshmen FFA students only. Members on this team complete a written test on their knowledge of the FFA.

Cooperative Marketing

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

Creed Speaking

This contest is for freshmen FFA students only. Students memorize and recite the FFA Creed written by E.M. Tiffany and answer three oral questions from a panel of judges.

Extemporaneous Public Speaking

Members deliver a speech on one of three agricultural topics after they are given thirty minutes to prepare a four-to-six minute speech. At the conclusion of the speech, the judges may question the speaker for five-minutes. Decisions are based on factors similar to the prepared event.

Farm Records

The team consists of three members. The team competes in knowledge of the official FFA record book. They take a written test, complete a journal, budget and depreciation problem. There are high individual and high team awards given out.

Job Interview

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

Vine Pruning

Members prune three classes of grapevines ranging from table grapes to wine grapes. The contest consists of a timed pruning and a written exam. The contest may include questions from the judges after a participant is done pruning it.

Livestock Judging

A livestock judging team shall consist of three members. They will evaluate classes of livestock, place them in order of quality, and then give a set of reasons, explanation, why they chose their placing. Those individuals will be the team for determining all team awards.

Parliamentary Procedure

The team consists of 6 members. Using Robert's Rules of Order, the team will conduct an orderly and efficient meeting. They will demonstrate knowledge of parliamentary law while presenting a logical, realistic and convincing discussion. The Secretary will record complete and accurate minutes during the 10 minutes they are allowed to conduct their meeting.



Independence FFA Constitution and Bylaws

Article I. Name and Purposes

Section A.

The name of this organization shall be the Independence FFA Chapter. The letters “FFA” will be used to designate the chapter, its activities, and its members.

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

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

Article II. Organization

Section A. The Independence FFA Chapter is a chartered local entity of the Independence Section of the California Association, made up of local members.

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

Article III. Membership

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

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

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

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

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

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

1. Active - Any student enrolled in an agriculture education program.

Independence FFA

2. Alumni - Any person who has formerly been enrolled in an agriculture education program or in other ways interested in supporting the FFA.

3. Honorary - Any person who has helped to advance agriculture education and the FFA and who have rendered outstanding service may be elected to honorary membership.

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

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

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

The Greenhand FFA Degree

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

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

Independence FFA

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

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

1. Must have received the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least \$150.00 or worked at least 45 hours and have developed plans for the growth of their SOEP.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of Procedure Law.

Independence FFA

7. Show progress towards individual achievement in the FFA awards' programs.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

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

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

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

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

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

Article IV. Officers

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

- 1.) President
- 2.) Vice President
- 3.) Second Vice President
- 4.) Secretary
- 5.) Treasurer
- 6.) Reporter
- 7.) Sentinel
- 8.) Historian
- 9.) Chaplain
- 10.) Parliamentarian
- 11.) Sweetheart

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

Independence FFA

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

Section C. If more than one student desires the office of president, the candidates ranking 1, 2, & 3 by vote for office of chapter president shall be elected as president, vice president, and 2nd vice president, respectively.

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

Section E. All officer vacancies, during the term of office, shall be filled by a majority vote of the chapter officers with the exception of the president. The 1st Vice-President shall fill vacancy. The president shall nominate candidates for the committee's consideration.

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

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

Section G. Officer Probation due to academic ineligibility

Any officer who becomes academically ineligible during their term of office will be put on a one-time probationary six-week suspension. At the end of six weeks a grade check will be due to the advisors. While

Independence FFA

officers are on probation they will not participate in any FFA affiliated activities. If the student meets grade requirements they will be immediately rein- stated. If the officer remains academically ineligible they will be immediately removed from office.

1. * Grades will be based on quarter report cards and grade checks
2. * Officer participation during the probationary period will be at the advisors discretion.

Article V. Impeachment of Officers

Section A. Immediate Impeachment.

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

Section B. Steps of Impeachment.

1. Any FFA chapter officer not fulfilling the duties of the office as described by this constitution will be required to meet with fellow officers and advisors to discuss a plan for improvement.
2. A written plan for improvement will be drawn up by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice President, and the officer in question.
3. If the officer in question still does not fulfill his/her duties, then a 2/3 vote of the executive committee will remove that officer from office.

Article VI. Executive Committee

Section A. Executive Meetings shall be held as needed.

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

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

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

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

Article VII. Dues

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

Article VIII. Eligibility

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

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

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

Article IX. Amendements

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

Article X. Ratification of the Constitution

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

I: Recruitment Plan

Independence High School Recruitment Plan

At Independence we have an 8th grade orientation for a few hours in the evening and an afternoon of enrollment.

The 8th grade orientation night is hosted in the gym the middle of April, is a great opportunity to promote our program and show what the FFA has to offer. There are a few chapter officers that set up the booth and create science boards of pictures showcasing our events that we do throughout the year. We have an Ag mechanics poster board which shows different student projects, and FFA board showing key information that goes into the FFA program, and a poster board of pictures from speaking competitions, judging competitions, and conferences. We have a sign-up sheet at the booth and we typically give away “cuties” (mandarins) and chocolate milk which gets donated from parents. We also bring plaques and ribbons that our students have won throughout the year to show incoming freshmen the opportunities that have. We are currently working on a brochure for our program which we will give away at orientation.

The next week there is a day where they do a couple hours where the 8th graders come enroll in classes with the counselors. We are able to have booths set up and inform the 8th graders about the Ag program and hopefully get some interested students to sign up. In years before our officers have gone to our feeder schools to do a presentation about the Agriculture program and the FFA. We did not do it last year due to time restraints. Our plan is to go to our feeder schools this year and present a slideshow of pictures and have activities for the students to get excited about the Agriculture Program and FFA.

FFA Sign Up Sheet

Name

Phone/Email

Class Interested In

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

J: FFA Chapter Scrapbook

FFA Chapter Scrapbook

Currently we do not have a scrapbook for our chapter. The plan this year is to create a scrapbook and if we get it finished in time to compete at the Spring Regional meeting. We have a very good high quality camera and have many pictures from the last year we just need to order scrapbooks and have our chapter reporter and historian put the scrapbooks together.

K: Summer Activities Calendar

June 2015

June 2015							July 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6		5	6	7	8	9	10	11
7	8	9	10	11	12	13	12	13	14	15	16	17	18
14	15	16	17	18	19	20	19	20	21	22	23	24	25
21	22	23	24	25	26	27	26	27	28	29	30	31	
28	29	30											

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
May 31	Jun 1 Project Visits	2 Project Visits	3 Project Visits	4 Project Visits	5 Project Visits	6
7	8 Project Visits	9	10	11	12	13
14	15	16	17	18	19	20
Tune Gone						
21	22	23	24 CATA	25	26	27
Tune Gone					Aq Skills	
28	29	30	Jul 1	2	3	4

July 2015

July 2015							August 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30	31					

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Jun 28	29	30	Jul 1 Project Visits	2 Showmanship Practice 7-9PM	3	4
5	6 Project Visits	7 Project Visits	8	9 Showmanship Practice 7-9PM	10	11
12	13	14 Project Visits	15 Project Visits	16 Showmanship Practice 7-8	17	18
19	20	21 Project visits	22 Project Visits	23 Showmanship Practice 7-8PM	24	25
26	27	28 Project Visits	29 iRecord Book Session 10-1PM	30 Showmanship Practice 7-8PM	31	Aug 1

August 2015

September 2015

August 2015

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Jul 26	27	28	29	30	31	Aug 1
2	3	4	5	6	7	8
		Officer retreat		Showmanship Practice 7-8PM		
9	10	11	12	13	14	15
		6:30pm Booster Club meeting	Project Visits	Showmanship Practice 7-8PM		SJR Boot Camp
16	17	18	19	20	21	22
	Pre-School meetings Project Visits	Pre-School meetings	First Day of School			
23	24	25	26	27	28	29
	7:30am R.I.S.E.--RESPONSIBILITY (present to 1st period) - Tab. Taber	7:30am R.I.S.E.--INTEGRITY (present to 1st period) - Tab. Taber	7:30am R.I.S.E.--SERVICE (present to 1st period) - Tab. Taber	Showmanship Practice 7-8 7:30am R.I.S.E.--EXCELLENCE		
30	31	Sep 1	2	3	4	5

L: Graduate Follow Up Instrument

Graduate Follow Up Survey Instrument

Until this year there has not been any type of graduate follow up survey. This year one of my current seniors created a Google Form survey which we were able to send the link to all of our graduates. The Google Forms survey has been a very popular way to conduct surveys lately and it is very easy to manage. Once the students submit their survey response it automatically loads into a google sheets form on my school google account. We gave the students the survey in the beginning of November and still have not heard back from many students.

Graduate Follow Up Survey

* Required

Name *

Permanent Phone Number *

Employment Status *

Only Check One

- ☐ Full Time
- ☐ Part Time
- ☐ N/A

Military? *

- ☐ Yes
- ☐ No

School Status *

Indicate All Schools Attended Since High School (Including Present School)

College Major *

Check All That Apply

- ☐ Ag Major
- ☐ Non Ag Major
- ☐ No College

College Major *

Full Time or Part Time Student? *

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

The most valuable aspect of FFA is *

Only Check One

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

The least valuable aspect of FFA is *

Only Check One

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

The most valuable aspect of SAE is *

Only Check One

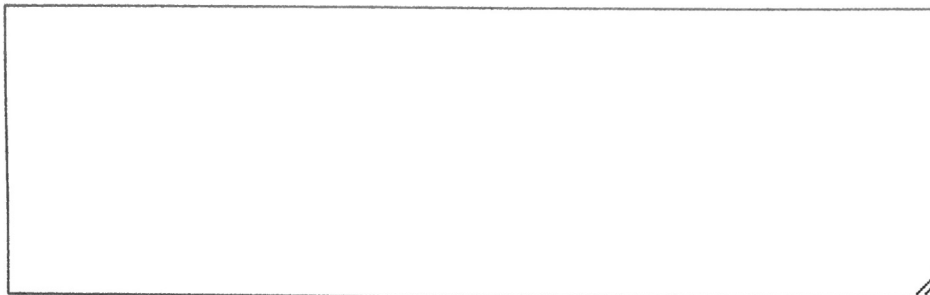
- ☐ Learning skills related to agriculture jobs
- ☒ Development of responsibility
- ☒ Learning how to keep records
- ☒ Developing a record of agriculture experience for future employment references
- ☒ A chance to produce income
- ☐ Other:

The attitude of the community toward the agriculture program is *

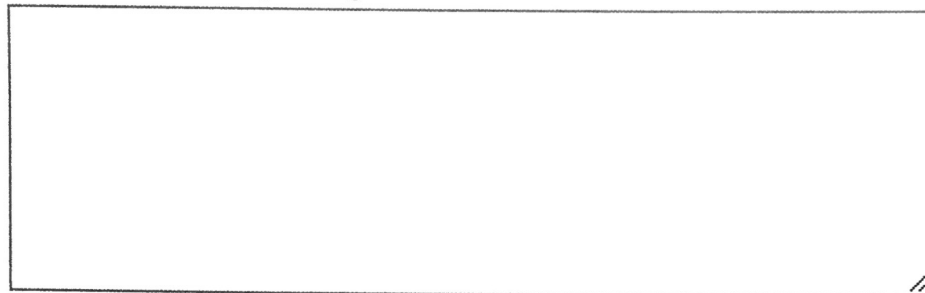
Only Check One

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

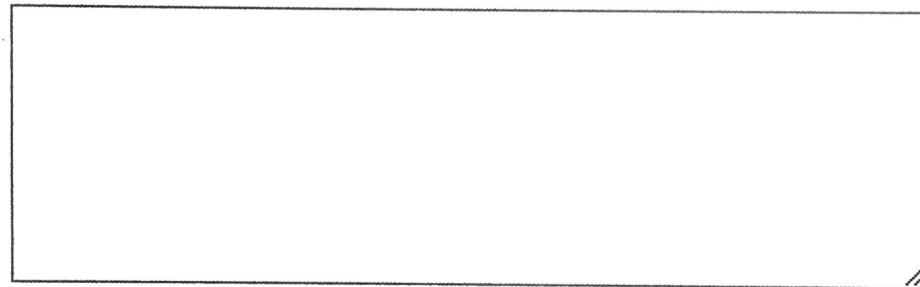
Suggestions for improving the instruction in the classroom, shop, or school farm:



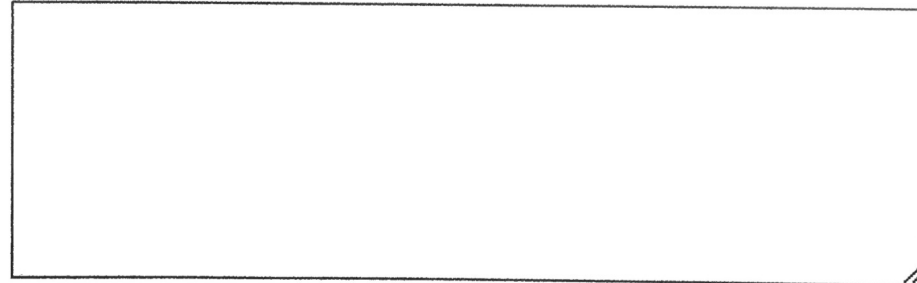
Suggestions for improving the FFA:



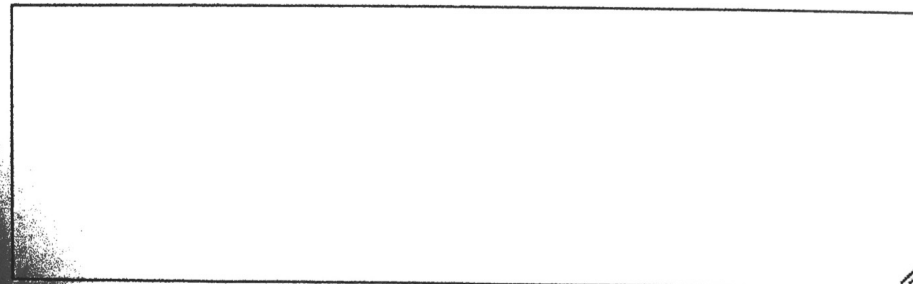
Suggestions for improving projects:



Suggestions for improving facilities:



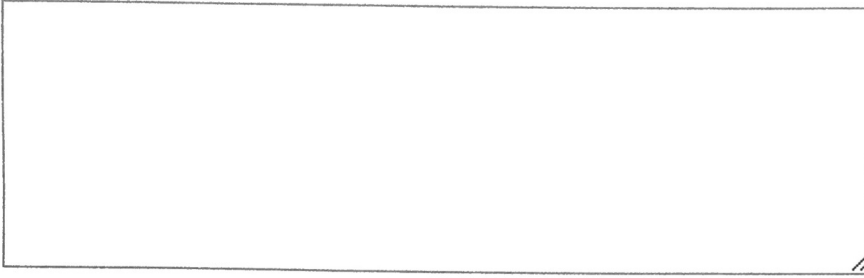
Suggestions for improving teaching methods:



Suggestions for improving other:

12/14/2015

Graduate Follow Up Survey



Submit

Never submit passwords through Google Forms.

100%: You made it.

Powered by

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M: Graduate Follow Up Response

Graduate Follow-Up Responses

Due to the small amount of graduates from last year, we did not receive many responses from the graduate surveys. Another problem I had was that most of the graduate were not my students they were Hector's students and I could not get ahold of them. I put my T.A. on the task of contacting those she had contacts for but majority did not get back to her. The students that did complete the survey are our students that will be receiving their American Degree this year. We hope to have a better outcome next year so we can keep track of our graduates.

Timestamp	Name	Permanent Phone Numb	Employment Status	Military?
11/10/2015 9:28:47	Conner Schooler	661-369-6987	N/A	No
11/10/2015 10:11:52	Hannah Grace	661-912-6746	N/A	No
11/30/2015 7:54:11	trevor hedge	6615655422	Full Time	No

School Status	College Major	College Major	Full Time or Part Time S	The most valuable aspe
Independence high school, Bakersfi	Ag Major	Agriculture business ma	Full Time	Advanced Degree and P
Bakersfield College	Non Ag Major	Nursing	Full Time	SAE projects; not sure if
Independence high school	No College	none rite now	No College	selling at market

The least valuable aspe	The most valuable aspe	The attitude of the com	Suggestions for improvin	Suggestions for improvin	Suggestions for improvin
Recreation	Learning skills related to	Disinterested			
Officer and Committee C	Development of respons	Mildly Supportive	N/A	N/A	The only suggestion I co
Recreation	both learning for related	Very Supportive	more hands on activities	Try to be less stressful w	none just keep it interest

N: Comprehensive Program Plan

Independence FFA

Comprehensive Program Plan































Table of Contents

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

A. Job Market Description

Independence High School is located approximately 10 miles southwest of downtown Bakersfield. Our occupational area would consist of Kern County. Kern County is a part of the highly productive San Joaquin Valley, and ranks in the top five most productive agricultural counties in the nation. The major production in our occupational area consist largely of: cotton, grapes, cattle and calves, milk, alfalfa hay, oranges, plums, nectarines, seed cotton, turkeys, seed alfalfa, wheat, almonds, and peaches.

Fields on every side of campus surround Independence High School. Cotton, grape vines, and cabbage are grown surrounding the school. Nearby there are pumpkins, alfalfa, fruit trees, and dairy farms.

