
Agriculture Education 539



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Woodlake High School Agriculture Department AGED 539 Project

My AGED 539 project consisted of getting a greenhouse program up and running at Woodlake High School. The project had three separate parts to it, renovating our existing greenhouse to working condition, developing and purchasing a list of materials, and developing horticulture curriculum.

The following steps were needed to complete the project:

1. Justification and district/site approval of adding the new course for the 2016-2017 school year.
2. Evaluate what is needed in greenhouse renovations.
3. Create and order a list of materials needed for a greenhouse based class.
4. Create a pacing guide and gather/develop curriculum for the course.
5. Have greenhouse renovations approved.
6. Renovate the greenhouse.

Step One: Justification and District/Site approval of adding the new course for the 2016-2017 school year

Woodlake High School used to excel with horticultural practices, however over time they became neglected. Coming in, administration understood that horticulture is one of my passions and strong suits and so they wanted to open another elective opportunity for students that was horticulturally based.

In November of 2015, Woodlake High School staff was informed to make any changes or additions to our site course offerings that we would like to see for the 2016-2017 school year. I wrote up a course description and submitted it to administration for approval along with the UCCI approval forms to further justify the need of having a Greenhouse Management course offered. Over time the course description was revised and eventually approved to appear in the 2016-2017 course offerings and I would have one period of Greenhouse Management.

Step Two: Evaluate what is needed in greenhouse renovations

Woodlake FFA's school farm is located a few miles northeast of our high school campus. I went out to view the greenhouses and see what all needed to be done to have them in good working condition. Many panels and the entire roof needed to be replaced, new cooling pads, new heating system, mist system, automatic watering system, securing the premises and doors, laying pea gravel and weed mat, measuring for new tables to be installed with bottom heat, and lighting that would function.

I was in contact and sending pictures of the facilities to Dan Lassanske and Bryan Tassey to get their expert opinion and suggestions on what needed to be done as well. The following are pictures of both greenhouses in the beginning stage.



Step Three: Create and order a list of materials needed for a greenhouse based class

After the Greenhouse Management course was approved, I immediately got in contact with my horticulturally based mentor, Dan Lassanske, to set a date to meet and discuss a game plan for this upcoming course. Dan and I pulled a handout from one of his many horticulture classes taught at Cal Poly and went through the list item by item discussing the use for each and which brand is best to purchase to ensure longevity.

I began researching all the items discussed with various vendors with amounts and totals to start the purchasing order process within our district. The following is a list of all materials ordered, who they were ordered from, the amount that was ordered, and the total cost.

Vendor	Item	Unit(s)	Amount	Total
Amazon	Felco 2 Pruner (F2)	30	\$45.90	\$1,377.00
Amazon	Felco Diamond Sharpener (Whetstone)	15	\$27.58	\$413.70
Amazon	Felco F600 Folding Saw	6	\$29.12	\$174.72
Amazon	Felco 980 Lubricant/Cleaning Spray	15	\$19.52	\$292.80
Amazon	Felco 990 Pruner Grease	15	\$14.89	\$223.35
Amazon	Felco 200C-60 24" Lopper	10	\$429.99	\$4,299.90
Amazon	20 Gallon Rubbermaid Brute Yellow Utility Container	1	\$22.97	\$22.97