Bakersfield, CA Data Series	Back Data	May 2015	June 2015	July 2015	Aug 2015	Sept 2015	Oct 2015
Labor Force Data							
Civilian Labor Force (1)		396.7	396.0	398.5	398.9	(P) 395.9	
Employment (1)		356.9	356.9	359.1	362.2	(P) 362.8	
Unemployment (1)		39.8	39.1	39.4	36.7	(P) 33.1	
Unemployment Rate (2)		10.0	9.9	9.9	9.2	(P) 8.4	
Nonfarm Wage and Salary Employment							
Total Nonfarm (3)		258.7	259.0	254.6	256.1	258.7	(P) 262.9
12-month % change		0.5	1.6	0.9	-0.2	0.0	(P) 0.7
Mining and Logging (3)		10.7	10.7	10.6	10.6	10.5	(P) 10.5
12-month % change		-18.3	-18.9	-20.9	-21.5	-21.1	(P) -18.0
Construction (3)		17.1	16.9	17.2	17.3	17.1	(P) 17.4
12-month % change		-6.0	-7.7	-6.5	-6.5	-6.0	(P) -5.9
Manufacturing (3)		14.4	14.6	14.5	14.7	15.1	(P) 14.9
12-month % change		0.0	0.0	-3.3	-4.5	-3.8	(P) -2.0
Trade, Transportation, and Utilities (3)		51.1	51.7	51.5	52.0	52.1	(P) 52.8
12-month % change		3.9	5.1	4.3	3.2	3.4	(P) 3.7
Information (3)		2.4	2.4	2.4	2.4	2.4	(P) 2.4
12-month % change		0.0	0.0	4.3	0.0	4.3	(P) 4.3
Financial Activities (3)		8.6	8.6	8.6	8.5	8.5	(P) 8.5
12-month % change		-2.3	0.0	-2.3	-1.2	-2.3	(P) -3.4
Professional and Business Services (3)		24.7	24.5	24.9	24.9	25.0	(P) 24.8
12-month % change		-3.5	-4.7	-2.7	-3.9	-3.1	(P) -2.7
Education and Health Services (3)		33.3	33.3	32.5	32.9	33.0	(P) 33.6
12-month % change		1.8	2.5	0.0	0.3	0.6	(P) 1.8
Leisure and Hospitality (3)		25.6	25.6	26.1	25.6	25.3	(P) 26.2
12-month % change		5.3	4.9	7.4	3.2	4.1	(P) 6.1
Other Services (3)		8.2	8.1	8.2	8.2	8.1	(P) 8.2
12-month % change		3.8	5.2	6.5	1.2	1.3	(P) 2.5
Government (3)		62.6	62.6	58.1	59.0	61.6	(P) 63.6
12-month % change		3.1	7.2	5.8	4.8	3.9	(P) 3.4

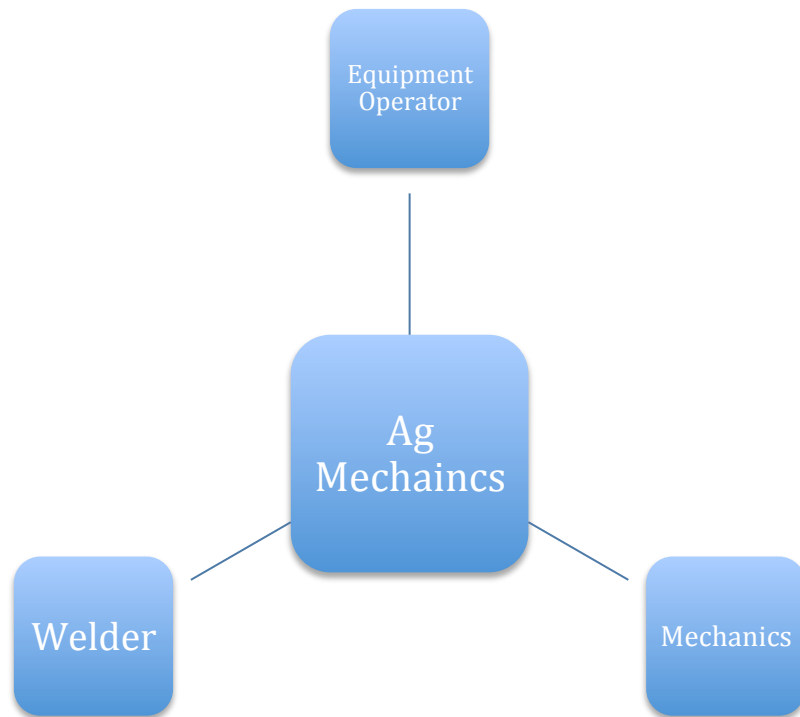
Data extracted on: November 24, 2015
Source: U.S. Bureau of Labor Statistics

B. Targeted Occupations

Area: Bakersfield- Delano, CA

Occupation (SOC code)	Employment(1)	Hourly mean wage	Annual mean wage(2)	Wage percent relative standard error(3)	Hourly median wage	Annual median wage(2)
Farmers, Ranchers, and Other Agricultural Managers(119013)	110	49.68	103330	4.3	49.30	102540
Construction Managers(119021)	440	51.03	106150	3.9	44.79	93160
Lodging Managers(119081)	80	21.56	44830	7.4	19.90	41390
Wholesale and Retail Buyers, Except Farm Products(131022)	100	23.40	48670	4.7	22.19	46160
Agricultural and Food Science Technicians(194011)	70	14.40	29940	4.3	13.50	28080
Farming, Fishing, and Forestry Occupations(450000)	32860	9.16	19050	1.4	8.82	18350
First-Line Supervisors of Farming, Fishing, and Forestry Workers(451011)	690	19.26	40060	6.6	17.17	35720
Agricultural Inspectors(452011)	100	18.22	37910	15.5	18.99	39490
Graders and Sorters, Agricultural Products(452041)	1600	8.66	18010	2.3	8.77	18250
Agricultural Equipment Operators(452091)	470	10.66	22160	2.8	10.40	21620
Farmworkers and Laborers, Crop, Nursery, and Greenhouse(452092)	29840	8.87	18460	1.3	8.80	18300
Farmworkers, Farm, Ranch, and Aquacultural Animals(452093)	(8)-	10.93	22740	5.9	10.12	21050

Period: May 2012
Source: U.S. Bureau of Labor Statistics



Agriculture Mechanics

Jobs

Mechanics

Small Engine Mechanic,
Equipment Operator, Parts Person, Farm
Mechanic, Shop Foreman, Repairman,
General Maintenance/
Mechanics

Welder

Welder/Helper, Fabricator,
Small Engine Mechanic,
Equipment Operator, Parts Person, Farm
Mechanic, Shop Foreman, Repairman,
General Maintenance/Mechanics Specialized
Repair and
Maintenance

Equipment Operator

Tractor Driver, Harvest Equipment Operator,
Fork Lift Driver, Mechanic Helper

C. Total Program Goals and Objectives

Agricultural Mechanics

This instructional program is designed to prepare persons for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Agricultural mechanics maintain and repair farm equipment and machinery, fabricate parts, and perform welding tasks.

The goals of this instructional program are:

1. To supply students with the knowledge and skills required for entry and successful progress in those agricultural mechanics occupations that do not require education beyond the secondary school level.
2. To prepare students for advanced post secondary vocational education in agricultural mechanics.
3. To enable students to acquire and understanding of the economic and social impact of the agricultural mechanics industry upon society and its relationship to agriculture in general.
4. To provide the agricultural mechanics industry with appropriate numbers of persons adequately prepared for successful employment in those occupations which presently exist and which are developing in the industry.

Agricultural Science

The Agriculture Earth Science course is designed as an introduction to Agriculture encompassing career exploration of the diverse agriculture industry and satisfying the first year of a four-year program in the agriculture industry. A student who satisfactorily completes this class will have completed their Earth Science requirement and move onto Agriculture Biology as a second year. Agriculture Biology is designed as the second year of a “core course” in agriculture. A student who satisfactorily completes this class will satisfy the Biological Sciences graduation requirement for the state of California.

The goals of tis instructional program are:

1. To supply students with the knowledge and skills required for entry and successful progress in those agricultural science occupations.
2. To prepare students for post secondary education in agriculture science.
3. To train young people to become leaders in the community.

Independence FFA Agriculture Department Goals

1. Install in the hearts of each member confidence in the Independence FFA as well as in themselves at all times.
2. To develop a competitive attitude as well as a sense of fairness at all FFA activities.
3. To improve communication between Chapter Officers, Advisors, and Members as well as with the Community, Parents, and School Leaders.
4. To improve member involvement in fairs, judging teams, meetings and other FFA related activities.
5. To make the public aware of our chapter's success and activities.
6. To provide fun and organized recreational activities of interest to FFA members on a regular basis

D. Program Description of Included Courses, SOE and Leadership

PROGRAM DESCRIPTION

This year promises to be one of new growth and expansion. This year we will be taking a large group of students to Kern County Fair. I have put long to help see student become successful. During this year I hope to have a school farm for student projects. I will be expanding the classes offered. For those of you with a stronger farming background, I will be offered the opportunities to learn about the Ag Industry. I believe that with your help we can ensure that Independence FFA becomes a powerhouse agriculture program in the state of California

Agricultural Mechanics

An instructional program which is designed to prepare students for employment or entrepreneurship in agricultural mechanics occupations including farm power, construction, machinery and equipment, welding, and other areas for employment. The program also prepares students to continue in advanced post-secondary occupational training programs in this field. Agricultural Mechanics 1 is offered as an intro course and then continuing on to Agriculture Mechanics 2.

Agricultural Communications

This Agricultural Communications course is designed to enhance leadership skills in students through written and oral communication. The course is intended for students in grades 9-12 and should be taken as a supplemental course to the established agriculture career pathway. Students enrolled in the course will have the unique opportunity to receive direct leadership training including public speaking and debate while working with local and state business men and women in the agriculture industry. The course will emphasize detailed knowledge of leadership through the use of local and state public speaking events, business management through computer applications and record keeping, industry networking, professional development, officer development workshops, career development events, as well as local, state and national leadership experiences. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education.

Agricultural Science

An instructional program which is designed as an introduction to Agriculture encompassing career exploration of the diverse agriculture industry and satisfying the life science and lab science graduation requirement for the state of California. This program prepares students to continue in a post- secondary agriculture education. Agricultural Earth Science is offered as a first year course and then continuing to Agricultural Biology as a second year.

Supervised Occupational Experience

Livestock
Work Experience
Ag Mechanics

Small Animals
Fruit and Vegetables
Volunteerism

Leadership Activities

B.I.G Contest
Prepared Public Speaking
Extemporaneous Public Speaking
Creed Speaking
Job Interview Contest
Banking Quiz
Ag Marketing Contest
Novice Farm Records
Officer Retreat
Novice and Advanced
Parliamentary Procedure
Opening and Closing Contest

Cotton Judging
Regional Meetings
State FFA Conference
National FFA Convention
Sectional FFA Meetings
Made For Excellence
Advanced Leadership Academy
Greenhand Conference
Sectional And Regional Officers
Regional Leadership Conference
Regional Officer Screening
Awards Banquet

Fairs and Shows

Kern County Fair
Cow Palace Livestock Show
California State Fair
Antelope Valley Fair

E. Program Completion Standards

In order for a student to complete a program in agriculture at Independence High School they must complete 3 or 4 years of instruction in an agriculture course.

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, fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their record book. This will go into account for their 10% FFA/SAE portion of their overall semester grade in every agriculture class taught.

Each student enrolled in the agriculture program will be a member of the Independence FFA Chapter and will be eligible to participate in the organization's activities. They will be required to attend FFA events, which will be accounted for in their 10% FFA/SAE portion of their overall semester grade in every agriculture class taught.

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

1. All of the students record books
2. Student Data Sheets
3. Returned follow up survey
4. SAE Program
5. List of Awards and Scholarships Earned
6. Copies of Recommendations
7. Applications (officer, state,...)
8. Other information as seen fit by the Ag staff.

Program Completion Standards

Ag Mechanics

Shop Orientation

- Review Course Outline
- Discuss welding shop safety procedure
- Demonstrate oxy-acetylene equipment
- Demonstration electric arc equipment
- Discuss shop clean-up procedures

Shop Safety

- Terminology
- Safe Use of Equipment
- Student Practice and Demonstration

FFA, SAE & Career

- FFA
- Leadership opportunities
- Competitions
- Record Keeping
- SAE (Supervised Agriculture Experience)
- Project
- Ownership
- Non-ownership
- Proficiencies

Career Preparation Standards

- Career Opportunities in Welding

Measurement Review

- Terminology
- Reading a ruler
- Area, Perimeter, and circumference calculations
- Understanding fractions
- Micrometers and Dial calipers

SMAW/Stick Welding Review

- Rod Types
- Joints
- Positions
- Machines
- Defects/Quality Control

Review of Oxyfuel Cutting

- Equipment Selection
- Setup the torch
- Cutting
- Practical Assignment

Gas Metal Arc-Advanced MIG Welding

- Equipment and techniques for types of metals
- Positions
- Joints
- Wire Types for particular applications

Advanced TIG Welding

- Equipment and Selection
- Machine Setup
- Welding Techniques
- Demonstration
- Mild steel, Stainless Steel, and Aluminum

Special Processes & Welding Certifications

- Plasma
- CNC
- Air ARC
- Cutting and Gouging
- Hardfacing
- Special Rods & Techniques
- Intro to all Welding Certifications

Individual Project Planning & Construction

- Drawing and Sketching
- Steel making and standard
- Steel weight and cost calculations
- Student Selected project
- Individual Instruction as related to the selected project

Agricultural Science and Communications

The student will:

- Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.
- Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- Use critical thinking skills to make informed decisions and solve problems.
- Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- Understand the need to adapt to varied roles and responsibilities.
- Understand that individual actions can affect the larger community.
- Understand the importance of time management to fulfill responsibilities.
- Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
- Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
- Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- Understand the role of personal integrity and ethical behavior in the workplace.
- Understand how to access, analyze, and implement quality assurance information.
- Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
- Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

- Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- Manage and actively engage in a career-related, supervised agricultural experience.
- Understand the importance of maintaining and completing the California Agricultural Record Book.
- Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- Understand environmental responsibility and its impact on agribusiness.
- Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- Understand how participation within organizations would be beneficial in supporting various agricultural operations.

F. Description of Facilities and Major Equipment

Agriculture Department

Shop Inventory
6,000 Square Feet

Miller DC 225 Amp welders	3
Portable Miller AC/DC welders	2
Lincoln Tig welder	1
Miller Matic 35 Mig welder	1
Miller 212 mig welder	4
Millermetec 252 mig welder	4
Millermetec 200/w Aluminum spool gun	4
Miller Bluestar 2E motor Driven welder/Generator	1
Hypertherm max 130 plasma cutter	1
Lincoln SP-130T Mig welder	1
Stationary Oxy-Acet hand torches & Misc. Tips.	8
Oxy-Acet Pressure gauges	16
Portable Oxy-Acet carts with gauges	4
Scotchman Iron worker	1
Jet Floor Drill Pres.	1
Rockwell Drill Pres.	1
Vises	16
Rockwell Radial Arm Saw	1
Band Saw	2
Vega 10" Table Saw	1
Carolina Metal Band Saw	1
San-Blast Sand blaster	1
Brilliant Metal cut off saw	2
Scotchman cold cutting saw	1
Roper Whitney Pan Brake	1
Carolina 10 ton pres.	1
Anvil	1
Hossfeld bender	1
Wood working benches	6
Metal working benches with lockers	8

Agriculture Department

Classroom Equipment

Chrome book Charging Cart	1
Chrome books	40

Agriculture Department

Farm Equipment

2000 Chevy Silverado Truck	1
Bumper Pull Livestock Trailer	1
VS-660 Portable Electronic Scales with Cage	1

G. School and/or Department Policies pertaining to:

H. Proficiency Standards for Program Completers

I. Teacher Data Sheet for each Teacher

H. Proficiency Standards for Program Completers

Agriculture Science

-----has completed-----

Courses of study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards;

(1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of Farm Animals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep Husbandry
- _____ Dairy Cattle and Dairy Cattle Husbandry
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Records
- _____ Agricultural Production Products
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

AG SCIENCE COMPETENCIES

I. California Agriculture

A. Economic importance of the agricultural sector in California

1. Identify the major agricultural production areas of California and commodities produced in each.
2. List the approximate dollar value of the five leading agricultural commodities produced in Orange County.
3. List the approximate dollar value of the five leading agricultural commodities produced in California.
4. Describe and discuss the economic impact of the California agricultural sector on the state and national economy.

B. Agricultural and Society

1. Identify problems faced by California farmers caused by population shifts and social and technological trends.
2. Identify government agencies which influence and affect agricultural production in California.

C. Agricultural Production on the Environment

1. Define the economic effects of air pollution on agricultural production in California.
2. List major environmental effects of production agriculture in California.

II. Animal Science

A. Importance of Domestic Animals

1. Describe the importance of animal domestication.
2. Identify within each domestic species four livestock enterprises that are part of production agriculture in the United States.
3. Identify the major sources of animal protein in the world.
4. Be aware of the public health issues related to growth hormones and their use in meat production.

B. Basic Understanding of Animal Behavior

1. Visually identify the external anatomical parts of a pig, cow, horse, chicken, goat, and sheep.
2. Describe the basic differences between animal and plant cells and identify examples of each.

C. Basic Understanding of the Structure, Function and Maintenance of the Major Body System

1. Describe the basic physiological function of the primary components of the digestive systems.
2. Visually identify examples of each and describe the basic differences between the three types of digestive systems found in farm animals.
3. Describe the shape and function of different animal anatomical structures and compare them to similar human structures.
4. Identify with reduction in both male and female animals.

D. Animal Nutrition

1. Describe the six classes of nutrients and identify examples of feeds containing each.
2. Identify common feed additives.
3. Define symbiosis and describe how microorganisms (protozoa/bacteria) contribute to the breakdown of complex carbohydrates in ruminants.
4. List contributions of microbial digestion (in ruminants) to the host including synthesis of amino acids and B-vitamins.

E. Animal Health

1. List predisposing conditions that cause animal health problems.

2. Identify samples of parasites, describe how they may harm the host and prescribe methods of control for each.
3. Demonstrate a method of control for an internal and external parasite.
4. Identify ways that infectious agents may gain entrance and do harm to an animal.
5. Properly determine the body temperature of an animal.
6. Identify unhealthy animals by using both visual and non-visual indicators of health.

Agriculture Mechanics

Competency Level

_____ Demonstrate safe practices in all shop areas.

_____ Identify 50 common tools in the shop

_____ Identify jobs in ag. Mech

_____ Identify educational needs in ag. mech

_____ Repair 2 common shop tools

_____ Construct a bolt using hand tools

_____ Make a cold chisel or punch

_____ Temper tool steel

_____ Heat and bend metal to a specific shape

_____ Perform simple flat weld with an arc welder

_____ Set up a gas welding torch

_____ Cut metal using a gas torch

_____ Identify soft wood from hard wood

_____ Cut lumber at prescribed angles

_____ Nail lumber properly

_____ Properly use wood working tools

_____ Properly join plumbing pipes

_____ Properly prepare and paint materials

_____ Properly secure ends of rope

_____ Tie 5 common farm knots

_____ Perform simple electrical wiring

_____ Operate common power tools properly

_____ Identify common power sources

_____ Develop and construct an ag. Mechanics project

I. Teacher Data Sheet for each Teacher

NAME: HECTOR JIMENEZ

PROGRAM:

AGRICULTURE DEPARTMENT

CREDENTIAL HELD:

SINGLE SUBJECT AND SPECIALIST—AGRICULTURE

PROFESSIONAL PREPARATION:

B.S.—AGRICULTURAL EDUCATION

CREDENTIAL—AGRICULTURE EDUCATION, CAL POLY, SLO

M.S.—AG SCIENCE, CAL POLY, SLO (IN PROGRESS)

INSERVICE EDUCATION IN THE LAST 3 YEARS

STATE AND REGIONAL CATA CONFERENCES

SCHOOL SITE WORKSHOPS

STATE TECH PREP WORKSHOPS

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

CALIFORNIA AGRICULTURE TEACHERS ASSOCIATION

I. Teacher Data Sheet for each Teacher

NAME: KATI TUNE

PROGRAM:

AGRICULTURE DEPARTMENT

CREDENTIAL HELD:

SINGLE SUBJECT AND SPECIALIST—AGRICULTURE

PROFESSIONAL PREPARATION:

B.S.-- ANIMAL SCIENCE, CAL POLY, SLO

MINOR: AGRICULTURE BUSINESS

CREDENTIAL—CAL POLY, SLO

M.S.—AG SCIENCE, CAL POLY, SLO (IN PROGRESS)

INSERVICE EDUCATION IN THE LAST 3 YEARS

STATE AND REGIONAL CATA CONFERENCES

SCHOOL SITE WORKSHOPS

STATE TECH PREP WORKSHOPS

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

CALIFORNIA AGRICULTURE TEACHERS ASSOCIATION

O: Advisory Committee Meeting
Agenda

2015 FALL ADVISORY AGENDA

1. Introductions of Members and Guests
2. Purpose of Meeting
3. Review of Minutes
4. Review of Course Sequence
5. Review of Course Descriptions(s)
6. Related labor Market Analysis to confirm high wage/significant wage increases opportunities
7. Review industry certifications
8. Review required skills for certificates of completion
9. Review assessment procedures
10. Misc. and Other
11. Internship/Employment opportunities
12. Postsecondary scholarship creation/donations
13. Review of Textbooks and Instructional Materials
14. Review of equipment Needs

**Independence Agriculture
ADVISORY COMMITTEE MEETING
December 9, 2014**

AGENDA

- 1. Review and approve minutes of the previous meeting.
- 2. Call for additional agenda items to be added to this meeting's agenda.
- 3. Committee and progress reports.
- 4. Considerations of recommendations for a new class or activity.
- 5. Review of revised course of study.
- 6. Report and review of F.F.A and/or other youth organization activities.
- 7. Set date, time, and place for next meeting.
- 8. Adjournment.

P: Advisory Committee Meeting
Minutes

**Independence Agriculture
ADVISORY COMMITTEE MEETING
November 10, 2015
12:30**

PRESENT:

Hector Jimenez	Independence High School	Instructor
Mathew Van Horn	Wonderful Orchards	Director, Fleet
Operations		

The meeting was called to order at 12:30. Introductions were made. Hector Jimenez explained the purpose of the advisory committee to the Mathew Van Horn. Future plans for the class were discussed. Finding new members were discussed.

The Ag mech program would like to expand to other areas. Tractor and Mechanics are the two areas where there are jobs for in Bakersfield. The Mathew agreed he is looking for 20 guys right now. He describes how Kern machinery takes most of the mechanics from ROC and BC. Also it is harder because of the location in Lost Hills. We discussed adding engines to the age program would give them an upper hand at ROC and the work field.

Next we talked about adding a small engines class. They could do a semester on engines and a semester on an internship at a farm helping out and learning. Explained the Honda engine program to him. He thought that would be a great program to get involved in. The basic theory could expand to bigger engines.

Certification is also something the industry wants to see kids have. Mathew liked the sp2 safety cert and the Honda master tech cert we can offer them.

Next Meeting will be at beginning of the next semester

The meeting was adjourned at 3:00 p.m.

**Independence Agriculture
ADVISORY COMMITTEE MEETING
December 9, 2014**

PRESENT:

Michael Poncetta
Hector Jimenez
Instructor

Poncetta Farms
Independence High School

Farmer

Hector Jimenez explained the purpose of the advisory committee to the Michael Poncetta. Future plans for the class were discussed.

Ag Incentive review was gone over. Describing what was done through the year. Michael reviewed the material. He is on several other advisory committees therefore he understood the process.

Then was a discussed possible area for a school farm. Michael had mention about a farmer near Ridgeview who is letting students keep their animals. Michael had also mention that his place in the future my work out. Then the Grimmway have land by the school that may be donated to independence for a school farm.

Future pathways were also discussed. The Ag mech pathway is done. Now starting an Ag Science pathway. Possibly adding a new teacher to complete the Ag Science pathway. Adding Ag earth, Ag Biology, Ag Chemistry, Ag Gov., Ag Economic. A student would be able to take ag all four years of high school.

Future meeting will be in January with some new members to be added.

**Q: Advisory Committee Constitution
& By-laws**

Independence High School 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 establishment of a State Advisory Committee has further implemented the need and encouragement for local advisory committees in agriculture. 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. The Board of Trustees shall make actual appointments to the committee.
 - 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 two years unless that person is a junior member in which case the term shall be for one year.
- 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.
- b. Revised: November 20, 2015

R: Proficiency Standards

H. Proficiency Standards for Program Completers

Agriculture Science

-----has completed-----

Courses of study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards;

(1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of Farm Animals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep Husbandry
- _____ Dairy Cattle and Dairy Cattle Husbandry
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Records
- _____ Agricultural Production Products
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

AG SCIENCE COMPETENCIES

I. California Agriculture

A. Economic importance of the agricultural sector in California

1. Identify the major agricultural production areas of California and commodities produced in each.
2. List the approximate dollar value of the five leading agricultural commodities produced in Orange County.
3. List the approximate dollar value of the five leading agricultural commodities produced in California.
4. Describe and discuss the economic impact of the California agricultural sector on the state and national economy.

B. Agricultural and Society

1. Identify problems faced by California farmers caused by population shifts and social and technological trends.
2. Identify government agencies which influence and affect agricultural production in California.

C. Agricultural Production on the Environment

1. Define the economic effects of air pollution on agricultural production in California.
2. List major environmental effects of production agriculture in California.

II. Animal Science

A. Importance of Domestic Animals

1. Describe the importance of animal domestication.
2. Identify within each domestic species four livestock enterprises that are part of production agriculture in the United States.
3. Identify the major sources of animal protein in the world.
4. Be aware of the public health issues related to growth hormones and their use in meat production.

B. Basic Understanding of Animal Behavior

1. Visually identify the external anatomical parts of a pig, cow, horse, chicken, goat, and sheep.
2. Describe the basic differences between animal and plant cells and identify examples of each.

C. Basic Understanding of the Structure, Function and Maintenance of the Major Body System

1. Describe the basic physiological function of the primary components of the digestive systems.
2. Visually identify examples of each and describe the basic differences between the three types of digestive systems found in farm animals.
3. Describe the shape and function of different animal anatomical structures and compare them to similar human structures.
4. Identify with reduction in both male and female animals.

D. Animal Nutrition

1. Describe the six classes of nutrients and identify examples of feeds containing each.
2. Identify common feed additives.
3. Define symbiosis and describe how microorganisms (protozoa/bacteria) contribute to the breakdown of complex carbohydrates in ruminants.
4. List contributions of microbial digestion (in ruminants) to the host including synthesis of amino acids and B-vitamins.

E. Animal Health

1. List predisposing conditions that cause animal health problems.
2. Identify samples of parasites, describe how they may harm the host and prescribe methods of control for each.
3. Demonstrate a method of control for an internal and external parasite.
4. Identify ways that infectious agents may gain entrance and do harm to an animal.
5. Properly determine the body temperature of an animal.
6. Identify unhealthy animals by using both visual and non-visual indicators of health.

Agriculture Mechanics

Competency Level

_____ Demonstrate safe practices in all shop areas.

- _____ Identify 50 common tools in the shop
- _____ Identify jobs in ag. Mech
- _____ Identify educational needs in ag. mech
- _____ Repair 2 common shop tools
- _____ Construct a bolt using hand tools
- _____ Make a cold chisel or punch
- _____ Temper tool steel
- _____ Heat and bend metal to a specific shape
- _____ Perform simple flat weld with an arc welder
- _____ Set up a gas welding torch
- _____ Cut metal using a gas torch
- _____ Identify soft wood from hard wood
- _____ Cut lumber at prescribed angles
- _____ Nail lumber properly
- _____ Properly use wood working tools

- _____ Properly join plumbing pipes
- _____ Properly prepare and paint materials
- _____ Properly secure ends of rope
- _____ Tie 5 common farm knots
- _____ Perform simple electrical wiring
- _____ Operate common power tools properly
- _____ Identify common power sources
- _____ Develop and construct an ag. Mechanics project

S: Credentials



[Agency User](#) | [Search](#)

CHAMBERLIN, KATRINA > Document:

New Search

Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: CHAMBERLIN

First Name: KATRINA

Middle Name: MARIE

Last Known County of Employment: KERN COUNTY OFFICE OF EDUCATION

Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document | [All Documents](#) | [Adverse and Commission Actions](#)

◀ 1 - 4 of 4 ▶									
>	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	140031900	Single Subject Teaching Credential	Preliminary	Valid	1/31/2014	2/1/2019			
>	140031901	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/31/2014	2/1/2019			
>	130148096	30-Day Substitute Teaching Permit	Emergency	Valid	8/9/2013	9/1/2014	8/9/2013		
>	123155160	Certificate of Clearance		Valid	9/15/2012	10/1/2017	9/15/2012		

[Authorization / Subjects](#)

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

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

T: Department Calendar

Independence FFA

2015-2016
Master Calendar



July 2015

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

August 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 SOLC-Visalia
2	3 IHS Officer Retreat	4	5	6	7	8
9	10	11	12	13	14 Boot Camp- SLO	15
16 Boot Camp- SLO	17	18	19	20	21	22 SV COLC/CATA- Shafter 9am
23	24	25	26	27	28	29
30	31					

September 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Officer Meeting @2:45	2	3 Ice Cream Social @5:30pm	4	5
6	7 Labor Day	8	9	10	11	12
13	14	15	16	17	18	19
20 Dodger Game vs Pirates	21	22	23 Kern County Fair	24 Madera Cotton	25	26
27 Kern County Fair	28	29	30			

October 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Kern County Fair	2	3
4 Kern County Fair	5 Haunted House mtnn @ lunch	6	7	8	9	10 Corcoran Cotton 8:30am
11	12 Columbus Day	13 Officer Meeting @2:45	14	15 Greenhand Day Greenhand Night @5:30	16	17
18	19	20	21	22 Haunted House	23	24 MJC Cotton
25	26	27	28 National Convention	29 Trick of treat for cans	30	31 Halloween

November 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Creed/ BIG Practice 1:45-4	3 Officer Meeting @2:45	4 Creed/ BIG Practice 2:45-4	5 Hanford Cotton	6 Prepared Speeches & Job Interview resumes and	7 Cotton State Finals Reedley MC
8	9 Creed/ BIG Practice 1:45-4	10 O/C practice 2:45-4	11 Creed/ BIG Practice 2:45-4	12 O/C practice 2:45-4	13 SJR Road Show-Tenaya Lodge COUNCIL	14 SJR CATA Mtg.-Tenaya Lodge
15	16 O/C practice 1:45-4	17 SV O/C- Independence @5pm Lunch meeting	18	19 New Prof. Conf.	20	21 West Hills College FB
22	23 SV Manuscripts Due	24 NO SCHOOL	25 NO SCHOOL	26 Thanksgiving NO SCHOOL	27 NO SCHOOL	28
29	30					

December 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2 Officer Meeting @2:45	3 SV-Skate Night	4	5
6	7	8	9 Ugly Sweater Chapter Meeting	10 KI/SV/SQ/TK Banking-Bakersfield 5pm	11	12 SV Speaking Wasco 9am
13	14	15	16	17	18 SV CATA Industry Day & Christmas Party	19 Officer Christmas Party
20	21 Christmas	22	23	24	25 Christmas	26
27	28	29	30	31		

January 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 New Year's	2
3 Record Book Workday	4 Back to school	5	6	7	8 RB's/ Proficiency's/ State degrees	9 Fowler Vine Prun Minarets Nat.
10	11	12	13	14	15 Turn in SJR Officer apps	16 Dinuba Vine Prun Reedley Tree Prun
17	18 MLK Day	19	20	21 SV BIG/COOP/NR Bakersfield College	22 SJR Officer Apps Due	23 Reedley College FD/Nat Res Finals Hanford
24	25 Officer Mtn. 2:45pm	26 KI/SV Record/Prof Ag Pavilion 4pm	27	28 Celebration Chapter Meeting	29	30 Tulare Citrus Minarets Parli Pro/Creed
31						

February 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Mentor Teacher Conf.	2 	3	4 Banquet Meeting @2:45	5	6 Winter State Finals Arbuckle FD
7	8 SJR Prof Scoring	9 World Ag Expo	10 	11	12 MFE/ALA Visalia	13 
14	15 President's Day	16 Officer Meeting @2:45	17	18	19 SJR Off	20 
21	22 Washington's Day	23 FFA	24 WEEK K	25 FFA Sweetheart Chapter Meeting	26 KISS the Pig	27 SJR FFA/CATA Mtgs.-Tulare
28	29					

March 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 State Prof Scoring- Bakersfield 9am	2	3	4 UC Davis Parli Pro	5 UC Davis FD West Hills FD
6	7 Officer Meeting @2:45	8 SLE SV Section Activity	9	10 Hunt the Leprechau n Meeting	11	12 Chico FD
13	14	15 KI/SV Parli Pro Foothill 4pm	16	17	18 SJR Speaking Contest-COS Tulare	19 Merced FD Dinuba Vet Sci Cont
20	21 Easter Vacation	22	23	24	25	26
27 Easter Sunday	28 Easter Holiday	29	30	31		

April 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 SJR Reg Parli Pro-COS Tulare	2 MJC FD
3	4	5 SV Banquet- Ag Pavilion	6 KI Banquet-Ag Pavilion	7	8	9 CRC FD/Ag Sales Pomona FD
10	11 Officer Meeting @2:45	12 SV Officer Apps Due	13	14 Kickball Chapter Meeting	15	16 Reedley College FD KI Section FD
17	18	19	20	21 State Finals Speaking State FFA Exec Mt.	22 State Parli Pro	23 Fresno State FD Clovis Welding Cont.
24 State Conference	25	26	27	28	29	30 Madera Floral Hanford FD

May 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 SV Off Elections Bakersfield Christian KI Off Elections	4 Kern Scholarships	5	6	7 Cal Poly State Finals
8 Mother's Day	9	10 KI/SV CATA- Bakersfield 5pm	11	12	13	14
15	16	17	18	19	20 BANQUET	21
22	23	24 American Deg Scoring-Tulare	25 American Deg Scoring- Fresno	26	27	28
29	30 Memorial Day	31				

June 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 State Staff Mtg.	2	3	4
5	6	7	8	9	10	11
12	13	14 Region Officer Retreat	15	16	17	18
19 CATA Conference- SLO	20	21	22	23	24	25
26	27	28	29	30		

U: Professional Growth and Development **Activities**

List of Professional Growth Activities

Below is a list of Professional Development Activities I have or will be participating in this year

1. California Agriculture Teachers Association Conference (June 2015)
 - a) Conference and workshop participant
2. San Joaquin Fall and Spring Regional Meeting and Road Show (November 2015)
3. New Professionals Conference (November 2015)
4. Teach Like a Champion Workshops (Spring 2014-2015)
 - a) Kern High School District
5. Common Core Workshops (Summer 2015)
6. Independence Technology In-Service (August 2015)
7. Recordbook and Proficiency Scoring
8. BTSA Program Year 2

V: R-2 Report

R2 Teacher Information
Independence HS, Bakersfield
Year: 2015

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Jimenez	Hector		Male	Hispanic	7	Agriculture Specialist	50848	8785	0	0	N
Chamberlin	Kati	M	Female	White	2	Agriculture Specialist	49000	7200	0	0	N

Chamberlin, Kati					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:32	Ag Biology	38	Ag Biology
1	2	8:36	Ag Earth Science	35	Agriscience I
1	3	9:40	Ag Earth Science	34	Agriscience I
1	4	10:44	Prep	0	Prep
1	5	11:42	Lunch	0	Unknown
1	6	12:29	Ag Communications	32	Other Ag
1	7	1:33	Ag Biology	35	Ag Biology

Jimenez, Hector					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:32	ag mec 1	26	Ag Mechanics
1	2	8:36	Ag constret	27	Ag Mechanics
1	3	9:40	Ag Mec 1	20	Ag Mechanics
1	4	10:44	Ag Mec 1	24	Ag Mechanics
1	5	11:42	Lunch	0	Unknown
1	6	12:28	Ag Mec 2/3	27	Ag Mechanics
1	7	1:28	Ag constret	26	Ag Mechanics

Printed: 12/13/2015 3:51:07 PM

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[Portal Home](#) [CalAgEd.org](#) [Directory](#) [R-2 Subject Query](#) [School at a Glance](#) [School Listing](#)

Select a school:

Data for Year: 2015-2016

School:

CA0541 Bakersfield-Independence
Independence HS
8001 Old River Road
Bakersfield , CA 93311
[Get Map](#)

Teachers: 2

Courses Offered:

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u> <u>UC Credit</u>
Ag Biology	Ag Biology	38	Life Science
Ag Biology	Ag Biology	35	Life Science
Ag Mechanics	Ag constrct	26	Other
Ag Mechanics	Ag constrct	27	Other
Ag Mechanics	Ag Mec 1	20	Other
Ag Mechanics	Ag Mec 1	24	Other
Ag Mechanics	ag mec 1	26	Other
Ag Mechanics	Ag Mec 2/3	27	Other
Agriscience I	Ag Earth Science	35	Physical/Earth Sci.
Agriscience I	Ag Earth Science	34	Physical/Earth Sci.
Other Ag	Ag Communications	32	Does Not Meet
	TOTAL	324	
	Average Class Size	29.5	

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	14
Ag Mech.	136
Agriscience	133
	283

FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
9	84
10	78
11	73
12	45
13	3
Total	283

FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	205
2	56
3	19
4	2
5	1
Total	283
Average Years	1.4

Freshman Persistence:
Cohort Year: 2012-2013

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	12	48%
2	6	24%
3	4	16%
4	3	12%
Freshman Cohort Students	25	
Average Years Completed	1.9	

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

[View Ed Data](#)

Congressional District 23
 Assembly District 34
 State Senate District 16
 County Kern
 County-District-School Code 15635290116392

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W: Travel Request

KERN HIGH SCHOOL DISTRICT REQUEST FOR APPROVAL OF FIELD TRIP, OUT-OF-AREA TRIP, AND/OR OVERNIGHT TRIP

<u> x </u> Local Field Trip or Co-Curricular Trip (School Site Administrative approval)	* Submit this form to local school administration at least five (5) school days in advance of trip
<u> </u> Out of Area Trip over <u>150</u> miles or overnight (Asst./Assoc. Supt./Director of Instruction approval)	* Complete form and return at least <u>twenty</u> (20**) school days in advance of trip
<u> </u> Trip Out-of-State (incl. Mexico and/or longer than <u>3</u> school days) (Asst./Assoc. Supt./Director of Instruction approval)	* Complete form and return at least fifty (50) days in advance of trip. (Requires Board of Trustees Approval)
<u> </u> Trip to foreign country (except Mexico) (Asst./Assoc. Supt./Director of Instruction approval)	* Complete form and return at least <u>nine</u> (9) months in advance of trip. (Requires Board of Trustees Approval)

* See back of sheet for additional forms

** Trips earned in competition are exempt from this 20 day limit, but should be turned in as soon as possible

(PLEASE COMPLETE ALL QUESTIONS)
PRINT OR TYPE

SCHOOL: INDEPENDENCE	Request Date: 11/10/15
Person in Charge: Kati Tune, Hector Jimenez	Group: FFA
Destination: Wasco High School, Wasco, CA	Distance/one way: 40 miles
Purpose of Trip: Speaking Competition	Estimated Cost:
Proposed Means of Transportation: Two Vans	# of Students:
Day/Date of Leaving: 12/12/15	Time of Leaving: 7:30 am/pm
Day/Date of Return: 12/12/15	Time of Return: 3:00 am/pm
Group Responsible for Financing: FFA	
Account String #:	
Chaperons: Hector Jimenez, Kati Tune	
List any stops enroute:	
Additional Comments:	

Approved:

_____ (School) Director of Activities/Transportation _____ Date

_____ (School) Principal/Assistant Principal _____ Date

(District Office Use Only):

_____ Director/School Support Services, Athletics (if athletics) _____ Date

_____ Asst./Assoc. Superintendent and/or Director of Instruction _____ Date

_____ Superintendent/Secretary, Board of Trustees _____ Date

(SEND BOTH COPIES TO OFFICE OF INSTRUCTION)

If out-of-area trip, and/or overnight trip request is approved, all additional forms indicated below must be

completed.

(Retain at school-site):

_____ **Bus Request**
(10 days in advance)

☒ **Car Request**
(3 days in advance)

_____ **Activity Absence List or Student Trip List**
(3 days in advance of trip)

_____ **Parent Permission Slips**

_____ **Request for substitute**
(If necessary)

(Send to District Office)

_____ **Itinerary**
(This form is required only for overnight trips)

_____ **Request for Board Action**
(This form is required only for out-of-state/out-of-country trips or trips longer than three (3) school days)

X: CATA Membership Card



CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION, INC.

Membership Receipt

Receipt #	15-503
Date	11/16/2015
Name	Katrina Tune
Address	10512 Avignon Way
City	Bakersfield
State	CA
Zip Code	93306-7871
School	Independence HS-Bakersfield
Payment Method	Credit Card _____ Check # _____ Cash _____

Dues Paid	CATA _____ NAAE _____ ACTE _____
Card Number	710
Other	
Amount Paid	\$ 140

Questions? Contact CATA at (209) 744-1614

Thank you!

⁷¹⁰
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Katrina Tune

SERVING AGRICULTURE BY TEACHING
2015/2016 ACTIVE MEMBER

Y: Report to Administration



Kati Tune
Sun 11/22/2015 11:02 AM

To: Debbie Thompson;

Hi Debbie!

I just wanted to give you an update on the New Professionals Conference that I went to on November 19th and 20th in Fresno. At this conference I attended six, hour workshops and listened to keynote speakers ranging from engaging and motivating learners to managing the total program. One of the most valuable workshops to me was the workshop on Program of Activities. This workshop gave us new ideas and innovative ways to use in updating our Program of Activities as well as new technology in the form of apps and websites that we can use in the classroom. As I am creating an FFA website for my masters project this workshop was very helpful. The other workshop that was very valuable to me was the workshop on Engaging and Motivating Learners. I learned many new tools to use in the classroom to engage students from the minute they walk into the classroom to the minute they leave.

During these two days there were many opportunities to socialize with other professionals in the Agriculture education community ranging from new professionals teaching 1-3 years to seasoned professionals teaching from 4-20 years. Overall I found the conference extremely valuable and appreciate you allowing me the opportunity to attend this professional development activity! Happy Thanksgiving Break!

Thank you!

Kati Tune
Independence Agriculture Department
Bakersfield, CA
Ext. 60252

Z: Department Wish List

Five-Year Facility and Equipment Acquisition Schedule

INDEPENDENCE HIGH SCHOOL AGRICULTURE DEPARTMENT FIVE-YEAR PLAN

Year 1 2015-2016

1. Add more power for welders in shop
2. Purchase a new Ag Truck
3. Purchase a cooler for flowers.
4. Build a school farm
5. Purchase a copy machine

Year 2 2016-2017

1. Purchase iPad cart for Ag department
2. Purchase forklift
3. Purchase a C-Train for storage
4. Plant a school garden
5. Expand School Farm

Year 3 2017-2018

1. Purchase a greenhouse and orchard
2. Purchase livestock trailer
3. Purchase computers for a computer lab.
4. Purchase sound system for shop and classroom
5. Hire New Ag Science teacher
6. Replace shop equipment as needed

Year 4 2018-2019

1. Expand School Farm.
2. Purchase Projector for shop.
3. Purchase awning for shop.

Year 5 2019-20

1. Purchase a new Ag Suburban.
2. Replace shop equipment as needed.
3. Build a shed.

AA: Department Operating Budget

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2015–16 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2015)

DATES OF PROJECT DURATION - JULY 1, 2015, TO JUNE 30, 2016

Independence	Kern 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	Ag Coordinator, KHSD	Title
-------------------------------	----------------------	-------

Signature of Agriculture Teacher for the Program	Responsible	Signature of Principal
		Contact Phone Number: 661-808-3447

Date of Approval of Local Agency Board:

Funds Requested - Part I

Part II

Part III

Part IV

Total

\$4,500.00

\$2,264.00

\$4,400.00

\$0.00

\$11,164.00

Number of Different Agriculture Teachers at Site:

2

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	\$4,500.00
Three Teachers or More	\$5,000	

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2014–15 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	283	\$2,264.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

2.2

List the Names of the Agriculture Teachers:

1. Hector Jimenez

4.

2. Kati Chamberlin

5.

3.

6.

Criterion 10 - Student/Teacher Ratio

0

Amount
Requested

\$0.00

Criterion 11A - Year-Round Employment

2.2

\$4,400.00

Criterion 11B - Project Supervision Period

0

\$0.00

TOTAL FUNDS REQUESTED PART IV

\$4,400.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

\$0.00

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C
Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		9,664.00		10,000.00
2			Subtotal for 4000	\$9,664.00		\$10,000.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel and Conf	1,500.00		3,000.00
4			2.			
5			3.			
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	\$1,500.00		\$3,000.00
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	\$11,164.00		\$13,000.00

TOTAL 2015–16 Incentive Grant Allocation:

\$11,164.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			\$0.00

TOTAL Amount of Waiver Requested:

None

BB: District/ Department Budget Process

District/ Department Budget Process

The Kern High School District is so large that funding is a very complicated process. The district superintendent of business allocates funding to the school sites and the assistant principal divides funds as needed to the CTE departments on campus. As a department we develop our budget after knowing how much we will have in our Ag Incentive. Funding comes in three different forms such as Ag Incentive Grant funds, Carl Perkins funds, and FFA in the ASB account (accumulated through fundraisers). Ag Incentive is handled by Ralph Mendes the Ag Coordinator for the Kern High School district and is used for department supplies, conference and contest registration fees, and equipment. Carl Perkins funds are used for conferences, transportation, and professional development. The most fluid account is our FFA account in ASB where we put all of our fundraising money into and use those monies for chapter meetings and events when we need supplies.

CC: Chart of Responsibilities

Independence Agriculture Department Chart of Responsibilities 2015-2016

Area of Responsibility	Jimenez	Tune
I. Department		
A. Department Chair	x	
B. Incentive Grant Reports		
1.) Application	x	
2.) Report of Expenses	x	
3.) Program Plan		x
4.) Review	x	x
C. Transportation Requests	x	(x)
D. 8th Grade Recruitment		x
E. Budget Preparation	x	x
F. Equipment purchase/ maintenance		
1.) Shop equipment	x	
2.) Vehicles/ Trailers	x	
3.) Vehicle Condition Reports	x	
G. Award Applications		
1.) FFA Superior Chapter Awards		x
2.) National FFA Chapter Award		x
3.) FFA Advisor, Counselor, Admin		x
4.) Star reporter		x
5.) Chapter Scrapbook		x
H. Ordering Supplies		
1.) Officer Supplies		x
2.) Lab Supplies		x
3.) Shop Supplies	x	
I. Graduate Follow Up		x
J. Scholarship Application		x
K. Request to be Absent		x
L. Student Absent List		x
M. Master Scheduling	x	x
N. Photography		x
O. Hosting Sectional Opening and Closing	x	(x)
P. R-2 Report	x	x
Q. Advisory Committee	(x)	x
R. Student E-files	x	x
S. Calendar	x	(x)
II. FFA		
A. Officer Training	x	(x)
B. Elections	x	x
C. Newsletter		x
D. Scrapbook		x

E. Supply Order (FFA)	x	x
F. Banquet	Meal	Program
G. FFA Meetings	(x)	(x)
H. Judging Teams/ Public Speaking		
1.) Ag Cooperatives	x	
2.) Parlimentry Procedure	x	x
3.) Ag Banking	x	
4.) Opening & Closing	x	x
5.) Best Infomed Greenhand		x
6.) Livestock Judging		x
7.) Vegetable Crop	x	
8.) Novice Records		x
9.) Creed		x
10.) Prepared	x	
11.) Extemp	x	
12.) Impromptu		x
13.) Job Interview	x	
I. Top Ten Trip	x	x
J. Poinsettia Fundraiser	x	x
K. Fair Entries	x	x
L. Awards and Degrees		
1.) Greenhand		x
2.) Chapter	x	x
3.) State		x
4.) American		x
5.) Proficiency Awards		x
M. Sectionals/ Regional Officer Apps		x
N. Chapter Scrapbook		x
O. FFA Week	x	x
P. Field Day Registration		x
Q. Field Days	x	x
R. Point Awards Program	x	x
S. FFA Roster	x	x
T. Program of Activities		x
U. Motels and Reservations		x
V. Leadership Conferences		
1.) ROLC		x
2.) SOLC		x
3.) COLC	x	x
4.) Greenhand Conference	x	(x)
5.) MFE/ALA	(x)	x

6.) SLE	x	x
7.) State Leadership Conference	x	(x)
8. National Convention	x	(x)
W. Sectional/ Regional Meetings		
1.) Fall Regional Meeting	x	x
2.) Spring Regional Meeting	x	x
III. SAE Projects		
A. Beef		x
B. Sheep	x	
C. Swine	x	x
D. Goats	x	
E. Dairy		x
F. Poultry	x	
G. Rabbits	x	x
H. Horticulture		x

**DD: Substitute Teacher Procedure and
Plans**

Substitute Plans

Thursday November 19, 2015

Ag Earth Science (Per 2, 3):

1. Please give them the Winds and Air Pressure Test.
2. Please do not allow them to change seats.

Ag Biology (Per 4 and 7):

1. Please pick a Planet Earth video for them to watch. Have them write 10 facts down on the backside of their cover sheet in the packet.
2. Please do not allow them to change seats.

Ag Communications (Per 6):

1. Please finish playing the movie from yesterday. Get onto them about being quiet and paying attention.

Thank you for taking my classes!

-Kati Tune

Please score each class on a scale of 1-10 (see chart below) with 10 being “Great” and 1 being “Terrible”. I am giving a reward to the best class when I return.

Period	If you need help ask....	Potential Difficulties...	Score
1 Ag Bio	Skylar Granlee (TA) Cammy Atwell	Aldo likes to fall asleep. Most of the time he will not be doing his work and you need to tell him to wake up. Even though it is 1 st period it is a big class so they are pretty sociable and loud. CJ has unnecessary comments to make all the time; ignore him.	
2 Ag Earth	Ashley Elcano (TA)	This is a good class with a few students who can be loud. Kyle is a great kid but will be occasionally walking around, same with Joe. You shouldn't have much trouble with this class. Steven might be sleeping and you'll have to tell him to wake up. Olivia Buys and Megan Westbury are Jimenez's TA's and they will most likely come in to hang out and will help you.	
3 Ag Earth	Journee Jeffers Bailey Freeman Mykayla King	This is a great class. A few groups of friends in this class so they will talk and get a little loud but they are very respectful.	
4	Prep	Prep	
6 Ag Communica tions	Most Everyone	This is a class of great students but they are all friends and they tend to get very loud. It is my hardest class classroom management wise. All of the FFA officers are in this class and most everyone will be very helpful.	
7 Ag Biology	Tanner Schooler (TA) Jerica Hedge, Jasmin Ruano, Tony Pena	This class is very loud, and tend to easily get off task. There are a lot of talkers and students who like attention. Be aware of Kobe Holden, he can be rude and have loud outbursts. AJ, Grant and Enrique can also be a handful. Feel free to send any students that are being a pain to the dean.	

Thanks again for subbing. If you have any problems at all the number for the Dean's office is **60013**

**Thanks again,
Kati Tune
428-4601**

EE: Description of Program Completers

Program Completer

In order for a student to be a program completer they have to have been enrolled in agriculture classes over the course of three to four years. We have an Agriculture Mechanics pathway, which students can be in all four years of high school. Since there are only two agriculture science courses students that do not want to be a part of the agriculture mechanics pathway have to take ag communications their junior and senior year in order to stay in the program. We hope to add more ag science classes or business classes that our students can take as a-g credit their junior and senior year that will allow for an expansion of a pathway.

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, fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their record book. This will go into account for their 10% FFA/SAE portion of their overall semester grade in every agriculture class taught.

Each student enrolled in the agriculture program will be a member of the Independence FFA Chapter and will be eligible to participate in the organization's activities. They will be required to attend FFA events, which will be accounted for in their 10% FFA/SAE portion of their overall semester grade in every agriculture class taught.

Students who are a program completer receive a blue FFA cord to wear during the graduation ceremony. Prior to now, records of program completers have not been kept very efficiently, only for those that were receiving their American FFA Degree. We now have started a file for each senior that is a program completer and eligible for their American FFA Degree.

FF: College Agreements

2+2 Agreements with Community Colleges

Independence Ag Department is located near Taft Community College and Bakersfield Community College, however we do not have any agreements between the high school level and the community college level.

GG: Reimbursement Process

Reimbursement Process

In order to receive reimbursement for travel and conferences first we have to submit a 'Request to be absent'. This form has to be submitted to admin and then on to the district for approval. On the form we include estimated Registration, hotel, meals, and private car expenses if applicable. All of these expenses except for meals require receipts and statements for reimbursement. The Kern High School District does not require receipts for meals on travel; there is a set allowance for meals- Breakfast \$9, Lunch \$11, and Dinner \$20, which comes to \$40 per day. Once the district has processed the form the form will be sent back to us and after our event we fill out the back form, which is the exact amount of monies spent during the trip with the exception of meals. Once we fill out the form and attach any receipts, it is turned back into our secretary and then sent to the district for process of our reimbursement check. The reimbursement check will be mailed to our homes usually around the end of the pay period.

If there is a need for reimbursement due to buying supplies for chapter events then that is done through the finance office. In this case you would fill out a Request for Payment and Disbursement Authorization. All distributions over one hundred dollars require authorization. To get reimbursed you have to attach receipts and submit the reimbursement to Finance. This sort of reimbursement is much easier and come directly out of the FFA ASB account, which the Finance office can process and usually takes a week for a check to be put in our box.

KERN HIGH SCHOOL DISTRICT
REQUEST TO BE ABSENT
FROM ASSIGNED RESPONSIBILITIES FOR PROFESSIONAL ACTIVITIES

Instructions: This form is to be submitted by all personnel who expect to be absent from duties, other than for personal necessity or other leave. It must be received by the Office of Special Projects 10 days *prior* to absence.

Name: Kati Chamberlin Social Security #: 1230

School: Independence Department: Agriculture

Destination (City/State): San Luis Obispo, CA
Attach letter of explanation for out-of-state travel.

Reason (Explain in detail): Summer CATA Conference

Dates: from 6-23-15 to 6-27-15 Total Days for this Activity: 5

Substitute: NO ☒ YES ☐ Dates and Periods: _____

Funding Source/Substitute: Acct #: _____ - 0 - _____ - 1105 - _____ - _____

CASE Job #

Funding Source/Expenses: Acct #: 03-0000-0-1110-1000-5200-022-0000-01

Estimated Expenses:

<input checked="" type="checkbox"/> Registration	\$396 (pd for thru AG Incentive)
<input checked="" type="checkbox"/> Hotel/Motel Name _____	984
<input checked="" type="checkbox"/> Meals	170
<input type="checkbox"/> School Vehicle	no expense
<input checked="" type="checkbox"/> Private Car:	

*Effective 1/1/08 mileage reimbursement: 50.5¢

<input type="checkbox"/> Other Transportation: _____	_____
<input type="checkbox"/> Other: _____	_____

TOTAL ESTIMATE:

~~\$1620~~ \$1224

Date: 5/27/15 Signature: Kati Chamberlin

SCHOOL AUTHORIZATION

The expenses listed above are approved.

Date: 5/27/15 Principal's Signature: D Thompson

DISTRICT AUTHORIZATION

Date: _____ District Approval: _____

(SEND TO OFFICE OF SPECIAL PROJECTS)

Request for Payment and Disbursement Authorization
(Check Request)

Request

Date of Request _____ Amount _____
Date approved by Club or Organization _____ Account Number _____
Mail _____ Box _____ Account Name _____
Vendor No. _____ Purchase Order _____
Payee _____
Address _____
Phone No. _____ Fax No. _____
Federal ID # (Social Security) _____
Purpose _____

Authorized Signatures:

Date:

Student _____	_____
Athletic/Activities Director _____	_____
Advisor _____	_____
Principal _____	_____
Representative _____	_____

All disbursements over one hundred dollars require a signed authorization. Disbursements for student organizations require an authorization signed by a board designated employee, i.e., activities director, an advisor, and a student representative. Disbursements for non-student organizations require an authorization signed by a board designated employee and an approved representative of the organization. Other disbursements, such as scholarship distributions, require and authorization signed by a board designated employee and the principal.

Checks will not be processed without authorized signatures.

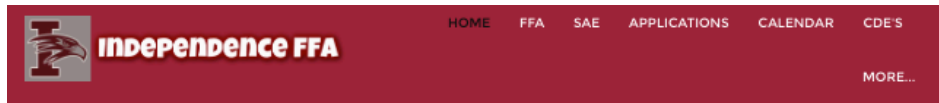
KHSD-019

DISTRICT COPY

Part III: The Project

Chapter Website Development

Chapter Website Development



FFA Mission: Premier Leadership, Personal Growth, Career Success

Welcome to Independence FFA! We are excited for a new year full of growth, leadership, and new experiences.

Pause ||



Kati Tune

Independence High School

AGED 539, Cal Poly State University

Fall 2015

My AGED 539 Project consisted of working with students to create a chapter website.

The following procedures are needed for this project:

1. Research what other FFA chapters across the state and country are doing with their chapter websites
2. Identify software/ designing site to create website
3. Compare prices among hosting sites/ choose designing site
4. Create basic website outline based on research and the FFA Website Design Competition Rubric
5. Work with students to create website content
6. Proof read site and check for any broken links.
7. Make corrections
8. Develop website checklist for the upcoming year
9. Enter chapter website in state competition, due February 1st, and if selected as regional finalist, prepare oral presentation.

Table of Contents of Steps to Completing FFA Chapter Website

1. Research what other FFA chapters across the state and country are doing with their chapter websites
2. Identify software/ designing site to create website
3. Identify most cost effective hosting service
4. Create basic website outline based on research and the FFA Website Design Competition Rubric
5. Work with students to create website content
6. Proof read site and check for any broken links.
7. Make corrections
8. Develop website checklist for the upcoming year
9. Enter chapter website in state competition, due February 1st, and if selected as regional finalist, prepare oral presentation.

Research

Research of other chapter websites began with first looking at the State 2013 State Web Development Award winner, Westminster FFA. After exploring their website we identified important key factors that needed to be included in a website.

These factors included:

- Officer team page: Biographical information about each of the chapter officers
- Advisor page: Information about each advisor and how to contact them
- FFA Calendar: A calendar is necessary for students and parents to have easy access to stay up to date with the upcoming FFA Chapter events. Using a Google Calendar allows for the calendar on the website to stay as up-to-date as possible.
- CDE information: Having information on all of the CDE's that our chapter offers allows students to see what they might be interested in participating in.
- SAE information: Providing students and parents information about what SAE's are offered will show students what opportunities are available to them.
- Record Book Information: Having an easily accessible way for the students to find the record book will help them be better organized.
- Basic FFA information: Including things such as the FFA Mission, FFA Creed, and basic FFA history helps to link the local chapter to the National FFA Organization.
- Applications: Having applications on the website, especially if it is a link to a Google form allows for quick easy access for parents as well as students.
- Pictures and videos: Students love seeing their pictures displayed and the more photos and videos we have on the website will add more excitement to the website. Having a slideshow on the homepage that is continually updated with photos from recent events will help make the site current and exciting.

After examining the Westminster FFA Website, my reporter, vice president, and I began seeking out other chapter websites for ideas. Unfortunately there is not a database where all FFA Chapter websites are held; therefore we began Googling FFA Chapters that we knew of to see if they had websites. Below is a list of websites that we researched:

- Menifee-Heritage FFA- <http://www.menifeeheritageffa.com>
- Righetti FFA- www.Righettiffa.org
- King City FFA- <http://kingcityffa.org>
- Golden Valley Merced FFA- <http://goldenvalleyag.weebly.com>
- Sobrato FFA- http://www.sobratoffa.org/Home_Page.php
- Woodlake FFA- <http://www.woodlakeffa.com>
- Nipomo FFA- <http://www.nipomotitanffa.com>
- Atwater FFA- www.atwaterffa.org
- Hanford FFA- sites.google.com/a/hjuhsd.k12.ca.us/hanford-ffa/

- Elk Grove- www.elkgroveffa.com/
- O'Neals-Minarets FFA- minaretsffa.weebly.com
- Hilmar FFA- <http://www.hilmarffa.com>
- Los Banos- <http://losbanosffa.weebly.com>
- Merced FFA- mercedffa.weebly.com/
- Woodland FFA- woodlandffa.weebly.com/
- Frontier-Bakersfield FFA- <http://www.frontierffa.org>
- Livermore FFA- www.livermorehighffa.org/
- Santa Rosa FFA- santarosaffa.com
- Exeter FFA- <http://exeterffa.weebly.com>
- Firebaugh FFA- <http://www.firebaughffa.com>
- Clovis FFA- sites.google.com/site/clovisffaca/
- Anderson FFA- <https://sites.google.com/a/andersoncubs.com/andersonffa/>

When starting our research we first began by researching the schools in our surrounding area. We came to the conclusion that most schools do not have a Chapter FFA Website but they do have a chapter Facebook page. Most FFA chapters also have a page on their high school or district website. Most of the pages hosted by the school only contained advisor names and calendar of the year. The FFA chapters that did have their own website used software's such as Weebly, Wix, Google Sites, and hosting services like ffachapter.net and ffachapter.org. Atwater FFA and Woodlake FFA were the only two websites that we found to use different design software. After talking to one of the Woodlake advisors I learned that their website was designed by one of their parents who had their own designing company.

After exploring each of these websites, we determined features that necessary, useful, and unnecessary.

Necessary Features:

- FFA chapter calendar
 - Provides essential information for students and parents
 - Eliminates student excuses that they did not know about the activity
 - Eliminates emails, phone calls, and text messages to advisors asking for event details
- FFA Officer information
 - Helps members, parents and community supporters connect with current officer team
 - Lets members, parents, and staff know who they can talk to about events or questions concerning the FFA
- Links to California FFA and National FFA websites
 - Connects our local FFA with the wider organization
 - Limits the amount of information that would be put on the chapter website
- FFA applications links
 - Allows students to access applications from home preventing them from losing applications

Eliminates the need to distribute applications in class

- Saves money by limiting the number of paper copies of applications that must be made
- “About Us” page featuring information about the program
- Program of Activities (POA)
 - Since very few hard copies of the POA are printed due to the expense, a digital POA would save money and provide greater student access
- Basic FFA information (creed, mission statement, motto, etc.)
 - Allows students and parents to get a better understanding of the FFA and credibility to our local organization
 - Provides greater breadth of information
 - Links to social media sites such as Facebook, Instagram, Twitter, and email. Students typically use Instagram and Twitter but Parents typically use Facebook and having those easily accessible at the top of the page would allow our students and Parents to interact with our chapter more.
- Chapter news/stories about recent events
 - Provides publicity for the chapter and recognition of the achievements of members
 - Most of these stories should also be submitted to FFA New Horizons, as well as sent to the school district to promote Independence FFA
- Advisor information page
 - Helps students and parents get to know advisors better
 - Provides contact information
 - Helps parents and students easily contact FFA advisors
- SAE information page
 - SAE is often the most neglected of the three circles
 - Promoting SAEs on the website makes the site more complete
 - Perfect location to highlight member achievements in proficiencies and at Kern County Fair
- Pages for CDE team information
 - ○ Would provide valuable information about CDE teams to parents and freshman students who are unfamiliar with various CDE's.
 - ○ Would also provide a great location for advisors to post information pertaining to CDEs such as old tests, curricular code, etc.

Useful Features (Features that aren't a necessity but would still be nice to have):

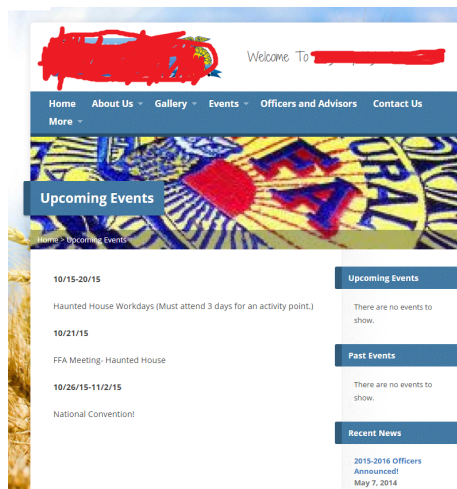
- Course descriptions
 - Helps current and prospective students understand course offerings
 - Could be done as a list or with pages for each course

- Four-year flow chart/course planning guide
 - Helps current and prospective students better create a four-year plan for what courses they will take in order to be program completers. Right now we do not have a solid pathway for Ag Science but we hope to in the next two years and this would help students plan
 - Helps students complete their “career pathway” requirement for graduation from Independence High School.
- FFA Newsletter links
 - Would be another way to provide information to supporters, but since Independence FFA does not currently have a newsletter, would require the creation of one
 - Most of the information would be duplicated from other stories on the site possibly making it less relevant
- FFA Official Dress information page
 - Would provide a location for students and parents to clarify visually what is and is not considered appropriate official dress
 - Would provide a location for information regarding jacket orders and measurements

Unnecessary Features:

- Pixelated images
 - Using low quality photos makes the website seem unprofessional and distracts from the message you are trying to convey

Example:



- Don't overdo the website with many different colors
 - Having too many colors will annoy your readers and drive them away.
 - Colors should blend well together not clash.

Example:

The screenshot shows a website for 'AgOps'. On the left is a red sidebar with a navigation menu including 'Welcome', 'SAE Results', 'Career Development Events' (with sub-items like Agriculture Mechanics, Livestock Evaluation, etc.), 'Public Speaking', 'Vet Science', 'Welding', 'Boosters', 'FFA Activities', 'FORMS', 'Program of Activities', 'Scholarship Info', 'Supervised Agriculture Experience (SAEs)', and 'Sitemap'. Below this is a 'Non-Discrimination Statement'.

The main content area has a yellow background. It features a large 'Welcome' heading, followed by a 'Fall Banquet' announcement for December 10th at 6:00pm. The text invites members to attend the Annual Fall Potluck Banquet on Thursday, December 10, 2015, at 6:00 pm. It details that dinner will be served at no charge, but asks for a side dish if the name starts with A-G and a main dish if it starts with H-Z. It also mentions a dessert auction to raise money for the upcoming year. At the bottom of this section is a 'Can Food Drive' heading.

On the right side of the main content area is a calendar for December 2015. The calendar shows dates from 29 to 26, with a 'Winter Break' period from December 20 to 26. Various events are marked on the calendar, such as '3pm O', '3pm O', '7:15am', '3pm F', '6pm F', '11am F', '12pm F', '5pm F', '3pm S', '12pm F', '5pm F', '3pm S', '6pm bu', and 'Winter Break'.

- Overly busy designs
 - Having “too much going on” can make the website difficult to read, difficult to understand, and can cause the site to look amateur
- Having 5 different fonts in 10 different sizes
 - Making your section titles the right size and making sure the fonts you’re using will greatly affect the experience the visitors are having when viewing your website

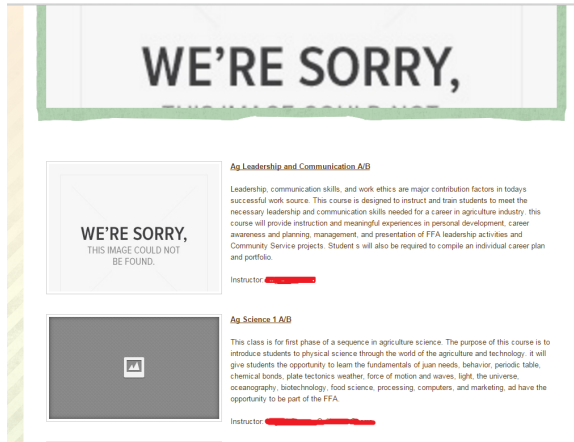
Example:

The screenshot shows a website for 'FFA'. The top navigation bar includes 'Home Page', 'Calendar', 'Contact Us', and 'FFA Officer Team'. The main content area has a blue background. It features a 'Home Page' section with a large 'FFA' logo and a 'Wat-er You Doing?' section with a large 'WATER' logo. The 'Home Page' section includes an 'Upcoming Events!!!' section with details for a 'Tulare/Kings Sectional FFA Activity' on Tuesday November 17, 2015, at 11:30 am, and an 'Important Links!' section with links to 'SAE Projects and Showcase', 'Beef', 'Dairy', 'Goats', 'Poultry', 'Rabbit', 'Sheep', 'Swine', and 'Staff Page and Information'.

The 'Wat-er You Doing?' section features a large 'WATER' logo and a 'FFA-Making Headlines!!' section with links to 'Hanford FFA Proficiency Award Finalists Announced', 'Hanford FFA donates food to Soup Kitchen', 'Cleaning Up at the Fair', 'Hanford Dept Chair Nets State Award', and 'Locals Bring Home Awards from State FFA Conference'.

- Broken links or missing photos
 - Having broken links or disabled photos makes the website unprofessional and undesirable to look at

Example:



1. Identify most effective software/ designing site to create website

After examining many chapter websites, we determined that Weebly.com, Wix.com, Webs.com, and Google Sites were the most common designing software's utilized to create chapter FFA websites. When looking into these different software's there were certain factors that were taken into consideration when choosing designing software:

- Price
- User friendliness
- Features available
- Availability to update on smart phones (i.e. mobile app)

Price: All of these design services had a free service that allowed you to create a free website. The free services feature advertisements on your page that can be removed by purchasing the upgraded subscription. Weebly, Webs, and Wix had additional features available if you were to purchase an upgraded subscription. The upgraded plans ranged from \$4-\$25. Some of the features that become available with purchasing a subscription include ability to add video, upload larger files, domain name, and unlimited storage limit.

User Friendly: The two software that seemed the most user friendly to me were Weebly and Wix. Google Sites seemed complicated and had very few available features. Google also lacked the style and overall attractiveness of design. Weebly has an advantage to me due to the ease of updating content because of its rigid structure.

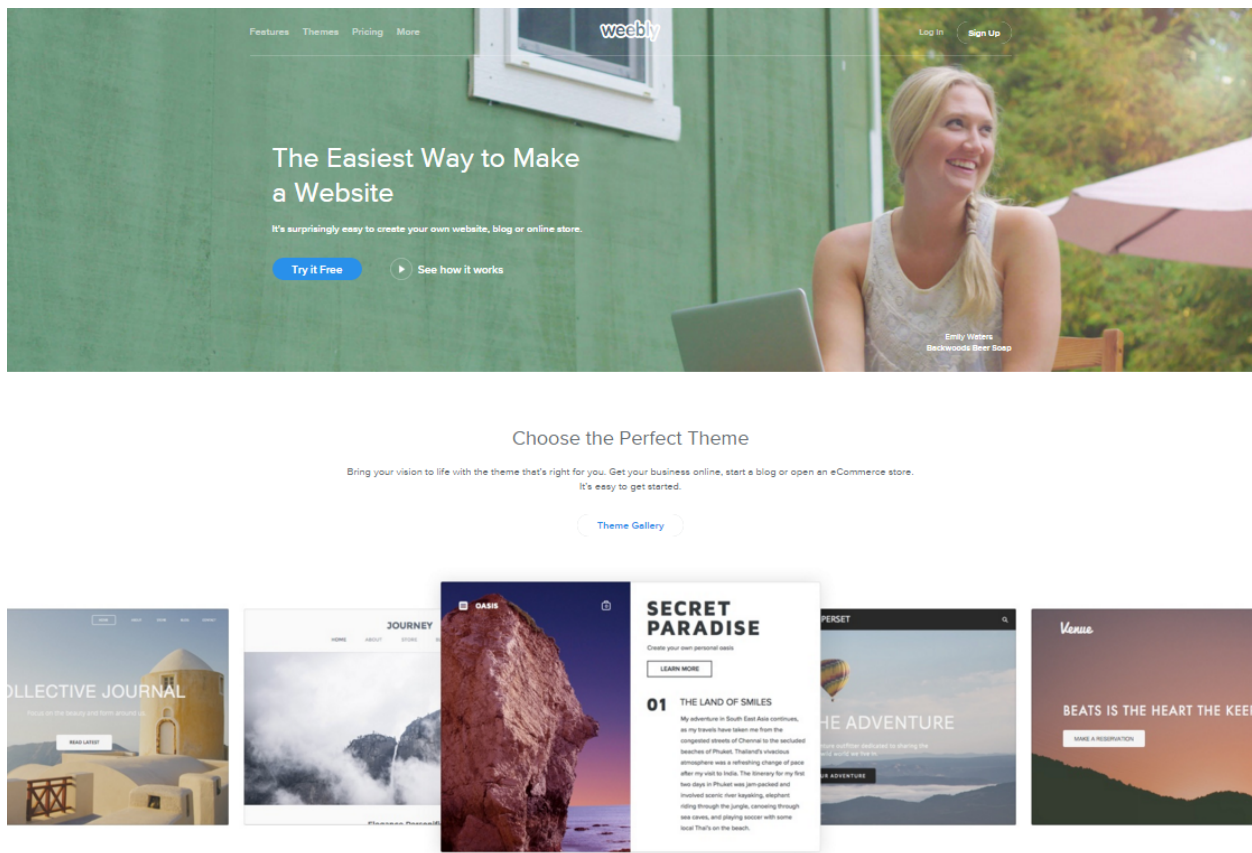
Features Available: All of the design services allowed for basic features with their free option such as photo slideshows, articles, and multiple page creation. If you were to upgrade and purchase one of the upgraded plans for Wix or Weebly, the available features included customized favicon, password protected pages, video, and unlimited storage. If we were to purchase a program Wix looked appealing because of the available apps that could be connected to the site including Instagram and Facebook feeds. Weebly was appealing because of the ability to site search on Google.

Availability to Update on smart phones: Weebly has an iPhone app, which allows for the creation of the site just how you would edit or create on a computer. All of the other sites required the use of a computer to update the site. Wix has the ability to have the Instagram and Facebook feeds to be displayed on the home page. Since this is not a feature we felt was necessary we felt Weebly was better suited for our needs.

During all of our research and observing Minarets FFA and Nipomo FFA, which used Weebly and Wix respectively, we determined Weebly was better suited to fit our needs as a chapter.

2. Compare Prices and Choosing Designing Service

All of the hosting services that we looked at had pros and cons to using them. At first we were just going to use the free option offered by Weebly but looking into the pros of owning your domain and the added features seemed worth buying the pro version for Weebly. We were able to purchase the pro version for a two-year term for \$199.00 and for a year we have the ownership of independenceffa.com domain. At the one-year mark we will need to purchase our domain at the cost of about \$15. Purchasing the pro version allows us to connect the domain name and when searching on Google our site will pop up. Password protected pages are available and customized footer. We felt that owning our own domain was important and that many parents and students tend to just Google things when they do not know the website address or even when they do. We want our members and parents to be able to find us easily therefore having Google search availability was important.



Order Receipt

Order Date: Dec 03, 2015 11:14am

Service ID: 704682583269616687

Description	Term	Price
Weebly Pro Site	2 years	\$199.00

Discounts Applied: \$0.00

Final Price: \$199.00

Paid with: VISA ending in 

Paid by: Kati Chamberlin

If you ever need assistance, you can always reach us by [visiting our support center](#).

Thank you again!

- The Weebly Team

Your receipt

Order Date: Dec 03, 2015 11:20am

Service ID: 330383125762926855

Description	Term	Price
independenceffa.com <i>Expires on 12/03/2016</i>	1 year	\$0.00

Discounts Applied: \$19.95

Final Price: \$0.00

Thanks again for your order!

- The Weebly Team

3. Creating a basic website outline

After purchasing the domain and subscribing to the Weebly service, the website team and I began determining what we wanted to include on the website.

A basic layout of pages was decided on:

- Welcome
- FFA Info Page
 - Officer Page (About us)
 - Biography on each officer
 - Advisors
- SAE
- Applications
- Calendar
- CDE's
- Record Book

The Dark circled bullet point is a main page and the other bullet points represent drop down tabs from those pages. These pages were determined on based on research from other chapter websites such as Woodlake FFA and Nipomo FFA. We also used the California Association Web Site Development Award Combined Scorecard to help guide us on how to formulate and design our website.

4. Creating Website Content

After creating the outline for the website pages, each page needed to be filled in with information and pictures. The officers each had their own page with their picture and a welcome/ biography about themselves. The chapter reporter and chapter vice president worked to create the officer pages and choose fonts and colors for the pages. Each advisor wrote their biography and I managed the CDE and Application page. The creation and design of the website took approximately 100 hours to fully develop.

5. Proof Reading Site

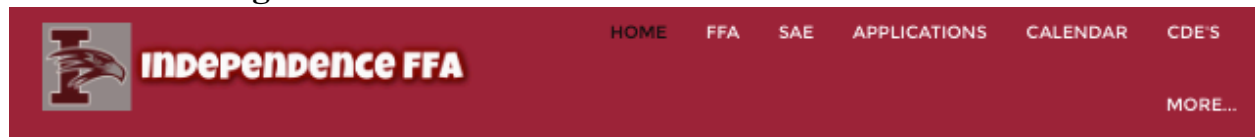
The Ag communications class explored the website once it was finished to check for any errors or to make any suggestions. After any suggestions were made the technology team and I corrected the errors.

6. Develop website checklist for the upcoming year

Updating the website will allow students and parents to stay informed about the upcoming events and to keep our content relevant. When reminding people about upcoming events these timelines were put into place. One week before each event the reporter and historians will be required to post a brief reminder article about the upcoming event. They will also be responsible for posting a reminder on the Facebook page and a flyer on the Instagram page. Two to three days before the event there will be a reminder posted on the Facebook page. The day of the event the flyer will be posted on the Facebook page and Instagram to remind people about the event. The reporter will be responsible for taking pictures during the event and then uploading them to the Facebook, Instagram and Website after the event is over.

Web Page Examples:

Home Page:




FFA Mission: Premier Leadership, Personal Growth, Career Success

Welcome to Independence FFA! We are excited for a new year full of growth, leadership, and new experiences.



Record Book Page:

**Independence FFA**

HOME FFA SAE APPLICATIONS CALENDAR CDE'S MORE...

iRecord Book

Every student is required to have an SAE project. Here is the link to the iRecord Book to help you maintain your records!

[IRECORD BOOK](#)

The AET

The AET is a new system where students can keep up their records in a new form of record book. Students can apply for proficiency applications and coming soon State Degree Applications

[THE AET](#)

About Us





Independence FFA is an organization at Independence High School that develops students potential for premier leadership, personal growth, and career success.

Independence FFA


8001 Old River Road
Bakersfield, CA 93311

Contact

E: Independencebakersfieldffa@gmail.com
T: (661) 834-8001




   
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Calendar Page:


**Independence FFA**

HOME FFA SAE APPLICATIONS CALENDAR CDE'S MORE...

Independence FFA

Today   December 2015  [Print](#) [Week](#) [Month](#) [Agenda](#)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29 3pm 1st order of 3pm 2nd order P	30 3pm 2nd order P	Dec 1	2	3 3pm 2nd order p 5pm Skate Night	4	5
6	7	8 5:30pm Ugly Swe	9	10	11	12
13	14	15 Finals 2 & 3	16 Finals 4 & 6	17 Finals 1 & 7	18	19
20	21 Christmas Break	22	23	24	25	26
27 Christmas Break	28	29	30	31	Jan 1	2

Events shown in time zone: Pacific Time  [Google Calendar](#)

Application Page:



FFA Conference Applications:



MFE/ALA APPLICATION

FFA Degree/Award Applications:

Proficiency Application Information

PROFICIENCY AWARD AREA DESCRIPTION

PROFICIENCY AWARD AREAS

Creating a Proficiency Application

AET PROFICIENCY APP

Log in using CA0541 for your chapter number.

Obtain your username and password from Mrs. Tune.

-->Select the Reports tab on the upper righthand corner.

--> Select Degree/Application Manager.

--> Create a new application!



STATE CONFERENCE APPLICATION

FFA Page:

The FFA Motto

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



CALIFORNIA FFA

The FFA Creed

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

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

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

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

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

--

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

The FFA Mission

Premier Leadership, Personal Growth, Career Success



NATIONAL FFA

FFA-Officer Page:

Drop Down Menu: Biographies of each officer

**Independence FFA**

HOME FFA SAE APPLICATIONS CALENDAR MORE...

Independence 2015-2016 Officer Team

OFFICERS
ADVISORS

PRESIDENT
VICE PRESIDENT
VICE PRESIDENT 2
SECRETARY
TREASURER
REPORTER
SENTINEL
HISTORIAN
HISTORIAN 2



	Sentinel:	Secretary:	Treasurer:	Reporter:	President:	Vice President:	Historian:	Vice
President:	Historian:							
Elcano	Adam Porcho	Jasmin Ruano	Journee Jeffers	Bailey Freeman	Cammy Atwell	Bailee Stewart	Jerica Hedge	Ashley
	Tony Pena							

Who We Are

As your 2015-2016 chapter officer team we are very excited to bring new opportunities to the members and to help them grow as individuals and be very successful through FFA.

Our History

The Independence High School FFA Program was originally chartered in 2009 and then due to being inactive was re-chartered in 2011. It began with only an Agricultural Resource class and an Agricultural Science One class with the Agriculture teacher teaching part time at Independence and part time at Stockdale. Our chapter is now home to more than 250 members with two agriculture teachers.

FFA- Advisor Page:



Advisors

Mr. Hector Jimenez



Hector Jimenez grew up on a vineyard in Santa Maria, CA. He attended Hightett High School and was an active member in the FFA program as well playing baseball, soccer, and cross country. In the FFA he was a part of two state champions Judging teams as well as receiving 4th in the nation for poultry judging.

After high school, Hector attended Fresno State University. At Fresno, Hector was active and involved in the Alpha Gamma Rho fraternity, Alpha Zeta Fraternity, State FFA Conference Committee, FFA Field Day Committee. He earned his Bachelor's degree in Agriculture Education with an emphasis in Teacher Preparation. He then went on to earn his teaching credential at Cal Poly, San Luis Obispo.

Hector then went on to teach at Firebaugh high school. After a year he was offered to start a program at Independence high school. He accepted the position and started in 2011. He teaches Agricultural Mechanics1, Intro to AG Welding, Agricultural Engineering and Fabrication, and Agriculture Construction.

Mrs. Kati Tune



Kati Tune grew up in Bakersfield, CA. She attended Highland High School and was an active member in the FFA program as well as being a four year cheerleader. In the FFA she was a chapter officer and sectional officer. She competed in Parliamentary Procedure, and many speaking competitions.


After high school, Kati attended Cal Poly, San Luis Obispo, where she was involved in CFFA and the Cal Poly Livestock Judging team. She earned her Bachelors of Science in Animal science and minoring in Agriculture Business. She is currently working to obtain her Masters of Agriculture Education in December of 2015 from Cal Poly, San Luis Obispo.

Kati came to Independence High School in the Fall of 2014 where she teaches Agriculture Earth Science, Agriculture Biology, and Agriculture Communications.

Outside of the classroom Kati enjoys spending time with friends and family, spending time at the beach, working on projects around the house and growing succulents.

CDE's: B. I. G.

Drop Down Menu: Different CDE's IHS Offers

**Independence FFA**


HOME FFA SAE APPLICATIONS CALENDAR CDE'S

B.I.G.


- POULTRY JUDGING
- VEGETABLE JUDGING
- LIVESTOCK JUDGING
- SPEAKING CDE'S


Best Informed Greenhand

The Best Informed Greenhand contest is a written test for freshmen FFA members. It tests their knowledge of the history, structure, and purposes of the National FFA Organization.


**Practice Times & Locations**

Tuesday's and Thursday's 2:45pm-4pm (Tune's Room)




**Team Coach**

Mrs. Tune

**Previous Team Awards**

- 2014 West Hills College Field Day 2nd place
- South Valley Section 2nd place team
- Bailey Freeman 2nd place high individual

**Contest Locations**


- West Hills Community College
- UC Davis
- CSU Chico
- Merced Junior College
- Modesto Junior College
- CSU Fresno
- Cal Poly San Luis Obispo

Resources

CURRICULAR CODESAMPLE B.I.G TESTS

Speaking CDE's: Creed

Drop Down Menu: Different Speaking CDE's IHS Offers

**Independence FFA**

HOME FFA SAE APPLICATIONS CALENDAR MORE...


CDE'S


- RECORD BOOK

B.I.G.


- POULTRY JUDGING
- VEGETABLE JUDGING
- LIVESTOCK JUDGING
- SPEAKING CDE'S
 - CREED
 - IMPROMPTU
 - PREPARED PUBLIC SPEAKING
 - EXTEMPORANEOUS SPEAKING
 - JOB INTERVIEW

Creed




**Practice Times & Locations**


Tuesdays and Thursdays 2:45pm-4pm

**Coach**

Mrs. Tune

**Previous Awards**

- 2014 1st place South Valley Section: Cammy Atwell
- 2014 3rd place South Valley Section: Jasmin Ruano
- 2015 2nd place San Joaquin Region: Cammy Atwell

**Contest Locations**

- Wasco High School December 12th
- Mariposa
- San Joaquin Regionals
- State Conference

Implementation of Advisory Committee AGED 500



INDEPENDENCE HIGH SCHOOL

Katrina Tune
Fall 2015

Implementation of Advisory Committee

At the beginning of last school year we did not have an advisory committee or an operation manual. There is an advisory binder that includes instructions and examples on how to form an Advisory Committee. For my AGED 500 project I developed a constitution for the advisory committee and have been working on forming an advisory committee. This committee includes community members within the agriculture industry, ROP program coordinators and agriculture teachers. The Ag Advisory Committee will meet at least twice a year to discuss what assistance the agriculture program is in need of. Our advisory committee chairperson is Mr. Michael Poncetta. He owns his own family farm raising mostly goats, cattle, and growing hay. He has been an important part in our agriculture program by helping with Livestock judging and supplying us with animals for the fair. Michael serves on many other advisory committees so we felt comfortable naming him as our chairperson. Our other advisory members come from the agriculture industry in the surrounding area. We plan on working with our advisory committee to build a school farm within the next five years.

ADVISORY COMMITTEE BINDER



INDEPENDENCE HIGH SCHOOL

2015-2016

Independence High School

Advisory Committee Recognition Program

1. Independence Advisory Committee Members are on a two-year cycle. As a department we are implementing a recognition program to thank our members for their generous support of our program.
 - a. Every year at the Banquet our advisory committee will be recognized. They will receive a gift card, thank you card, and Independence high school memorabilia.
 - b. Over the course of two years each member will become an Honorary member of the Independence FFA Chapter, which will be presented at the Banquet.
 - c. When the chairman of the Advisory committee relinquishes their title, they will receive a plaque with their name and years of service.
 - d. There will be either a breakfast or a dinner that the FFA program host for the advisory members thanking them for their support.

ADVISORY BOARD FOR 2015-2016

<u>NAME</u>	<u>ADDRESS</u>	<u>JOB</u>
Michael Poncetta (661) 978-0955	1742 Renfro Road Bakersfield, CA 93314	Poncetta Farms
Jim Beagle (661) 326-8004	PO Box 970 501 N. Driver Rd Shafter, CA 93263	Grapery
Bryan Melikian (559) 930-9778	21101 Bear Mountain Boulevard Bakersfield, CA 93311	J G Boswell
Robby Massera (559) 960-2435	4310 Rosedale Highway Bakersfield, CA 93308	Mobile AG & Industrial Supply
Mathew Van Horn (661) 829-8736	10870 Pistachio Rd Lost Hills, CA 93249	Wonderful Orchards
Dennis Utt (661) 833-9019	18521 Adobe Rd Bakersfield, CA 93307	Crown Harvesting
Hector Jimenez (805) 714-5676	8001 Old River Rd. Bakersfield, CA 93311	Independence High School
Kati Tune (661) 428-4601	8001 Old River Rd. Bakersfield, CA 93311	Independence High School

**Independence Agriculture
ADVISORY COMMITTEE MEETING**

November 10, 2015

12:30

PRESENT:

Hector Jimenez	Independence High School	Instructor
Mathew Van Horn	Wonderful Orchards	Director, Fleet Operations

The meeting was called to order at 12:30. Introductions were made.

Hector Jimenez explained the purpose of the advisory committee to the Mathew Van Horn. Future plans for the class were discussed. Finding new members were discussed.

The Ag mech program would like to expand to other areas. Tractor and Mechanics are the two areas where there are jobs for in Bakersfield. The Mathew agreed he is looking for 20 guys right now. He describes how Kern machinery takes most of the mechanics from ROC and BC. Also it is harder because of the location in Lost Hills. We discussed adding engines to the Ag mech program would give them an upper hand at ROC and the work field.

Next we talked about adding a small engines class. They could do a semester on engines and a semester on an internship at a farm helping out and learning. Explained the Honda engine program to him. He thought that would be a great program to get involved in. The basic theory could expand to bigger engines.

Certification is also something the industry wants to see kids have. Mathew liked the sp2 safety cert and the Honda master tech cert we can offer them.

Next Meeting will be at beginning of the next semester

The meeting was adjourned at 3:00 p.m.

**Independence Agriculture
ADVISORY COMMITTEE MEETING**

December 9, 2014

PRESENT:

Michael Poncetta	Poncetta Farms	Farmer
Hector Jimenez	Independence High School	Instructor

Hector Jimenez explained the purpose of the advisory committee to the Michael Poncetta. Future plans for the class were discussed.

Ag Incentive review was gone over. Describing what was done through the year. Michael reviewed the material. He is on several other advisory committees therefore he understood the process.

Then was a discussed possible area for a school farm. Michael had mention about a farmer near Ridgeview who is letting students keep their animals. Michael had also mention that his place in the future my work out. Then the Grimmway have land by the school that may be donated to independence for a school farm.

Future pathways were also discussed. The Ag mech pathway is done. Now starting an Ag Science pathway. Possibly adding a new teacher to complete the Ag Science pathway. Adding Ag earth, Ag Biology, Ag Chemistry, Ag Gov., Ag Economic. A student would be able to take ag all four years of high school.

Future meeting will be in January with some new members to be added.

2015 FALL ADVISORY AGENDA

1. Introductions of Members and Guests
2. Purpose of Meeting
3. Review of Minutes
4. Review of Course Sequence
5. Review of Course Descriptions(s)
6. Related labor Market Analysis to confirm high wage/significant wage increases opportunities
7. Review industry certifications
8. Review required skills for certificates of completion
9. Review assessment procedures
10. Misc. and Other
11. Internship/Employment opportunities
12. Postsecondary scholarship creation/donations
13. Review of Textbooks and Instructional Materials
14. Review of equipment Needs

**Independence Agriculture
ADVISORY COMMITTEE MEETING**

December 9, 2014

AGENDA

- 1. Review and approve minutes of the previous meeting.
- 2. Call for additional agenda items to be added to this meeting's agenda.
- 3. Committee and progress reports.
- 4. Considerations of recommendations for a new class or activity.
- 5. Review of revised course of study.
- 6. Report and review of F.F.A and/or other youth organization activities.
- 7. Set date, time, and place for next meeting.
- 8. Adjournment.

Independence High School

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 establishment of a State Advisory Committee has further implemented the need and encouragement for local advisory committees in agriculture. 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. The Board of Trustees shall make actual appointments to the committee.
 - 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:

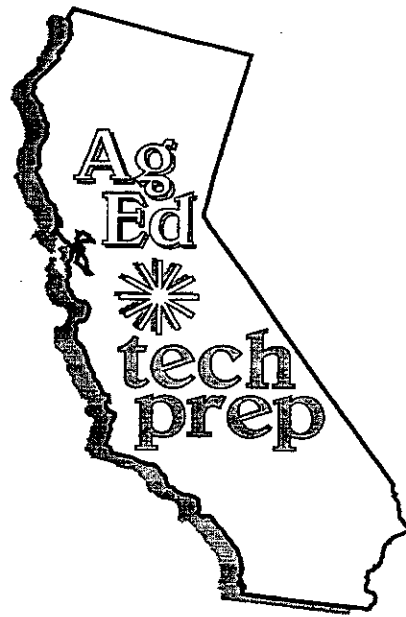
- a. The term of an Advisory committee member shall be for two years unless that person is a junior member in which case the term shall be for one year.
- b. The term of the committee members shall begin January 1st of the year elected and end December 31st of the third year.

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.
- b. Revised: November 20, 2015



Advisory Committee Manual

**Central Valley Consortium
Agricultural Education
Tech Prep**

Developed by Central Valley Consortium Agricultural Educational Tech Prep

Program Services Division
Pius J. Scheuber, Coordinator
January, 1994

Modesto, California

This manual is written pursuant to contract/agreement number 9281. This project was supported by the Carl D. Perkins Vocational and Applied Technology Education Act: Title III, Part B, P.L. 101-392. Funds administered by the California Department of Education.

The activity which is the subject of this report was supported in whole or part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project.

Note: Local Advisory Committee meetings in California may be subject to the Ralph M. Brown Act. Consult with your local counsel.

Stanislaus County Office of Education

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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in the Tech Prep programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in Tech Prep programs that include internships, work-study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Operation

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. Number of meetings

- 1.1 Must meet regularly and often enough to carry out their assignment.
- 1.2 Monthly or bi-monthly meetings are usually the most desirable.
- 1.3 Minimum number is two per year.
- 1.4 Practical number is between three and eight per year.
- 1.5 Necessity should always determine the exact number.
- 1.6 Often the most valuable advice comes from busy individuals.
- 1.7 Better to have fewer well planned, well attended meetings.

2. Selection of Officers

- 2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
- 2.2 Chairperson should be a lay person elected by the committee.

4. How are Committee Members Notified of their selection?

- 4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
- 4.2 The letter should:
 - 4.2.1 Indicate that the Ag teacher is supportive.
 - 4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
 - 4.2.3 Include a request that the member indicate whether or not he or she will accept.
 - 4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility

- 5.1 Of greatest importance is that the committee is *only* advisory in character.
- 5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
- 5.3 It has no administrative or policy forming power.
- 5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptance may be expected.

Functions and Duties of Advisory Committees

- 1. Help to determine what type of Agricultural Education Tech Prep program is offered.
- 2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.

- 2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. Length of Service by Committee Members

- 3.1 Three-year terms are recommended.
- 3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
- 3.3 Individual preferences in length of service need to be considered.
- 3.4 Limitation should be placed on reappointments.
- 3.5 Nominees should be submitted to board of trustees for approval.

4. Length and Place of Meetings

- 4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
- 4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
- 4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
- 4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
- 4.5 The meeting place should provide a conference table in a quiet environment.
- 4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. Filling Committee Vacancies

- 5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
- 5.2 The committee may be asked for suggestions.
- 5.3 A committee *should not* be permitted to choose its own replacements.
 - 5.3.1 This would be self perpetuating.
 - 5.3.2 May become unrepresentative and unduly independent of the school administration.
- 5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the

- 7.1 Review existing programs, courses of study, facilities, equipment.
- 7.2 Propose new programs and/or courses when needed based on solid data for this community.
- 7.3 Evaluate existing programs and proposed new programs.
- 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
- 7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.
- 7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
- 7.7 Help in placement and in evaluating performance of our Agricultural Education Tech Prep students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Appendix A

(SAMPLE)

Advisory Committee Meeting Agenda

TO: List committee members here
FROM: Chairperson
DATE: Date agenda is published
RE: Next Advisory Committee Meeting

DATE: Date of next meeting

TIME: Time of next meeting

PLACE: Place where meeting is being held

AGENDA

- 1. Review and approve minutes of the previous meeting.
- 2. Call for additional agenda items to be added to this meeting's agenda.
- 3. Committee and progress reports.
- 4. Consideration of recommendations for a new class or activity.
- 5. Review of revised course of study.
- 6. Report and review of F.F.A. and/or other youth organization activities.
- 7. Set date, time, and place for next meeting.
- 8. Adjournment.

Acknowledgments

This manual has been reviewed and approved by the Articulation Council of the Consortium. *A special thanks to those listed below* and the efforts of the Occupational Needs and Assessment Committee of the Program Services Division, Central Valley Consortium of Agricultural Education Tech Prep, and the State Ag Ed staff for their suggestions.

Les McCabe, Merced College
Larry Paulsen, San Joaquin Delta College
Ron Nishinaka, Kings River Community College
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Francis Duchi, Shasta College
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Hugh Mooney, Galt Union High School
Jim Andersen, Merced Union High School
Dale Pollard, Turlock High School
Kip Proctor, Tracy Union High School
Hal Carlton, Modesto Junior College
John Scheuber, General Manager, Veterinary Services, Inc.
George Gridley, American River College

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1. Guide for Establishment and Conduct of Local Advisory Committees for Vocational Agriculture Departments. Vocational Education Productions. California State Polytechnical College. San Luis Obispo, CA, 93407
2. Tropman, John E. Effective Meetings: Improving Group Decision Making. Sage Publications, 1980.
3. Vocational Education State Advisory Committees Operating Guidelines. Vocational Education Unit, Chancellor's Office - California Community Colleges.

Appendix B

(SAMPLE)

Set of Minutes

Advisory Committee Meeting January 21, 1994

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 1994, in room 122 at Tech Prep High School.

The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 1994. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 1994.

Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next Fall.

F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Tech Prep High School.

The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Mr. Q, Recorder

Here's What You Need To Do To Get Started:

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

**WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT
AND BE OF SERVICE TO YOUR SCHOOL.**

position be declared vacant by the chairperson, and the school board so notified.

6. **Distribution of Minutes:** All committee members, the vocational education director, the principal/president, and the regional supervisor.
7. **Making Decisions:** Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Opening Session Instructions for Agricultural Education Tech Prep Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the president/principal, chancellor/superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible Agricultural Education Tech Prep program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students and school staff expect to benefit from your work.
7. We need help to:

- 2.2 Each should have an equal voice in the selections.
- 2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
- 2.4 The advisory committee should be truly representative of the district. Members:
 - 2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
 - 2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture.
 - 2.4.3 Should exhibit substantial interest in the Agricultural Tech Prep program.
 - 2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, and ethnic or religious groups.
 - 2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
 - 2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
 - 2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
 - 2.4.8 Should include representatives of the service areas of agriculture.
 - 2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?

- 3.1 No fixed number will satisfy all situations.
- 3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 3.3 Should not be so large that it is unwieldy or difficult to call together.
- 3.4 Seven to eleven persons are suggested with nine being a workable medium.
- 3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education Tech Prep program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag Tech Prep program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education and/or Chancellors Office California Community Colleges. (Assessment and certification tools will be made available.)
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education Tech Prep program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education Tech Prep coordinators, school administrators, boards of trustees, teachers of agriculture and Tech Prep committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed.

Based on the experiences of many communities throughout the country, the following steps are suggested:

1. Determine and Verify the Need

- 1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
- 1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
- 1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
- 1.4 It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. Nomination of Committee Members

- 2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.

Implementation of Alumni Association AGED 500



INDEPENDENCE HIGH SCHOOL

Katrina Tune

Fall 2015

Alumni Association Implementation

Before coming to Independence there was not an active Booster Club. A Booster Club can be a huge benefit to an FFA program. It is designed to help support the FFA program in the event that they need anything such as financial support for students attending conferences or contests, providing food for events, and hands on help during events. The Alumni Association is different than a typical Booster Club due to the fact that it is nationally registered with the FFA association. After starting the Alumni Association, our parents have helped our program by donating food for chapter meetings and food sale days, helped serve food at our Opening and Closing competition, helped drive to contests, and held a fundraiser to earn money to help the students of the FFA program be able to participate in activities and events. The Alumni Association successfully put on two fundraisers in the past year. A night at Pizza Rev, and a Cowboy Marketplace. Attached are the Alumni Association's Constitution and Bylaws, agendas and minutes from meetings in the past year. With helping the Alumni Association president construct the constitution and bylaws, time spent discussing the Alumni Association, and all of the meetings, we spent approximately 40 hours making the Alumni Association active and ready to serve our FFA student members.

Independence High School
FFA Alumni Program

Agenda

September 14, 2015

I. Call to Order

II. Minutes

III. Treasurer's Report

IV. Old Business:

V. New Business:

A. FFA Activities for September 2015

1. Kern County Fair: September 28 - October 3, 2015

B. Fall Fundraiser: CMP Winter Dinner, Virtual Food Shop November 13-15, 2015

1. Dinner Tickets on sale

2. Volunteers needed to sell tickets and hand out flyers at home football games.

3. Volunteers needed for BBO Crew: set up/clean up crews and serving crews.

C. Budget Meeting (Early Spring)

1. Senior Scholarships

2. State Convention

VI. Conclusion

Next Meeting: October 1, 2015

Brian Wood

Smart and fine brown

19 Saturday 7

Burrito for Sunday

Band for CCM

Food Booth Setup

Food prep

BBQ crew

Firewood donation

Check ID

Setup

Refinement table

dessert table

Severe crew

Clean up crew

Kitchen crew

Over potatoes

Oct 2

Oct 23

Oct 9 HL

IHS FFA Alumni Association Meeting 9/14/15

Members Present:

Sharon Buys	Stephanie Jones
Brian Jones	Karen Stewart
Estelle Freeman	Ann Pena
Julie Shaw	Hector Jimenez
Joe Pena	

Call To Order:

Meeting called to order 6:36 pm
Shared previous month's minutes.

Treasurer's Report:

Julie Shaw shared account balance was \$2875.00

Old Business:

None

New Business:

KC Fair Decorations – Estelle Freeman indicates the decorations have been taken care of and Michelle Greenlee is getting a few more things to complete the decorations.

Saturday, 9/19/15 at 7am is when FFA kids/parents should plan to meet for Fair Clean up Day.

Discussion about having a table/easy up at Varsity home games to hand out CMP flyers and sell tickets.

No new membership dues due this year for current members. Current membership carries over because we joined so late.

Encourage freshman parent membership.

We will have breakfast burritos at the fair on 9/27/15. Joline Garone will head this up.

Discussed Fall fundraiser CMP Western Gift Show, Dinner and Auction November 13-15, 2015
Request for volunteers needed for set up, clean up, BBQ crew, servers etc.....

Upcoming Events:

Next meeting is Monday 10/2/15 at 6:30 pm in Room 1202.

Meeting adjourned at 6:50 p.m.

IHS FFA Alumni Association General Meeting 10/12/15

Members Present:

Sharon Buys	Stephanie Jones
Brian Jones	Karen Stewart
Estelle Freeman	Ann Pena
Julie Shaw	Hector Jimenez
Antony Pena	Kati Tune
Alma Ruano	Dawn Holleman

Call To Order:

Meeting called to order 6:35 pm

Shared previous month's minutes.

Motion to accept: 1) Estelle Freeman 2) Alma Ruano

Treasurer's Report:

Balance; \$3725.00.

Deposit \$1025.00 for vendor booths for Cowboy Marketplace

Deposit \$850.00

Motion to accept balance: 1) Anthony Pena 2) Alma Ruano

Old Business:

KC Fair – any feedback for next year's fair? Mr. Jimenez/Mrs. Tune indicated there were no big issues just a few minor suggestions for next year such as allowing tables in the barns for students to complete homework. FFA would like to put a sign up to show support for Buyer 9.

Sharon Buys indicated the IHS Athletic Department never returned her phone calls about setting up a booth at home games to sell tickets for fundraising event in November.

New Business:

10/14/15 – Greenhand Awards Night 5:30 p.m. in the cafeteria at school.

10/22/15 – Haunted House fundraiser. Request made for parents to help out 7:30 – 10pm

10/2/15 – Trick or Treat for Cans. After school community service project for students.

11/17/15 – HIS FFA hosting Opening/Closing even for South Valley Section.

Cowboy Marketplace Update:

Concessions stand run by chapter members. Need parent volunteers to manage shifts. May need donations for concession stand from Booster parents. Requesting a list from Estelle and Alma for donations. Keep menu simple.

Keep selling tickets. Looking for donation items. Fairfax Saddle will donate something for silent auction.

We need to pay \$150 to State FFA for 2015-2016 membership.

Upcoming Events:

Next meeting is Monday 11/9/15 at 6:30 pm in Room 1202.

Meeting adjourned at 7:15 p.m.

IHS FFA Alumni Agenda
Tuesday February 17, 2015

- I. Call to Order
- II. Minutes from 11/14 meeting
- III. Treasurer's Report
- IV. Old Business:
 - A. Update from FFA :
 - 1.FFA Certificate
 - 2. IRS Info
 - 3.Checking Account
 - 4. Dues: 20.00 per member
 - B. HUGE thank you to all booster parents who helped with your time and donations (hot dog feed) for the Movie Night in November.
- V. New Business:
 - A. FFA Calendar of Events
 - B. FUNDRAISING IDEAS
 - 1. Crab Feed/Chicken Plop
 - 2. Poker Tournament/Chicken Plop
 - 3. Pancake Breakfast/*yard Sale*
 - 4. Drive Thru BBQ
 - * Krispy Kreme*
 - * Pizza Rev*
 - C. Form Committee
- VI. Open Forum
- VII. Adjournment
 - March Meeting: March ⁹~~10~~, 2015

Annual Fundraiser - late October/Nov.

FFA Alumni Association Meeting
2/17/15

Those in attendance:

- Sharon Buys
- Stephanie Jones
- Karen Stewart
- Shannon Grace
- Estelle Freeman
- Hector Jimenez
- Kati Chamberlin

Meeting called to order at 6:40 pm

Sharon Buys read past minutes from previous FFA Alumni Association Meeting held 11/14/14. Motion to approve minutes (1) Estelle Freeman (2) Shannon Grace.

Sharon Buys indicated that the IHS FFA Alumni Association is officially open for business. Bank account opened at Bank of the Sierra on 2/5/15. Board members present at the bank include Sharon Buys, Stephanie Jones, Julie Shaw, and Karen Stewart. Sharon shared our official FFA Alumni Association certificate as well as another certificate listing the members names. We also officially have a tax ID #.

Estelle Freeman asked if we have to submit the tax ID# when asking for donations and the response was yes.

Sharon Buys thanked parents and members who helped at the hot dog feed at the chapter meeting in November 2014. Ms. Chamberlin indicated the chapter raised approximately \$200 as a result of the hot dog feed.

March 12, 2015 is the next chapter meeting and an outdoor movie night is scheduled. The Alumni Association is asking for donations of hot dogs, soda, and chips. Please contact Sharon Buys, Kati Chamberlin or Hector Jimenez if you are available to donate items or help that night.

Ms. Chamberlin mentioned that March 27, 2015 is an overnight trip and the school is in need to volunteer parents to chaperone and provide transportation for approximately nine students. 18 students will be attending the trip. Students will be attending the Regional Speaking Competition on 3/27/15 at College of the Sierras in Tulare and then travel the following day to Modesto Junior College for livestock judging competitions and vegetable judging. Sharon Buys indicated she was willing and able to attend and help transport students.

Ms. Chamerlin indicated there were approximately 70 active student members in IHS FFA.

Stephanie Jones suggested the Alumni Association should have one or two fundraisers for the year rather than “nickle and dime” parents. Kids should be the primary fundraisers – not the parents.

Sharon Buys suggested doing the Pizza Rev fundraiser because it's something new. Not sure, but we may not have to have a flyer made for the night in question. You may just have to say you're there to support IHS FFA. Maybe we can have some FFA kids in official dress stand outside.

Stephanie Jones and Sharon Buys both indicated per their vast experience with hosting large events and recommended we need 6 – 9 months to plan and large fund-raising event.

Estelle Freeman suggested a vendor fair coincide with a fund-raising event and the vendors could donate a portion of their proceeds back to IHS FFA.

Sharon Buys suggested we have a small fundraiser this spring and then host a larger fundraiser in Oct/Nov 2015 after the Kern County Fair is over but prior to the holidays.

Discussion took place about fund-raising over the summer months. It is difficult to raise money then because you have to have active members and most students are on vacation. Might be the ideal time to have Cruz Thru coupons for families to use.

Sharon Buys suggested we form a committee to plan our large event for Fall 2015.

Sharon Buys indicated she would take the lead and research fund-raising through Pizza Rev. She will choose a date and go with it. She will contact the rest of the Alumni Association via email when she has secured a date and time.

Sharon Buys also indicated she would take the lead and research fund-raising through Krispy Kreme Donuts. Sharon suggested we have a contest and the members who sells the most items wins a prize.

Sharon Buys suggested a parent speak to the Ag classes and ask the kids what they want for their chapter. Do they want barn supplies or do they want help going to conferences. The kids need to have “buy in” into their chapter.

Shannon Grace suggested Sharon call the Burbank Krispy Kreme Donut store and ask for Luz. Shannon said Luz will send a informational packet, banners, and an application for the tax ID#. You don't have to turn in the ID# until donuts are delivered. Shannon Grace

Sharon Buys reminded members the next meeting is on March 9, 2015 at 6:30 pm in Room 1202.

Sharon Buys also reminded members Bi-laws and Constitution packets were available for anyone who wanted a copy.

IHS FFA Alumni Association Meeting 3/9/15

Members Present:

Sharon Buys	Stephanie Jones
Brian Jones	Karen Stewart
Estelle Freeman	Joe Freeman
Julie Shaw	Ann Pena
Joe Pena	Hector Jimenez

Meeting called to order 6:36 pm

Shared previous month's minutes.

Julie Shaw shared she deposited \$120 collected in dues. She ordered checks and an endorsement stamp

Old Business:

Reminded members of the upcoming Chapter meeting on 3/12/15 in the PAC

The chapter is requesting donations of hot dogs, buns, chips, soda. Mr. Jimenez said the school has condiments available.

Stephanie Jones shared the letterhead she created for the Alumni Association. The purpose of the letterhead is to use with tax id # and add cell # when you write your letter. Estelle Freeman gave the first motion to accept the letterhead and Julie Shaw second the motion and the motion was passed unanimously.

New Business:

Krispy Kreme Fundraiser to be held 3/5/15/ - 3/26/15. A dozen donuts costs \$10 and HIS FFA will receive \$5 back from every dozen. Sharon Buys is offering \$100 cash prize for the top seller. We need volunteers to help distribute donuts. Donut order will not be placed until after Spring Break.

April 9, 2015 11am – 10 pm Pizza Rev fundraiser with a 20% kickback to IHS FFA. Don't have to show flyer – just mention IHS FFA.

Cruz Thru – we have to apply for this fundraiser. Stephanie Jones will proceed with this. IHS FFA will get .50 cents back from every ticket used.

Upcoming Events:

3/27/15 – San Joaquin Region Speech Contest

3/28/15 – Livestock Judging in Modesto.

Discussed creating an ANNUAL Fall Fundraiser – suggested Halloween at Banducci Ranch. We run a maze as a fundraiser maybe Thurs – Sun the two weekends before Halloween. Discussed maybe sometime of kickback to the Pumpkin Patch. Mr. Jimenez will talk with Tracy Banducci.

Discussed hosting a Jackpot Show

Discussed hosting a Sporting Clay Shoot. It's not recommended to hold this even in the spring time. Fall is a better time of year. We could raffle guns etc. Host a dinner and bar.

Next meeting is Monday 4/13/15 at 6:30 pm in Room 1202.

Meeting adjourned at 7:04 p.m.

We, **Sharon Buys**, Council President, and **Andrea Dewar**, Council Secretary, acting as officers of the organization known as **Independence High School FFA Alumni**, an organization for past, active, collegiate and honorary FFA members, and present and former professional agricultural educators, and other individuals interested in supporting agricultural education, having at present members and acting for this organization, do hereby make application to be chartered as an affiliate of the FFA Alumni Association.

We are attaching to this application: 1) purposes or proposed constitution and bylaws under which we desire to operate in harmony with the California/National FFA Alumni constitution; 2) a list of at least ten members who have paid California/National dues and / or the names and addresses of new members and payment of **\$150** to cover the cost of their dues; and 3) the names of our executive group with a designated president. Our FFA Alumni Council is as follows:

President: Sharon Buys	(661) 549-1405	sharon.buys@yahoo.com
Name	Telephone Number	Email
9849 Bace Street	Bakersfield	California 93307
Street Address	City	State Zip
Vice President: Stephanie Jones	(661) 332-4894	jonesfmly@aol.com
Name	Telephone Number	Email
7726 Simmons Lane	Bakersfield	California 93313
Street Address	City	State Zip
Secretary: Andrea Dewar	(661) 397-3416	sadewar@hughes.net
Name	Telephone Number	Email
13801 Ashe Road	Bakersfield	California 93313
Street Address	City	State Zip
Treasurer: Julie Shaw	(661) 834-6875	theshaws1989@gmail.com
Name	Telephone Number	Email
6727 Lindsay Road	Bakersfield	California 93313
Street Address	City	State Zip
Other: Reporter: Karen Stewart	(661) 836-9650	stewartfarm@netzero.net
Name	Telephone Number	Email
14401 Eberle Road	Bakersfield	California 93313
Street Address	City	State Zip
FFA Advisor: Hector Jimenez		hector_jimenez@khsd.k12.ca.us
Name		Email
Independence High School	8001 Old River Road	
School Name	Address	
Bakersfield	CA 93311	
City	State Zip	Email

If granted a charter, we shall comply with the State and National Constitution and Bylaws of the FFA Alumni Association and work for the successes and purposes of the FFA Alumni Association.

We certify that the information given in this application and attachments hereto is true and correct.

FFA Advisor	Council President
Date and Place Signed	Council Secretary



New/Reactivating FFA Alumni Affiliate Profile Information

Please complete the following information and return it with your chartering/reactivating documents (application for charter, bylaws, excel roster). Questions can be directed to alumni@ffa.org.

FFA Alumni Affiliate Name:	Independence High School FFA Alumni
Principle Office of the FFA Alumni	
Affiliate Mailing Address:	8001 Old River Road
Affiliate City:	Bakersfield
Affiliate State:	California
Affiliate Zip:	93311
Affiliate email (if applicable):	
Affiliate Main Contact Phone:	(661) 834-8001
The FFA Alumni Serves the following Agricultural Education Programs/FFA Chapter(s): Note: If you serve a larger number of programs then space provided, please list additional chapters at the bottom of the form.	
FFA Chapter Name & City:	
FFA Chapter Name & City:	
FFA Chapter Name & City:	
Agricultural Career Network (AgCN) – Administrative Access Note: Please identify 2-4 local FFA Alumni leaders who will need administrative rights (Alumni Leader role) in AgCN, our online membership and affiliate management tool. Do NOT list the agricultural instructor as the system will grant them administrative rights to the Alumni roster automatically. These individuals will receive an email from national staff with an invitation to set up your personal AgCN account.	
Alumni Leader #1 Name:	Sharon Buys
Alumni Leader #1 Email:	sharon.buys@yahoo.com
Alumni Leader #2 Name:	Stephanie Jones
Alumni Leader #2 Email:	Jonesfmly@aol.com
Alumni Leader #3 Name:	Andrea Dewar
Alumni Leader #3 Email:	sadewar@hughes.net
Alumni Leader #4 Name:	Julie Shaw
Alumni Leader #4 Email:	theshaws1989@gmail.com



Independence High School FFA Alumni

Constitution

ARTICLE 1. NAME AND PURPOSE

- Section A. The name of the organization shall be the Independence High School FFA Alumni (aka IHS FFA Alumni or IHS FFA Boosters).
- Section B. The purpose of the organization shall be:
1. To support and to promote the FFA organization, FFA activities and agricultural education on local, state and national levels.
 2. To provide a tie to the FFA and to assist FFA and agricultural education personnel to involve former alumni/members and others interested in supporting worthy activities.
 3. To promote greater knowledge of agricultural industry and support education in agriculture.
 4. To cooperate with Independence High School FFA Chapter and the California State and National FFA Alumni Association.
 5. To promote and to maintain an appreciation of the American Free enterprise system.
 6. To promote the personal development aspect of FFA.
 7. This organization is for nonprofit purposes and the individual alumnis will not derive profit therefrom.
 8. No substantial party of the activities of this organization shall consist of carrying on propaganda or otherwise attempting to influence legislation. The organization shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
 9. The property of this organization is irrevocably dedicated to charitable purposes and no part of the net income or assets of this organization shall ever inure to the benefit of any advisor, alumni officer, alumni or member thereof or to the benefit of any private person.

ARTICLE II. ORGANIZATION

- Section A. The Independence High School FFA Alumni is a chartered local affiliate of the California FFA Alumni Association that is chartered by the National FFA Alumni Association.
- Section B. The Independence High School FFA Alumni accepts in full the provisions in the constitution and bylaws of the California and National FFA Alumni Associations.

ARTICLE III. MEMBERSHIP

Membership shall be open to former active, collegiate and honorary FFA alumni/members, present and former professional agricultural educators, parents of FFA members and others interested in the FFA, upon payment of dues.

ARTICLE IV. EMBLEM

The gold FFA emblem with the word "Alumni" below it shall serve as the emblem of the Independence High School FFA Alumni.

ARTICLE V. EXECUTIVE BODY

- Section A. The executive body of the Independence High School FFA Alumni shall be the Independence High School FFA Alumni Officers.
- Section B. All members of the Independence High School FFA Alumni Officers must be active members of the organization.
- Section C. The Independence High School FFA Alumni Officers shall consist of a President, Vice-President, Secretary, Treasurer and Reporter from the membership-at-large.



Independence High School FFA Alumni

Constitution (Continued)

- Section D. Duties of the Independence High School FFA Alumni Officers shall be consistent with those usually appertaining to these positions, which details are more fully described in the Bylaws.

ARTICLE V. DUTIES OF ALUMNI OFFICERS

- Section A. To manage the affairs of the organization between meetings of the members.
- Section B. To adopt such policies and procedures for the operation of the organization as shall be most conducive to achieve the objects and purposes of the organization as outlined previously.
- Section C. To assist the President in selecting and appointing committee chairmen and members.
- Section D. To supervise and assist all committee chairmen and committees in the carrying out of committee functions.
- Section E. Conducting an annual audit of the books of the organization by a qualified person and make a financial report thereof at the May meeting of the organization.
- Section F. To approve the expenditures of funds in the payment of bills by the Treasurer of the organization in compliance with the budget or passing of approval in the minutes. All such expenditures shall be supported with appropriate documentation.
- Section G. If an Independence High School FFA Alumni Officers misses three consecutive meetings without communication, the general members may vote to remove that Alumni Officer from office for the remainder of the term.

ARTICLE VI. MEETINGS

- Section A. The annual meeting shall be held in April each year, at which time the membership will nominate Alumni Officers for the coming year. All members shall attend and participate in all regular, special, and annual meetings.
- Section B. There shall be a regular meeting of the organization each month on the second Monday of said month.

ARTICLE VII. DUES

The annual dues of the Independence High School FFA Alumni shall be recommended by the Independence High School FFA Alumni Officers and fixed by majority vote of members present at the annual meeting. State and national dues must be paid on a calendar membership year basis for all active Independence High School FFA Alumni members. No members shall be considered an active member and in good standing unless full dues are paid.

ARTICLE VIII. AMENDMENTS

- Section A. The Constitution of the Independence High School FFA Alumni may be amended or changed at any regular meeting by a two-thirds vote of the active members present providing it is not in conflict with the constitution of the State or National FFA Alumni Associations. [Or voting shall be by mail ballot.] Ballots shall be submitted to the membership at least 30 days prior to the opening of the annual meeting and the ballots returned with a postmark no later than one week before the opening date of the annual meeting. Affirmation by two-thirds of those voting shall be necessary to adopt an amendment.
- Section B. Proposed amendments to the Constitution of the Independence High School FFA Alumni may be submitted by any active member and must be in writing and received by the secretary prior to the annual meeting. Proposed amendments shall be approved by at



Independence High School FFA Alumni

Constitution (Continued)

least three members of the Independence High School FFA Alumni Officers before being submitted to the membership for consideration.

Section C. Amendments to the Bylaws of the Independence High School FFA Alumni may be adopted to fit the needs of the organization at any regular organization meeting by a two-thirds vote of the active members present providing such Bylaws in no way conflict with the constitution and bylaws of the State or National FFA Alumni Associations. Or alternate possibility as follows: Proposed amendments may be submitted by any active member and must be in writing and received 30 days prior to the opening of the annual meeting. Proposed amendments that have been approved for submission by two-thirds majority of the Independence High School FFA Alumni shall be submitted to the membership at least one week prior to the opening of the annual meeting. Voting shall be at the annual meeting with affirmation by two-thirds of those present being necessary for adoption.

ARTICLE IX. DISSOLUTION

The Independence High School FFA Alumni organization may be dissolved by a two-thirds vote of the general alumni at a general alumni meeting. Notification of said dissolution must be given to the membership at least 30 days prior to this vote. In the event of dissolution, the assets shall be first distributed to its successor organization or to whom the State or National FFA Alumni Associations Bylaws or Constitution state. In all events, no part of the net earnings, properties, or assets of the Independence High School FFA Alumni organization shall benefit any private person or individual, or any alumni/member, or officer of the Independence High School FFA Alumni organization upon dissolution and shall otherwise be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 510(c)(3) of the Internal Revenue Code.

CERTIFICATE OF SECRETARY

I hereby certify that I am the duly elected and acting Secretary of the Independence High School FFA Alumni, an Unincorporated Nonprofit Association, and the above Constitution, consisting of pages 1-3, is the Constitution as duly adopted at a general meeting. In witness whereof, I have subscribed my signature this __ day of September, 2014.

Secretary

Adopted: September __, 2014





Independence High School FFA Alumni

Bylaws

ARTICLE I. FFA ALUMNI AFFILIATE/ORGANIZATION BYLAWS

These Bylaws shall be considered a part of the Constitution of the Independence High School FFA Alumni (aka IHS FFA Alumni or IHS FFA Boosters).

ARTICLE II. LOCATION OF PRINCIPLE OFFICE

The principle office of the Independence High School FFA Alumni shall be located at:

Independence High School
8001 Old River Road
Bakersfield, California 93311
(661) 834-8001

ARTICLE III. PROCEDURE FOR SELECTION OF INDEPENDENCE HIGH SCHOOL FFA ALUMNI OFFICERS

- Section A. There shall be five (5) officers: President, Vice President, Secretary, Treasurer and Reporter. The five (5) Officers of the Independence High School FFA Alumni are selected from the membership-at-large and shall be elected by vote at the annual meeting. Each Independence High School FFA Alumni Officer in good standing shall be entitled to vote.
- Section B. Independence High School FFA advisor(s) shall serve as ex-officio, non-voting members.
- Section C. All officers shall serve a two-year term. The method of rotation shall be as follows: President and Secretary shall be elected in even years and Vice President, Treasurer and Reporter shall be elected in odd years. An Officer may serve for a second term. Any Officer may resign by filing a written resignation with the Secretary of Independence High School FFA Alumni. Resignation shall not relieve elected Officer of unpaid dues or other charges previously accrued. An Officer may also have their position terminated by a majority vote of the membership.
- Section D. Whenever a vacancy occurs, other than from expiration of their terms of office, the local Independence High School FFA Alumni Officers and general members shall appoint a person to fill the unexpired term of office.
- Section E. Nomination of new Officers that occur because term is completed shall be held at the April meeting. Nominations will be made from the floor.
- Section F. Election will be by majority vote of all active members present at the May meeting. The newly elected Officers will take over at the June meeting. The term for the Officers of the organization shall be from June 1st to May 31st.

ARTICLE IV. DUTIES OF THE ALUMNI OFFICERS

- Section A. It shall be the duty of the Independence High School FFA Alumni Officers to direct the operation of the organization in accordance with its Constitutional purposes. It shall be responsible for planning the programs and activities in which it is advisable for the organization to participate.
- Section B. The Independence High School FFA Alumni Officers may appoint such committees necessary to further the work of the organization.
- Section C. Each Independence High School FFA Alumni Officer or committee chairperson will be responsible for keeping records and notes pertinent to the carrying out his or her duties. These records and notes shall be passed on to their successor. Official meeting notes will be the responsibility of the Secretary.
- Section C. All Independence High School FFA Alumni Officer's shall be current with membership dues.



Independence High School FFA Alumni

Bylaws

- Section D. An Independence High School FFA Alumni Officer's position shall be governed by, but not limited to, the following:
- (1) The President shall preside at all meetings of the members and at the meetings of the Officers. He/she shall call special meetings of the members and the Officers whenever he/she deems necessary using reasonable judgment. He/she shall carry out such duties as usually pertains to this office.
 - (2) The Vice President shall preside over all meetings of the membership and the Officers in the absence of the President. During the absence, resignation, or inability of the President to perform his/her duties, the Vice President shall perform all duties otherwise to the performed by the President. He/she shall also serve as Chairman of the program committee and the membership committee. He/she shall coordinate and assist with ongoing fundraisers as assigned by the President and keep an up-to-date record of all members, including names, addresses and phone numbers.
 - (3) The Secretary shall keep an accurate record of all proceedings of the organization, meetings of members, and all meetings of the Officers. He/she shall present to the members and/or Officers the minutes of the meetings as required, shall keep track of all attendance records, and shall construct and carry on all correspondence of the organization.
 - (4) The Treasurer shall be in charge of the receipts, safekeeping, and expenditure of all monies of the organization and shall make payment in accordance with the budget. He/she shall present a monthly report covering the financial condition of the organization. He/she shall deposit all funds of the organization in such financial institution as directed by the Officers. He/she shall make withdrawals there from in discharge of the obligations of the organization in excess of \$50.00, only upon specific authorization of the Officers and/or members. He/she may write checks not to exceed \$50.00 for incidental matters without authorization of Officers and/or members, but he/she shall report at the next meeting of the members and/or Officers the issuance of each of the said checks and withdrawals in sums \$50.00 or less. Business will be conducted in a legal and ethical manner consistent with IRS requirements.
 - (5) The Reporter shall be responsible for that of a publicist/historian. He/she shall inform the school, staff members and administration, school district and community of our programs and accomplishments. In connection with that, he/she shall send publicity to the media and prepare a newsletter for the organization.

ARTICLE V. COMMITTEES

- Section A. The President may appoint with the assistance of the Officers any and all other special committees that he/she deems necessary. Committees shall report to the Officers as required. The duties and functions of the special committees shall be such that may be prescribed from time to time by the direction of the Officers and/or President.
- Section B. Budget Committee shall meet as necessary and be responsible for creating a budget, if necessary, for the upcoming fiscal year, and submitting it for approval in compliance with these Bylaws.

ARTICLE VI. POLICIES

- Section A. The fiscal year shall begin June 1st and end May 31st.
- Section B. Appropriate paperwork shall be accurately completed, as required by the Treasurer, by everyone depositing or requesting funds.
- Section C. Independence High School FFA Alumni shall maintain a minimum of two (2) signatures on all checks written in accordance with the bank's guidelines.



Independence High School FFA Alumni

Bylaws

- Section D. A detailed proposed annual budget for the upcoming fiscal year shall be submitted to the general membership for review at the September meeting. The proposed budget may be amended by a 2/3 vote of Officers and members present. The proposed budget must be approved by a majority vote of members present at the October general meeting.
- Section E. Any unbudgeted expenditures shall be approved by 2/3 vote of the members present at a general membership meeting.
- Section F. The purpose for which the Independence High School FFA Alumni is formed are confined to such purposes as would qualify it as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1954 or corresponding provisions of any subsequent federal tax laws, including the making of contributions to organizations which qualify as tax-exempt organizations under that code.
- Section G. If applicable and necessary, Independence High School FFA Alumni shall obtain and maintain at its own expense appropriate liability insurance covering all Officers for all Independence High School FFA Alumni related activities.

ARTICLE VII. MEMBERSHIP

- Section A. Membership shall be every adult interested in promoting the welfare of the students of Independence High School and have paid the current year's membership dues.
- Section B. Active Independence High School FFA Alumni dues shall be \$20 for the fiscal year. FFA advisors are free.

ARTICLE VIII. TIME OF MEETINGS

- Section A. The annual meeting shall be held in April each year, at which time the membership will nominate officers for the coming year. All members shall attend and participate in all regular, special, and annual meetings.
- Section B. There shall be a regular meeting of the organization each month on the second Monday of said month. Should that said Monday be a holiday recognized by the State of California, the meeting shall instead be held the next Monday, immediately following said holiday. Dates and times may change, or meetings cancelled, due to special circumstances, by a majority vote of members present or the President. Meetings dates and times shall also be posted on the Independence High School's Website of upcoming meetings or by direct notification. The organization shall go dark during the month of July. Regular business shall be conducted in August at a date and time to be set by the Independence High School FFA Alumni Officers. Unless otherwise notified, all meetings shall take place at Independence High School. Meetings will be conducted in an efficient and organized manner. The organizations business shall be conducted first, with comments and open discussion to follow.
- Section C. Special meetings may be held at any time upon the call of the President or by written request of a majority of the members of the Independence High School FFA Alumni Officers.
- Section D. Independence High School FFA Alumni Officer's Meetings shall be called as deemed necessary by the President or Vice-President.
- Section E. A quorum for regular or special meetings of the organization shall consist of at least three Independence High School FFA Alumni Officers and 2/3 of members present at the meeting. Any member present may vote. No proxy votes allowed.
- Section F. In the event an issue needs to be addressed and/or voted on prior to a scheduled meeting, the President shall send notification out to all Independence High School FFA Alumni Officers and active members of said issue to be addressed. The notification shall explain the issue to be dealt with and the response needed. In the event the issue requires a vote, the President shall obtain at least three Independence High School FFA Alumni Officers votes, along with three active members. In the event there are not three active members, then no active member's votes are required.



Independence High School FFA Alumni

Bylaws

ARTICLE IX. FISCAL YEAR

- Section A. The fiscal year of the local Independence High School FFA Alumni shall be from June 1st to May 31st.
- Section B. Books and records of the Independence High School FFA Alumni may be inspected by any member or his agent or attorney at any reasonable time.
- Section C. Appropriate paperwork shall be accurately completed, as required by the Treasurer, by everyone depositing or requesting funds.
- Section D. There shall be an annual audit of the Independence High School FFA Alumni. The treasurer, or anyone authorized to handle and account for funds may be bonded in sufficient amount to protect the Independence High School FFA Alumni.

ARTICLE X. DISTRIBUTION AND AMENDMENTS

- Section A. If not already made available to each member by way of school's website, each member shall receive a copy of the Bylaws upon written request. Written request should be made to the Secretary of the organization.
- Section B. Upon adoption of these Bylaws, a copy certified by the Secretary to be true and correct shall be provided to the State or National FFA Alumni Associations.
- Section C. These Bylaws may be amended or repealed by three Independence High School FFA Alumni Officers and a 2/3 vote of the members present. Voting shall take place at a designated organization meeting, provided notification of the proposed change(s) is made available prior the meeting. Proposed amendments and justification for such amendments shall be submitted in writing to the Independence High School FFA Alumni Officers, which shall present them to the general membership in a timely manner. Amendments and changes will be effective immediately upon adoption. Minor changes in these Bylaws for clarification, consistency, grammar, etc., may be made by the Independence High School FFA Alumni Officers, provided that no policy is changed.

CERTIFICATE OF SECRETARY

I hereby certify that I am the duly elected and acting Secretary of the Independence High School FFA Alumni, an Unincorporated Nonprofit Association (pursuant to California Corporation Code Section 21300), and the above Bylaws, consisting of pages 1-4, is the Bylaws as duly adopted at a general meeting. In witness whereof, I have subscribed my signature this ___ day of September, 2014.

Secretary

Adopted: September __, 2014



COWBOY MARKETPLACE "WESTERN GIFT SHOW" BBQ AND AUCTION

"SAME EVENT. NEW LOCATION"

PRESENTED BY
INDEPENDENCE HIGH SCHOOL FFA ALUMNI PROGRAM
NOVEMBER 13-15 2015

KERN AG PAVILION
3300 EAST BELLE TERRACE
BAKERSFIELD, CALIFORNIA 93307

Friday November 13
Doors Open 5pm-8:30pm

THE 6TH ANNUAL COWBOY MARKETPLACE
OPENS. KERN COUNTY'S LARGEST SELECTION
OF PREMIUM WESTERN CRAFTSMEN AND
ARTISANS WILL GATHER UNDER ONE ROOF
FOR 3 DAYS OF SHOPPING!

Saturday November 14
Doors Open at 9am-5p Private Event 6pm
Sunday November 15: Doors Open 10am-3pm

BREAKFAST AND LUNCH SERVED SATURDAY AND SUNDAY
STARTING AT 8AM. BROUGHT TO YOU BY THE IHS FFA CHAPTER
MEMBERS.

Saturday November 14

BBQ, AUCTION AND "SIP N SHOP"
PRESENTED BY THE INDEPENDENCE HIGH SCHOOL FFA
ALUMNI PROGRAM. "MUST BE OVER 21."

6PM: COWBOY MARKETPLACE OPENS FOR TICKETED
GUESTS ONLY.

6PM: NO HOST BREWS BAR & CROWN ROYAL BAR "SIP N
SHOP (MUST BE OVER 21)

7-8:30PM: NEW YORK STEAK DINNER, MUSIC AND
AUCTION

50.00 PER PERSON

TICKETS ON SALE NOW.

FOR TICKET INFO: 661-549-1405 OR
IHSFFAALUMNI@YAHOO.COM