Amazon	Bully 12 Gauge Long Handle Round Point Shovel	15	37.99	596.85
Amazon	Bully 14 Gauge Long Handle Square Point Shovel	15	30.55	458.25
Amazon	Bully Mulch Scoop Fiberglass D Grip Handle	5	28.49	142.45
Amazon	Bully 12 Gauge Loop Hoe	15	\$90.00	\$1,350.00
Amazon	Bully 12 Gauge Garden Hoe	15	\$27.67	\$415.05
Amazon	Bully 14 Gauge Garden Trowel	15	\$20.90	\$313.50
Amazon	Bully 5" Wide 4 Tine Cultivator	15	\$54.06	\$810.90
Amazon	Bully 12 Gauge Bow Rake	15	\$30.85	\$462.75
Amazon	Bully Leaf and Thatching Rake	15	\$25.20	\$378.00
Amazon	Bully 8" Shrub Rake	15	\$18.67	\$280.05
Amazon	Bully 24" Landscape Rake	2	\$49.53	\$99.06
Amazon	Clorox Concentrated Regular Bleach	3	\$20.95	\$62.85
Amazon	36 Pack Sharpie Fine Point Permanent Marker	1	\$19.45	\$19.45
Amazon	O'Cedar Professional 18" Palmyra Rough Surface Push Broom	4	\$22.99	\$91.96
Amazon	Rubbermaid Comfort Grip Duster/Dustpan	6	\$7.49	\$44.94
Amazon	Compost Soil Thermometer by Greenco	1	\$25.99	\$25.99
Amazon	Greenhouse Maximum/Minimum Thermometer	4	\$30.91	\$123.64
Amazon	Environmental Concepts pH7 Soil Probe	1	\$18.39	\$18.39
Amazon	Marathon Dual Wheel Residential Yard Rover Wheelbarrow	4	\$79.95	\$319.80
Amazon	Roundup Pro 2 Gallon Sprayer	2	\$54.15	\$108.30
Amazon	Hozon Injector Brass Siphon Mixer	2	\$20.18	\$40.36
				\$12,966.98
Schools In	2 Tier Steel Wagon	1	\$134.95	\$134.95
Schools In	Heavy Duty Steel Flat Wagon	1	\$175.95	\$175.95
				\$310.90
McConkey	5" Blank Orange Labels	3	\$32.37	\$97.11



McConkey	4" Tech Square Pot Black	5	\$67.44	\$337.20
McConkey	17" Propagation Flat	2	\$65.96	\$131.92
McConkey	17" Mesh Flat	2	\$53.97	\$107.94
McConkey	2' Bamboo Stakes Bulk	1	\$152.45	\$152.45
McConkey	Tie Tape	3	\$1.36	\$4.08
McConkey	5/8" 50' Colorstorm Professional Rubber Hose	6	\$55.96	\$335.76
McConkey	540B Brass Rose Breaker	6	\$77.75	\$388.75
McConkey	400 Aluminum Water Breaker	6	\$18.27	\$91.35
McConkey	Handy Reach Watering Handle 24"	6	\$10.43	\$62.58
McConkey	65C Touch N Flow Trigger Valve	6	\$12.49	\$74.94
				\$1,784.08
Hormex	Snip & Dip #1 1lb Rooting Powder	1	\$36.03	\$36.03
Hormex	Snip & Dip #3 1lb Rooting Powder	1	\$53.73	\$53.73
Hormex	Snip & Dip #8 1lb Rooting Powder	1	\$71.77	\$71.77
				\$161.53

I placed all orders within my district in early July and began receiving items at the beginning of the school year. Greenhouse Management class was then able to inventory and familiarize themselves with tools that they would be working closely with.

Step Four: Create a pacing guide and gather/develop curriculum for the course

During my meeting with Dan Lassanske, we also discussed and developed a course outline of units that should be covered within a Greenhouse Management course. The course outline that I adopted follows;

- Unit One: Introduction to Plant Science
- Unit Two: Safety Practices within the Horticulture Industry
- Unit Three: Plant and Tool Identification
- Unit Four: Plant Life Cycles
- Unit Five: Soil Properties
- Unit Six: Plant Structure
- Unit Seven: Photosynthesis
- Unit Eight: Respiration
- Unit Nine: Plant Propagation
- Unit Ten: Plant Nutrition
- Unit Eleven: Crop Production



Unit Twelve: Careers in the Horticulture Industry

Within each unit, there are subunits as well that go further in depth. Curriculum for this class would come primarily from handouts gathered during various horticulture classes at Cal Poly as well as use of the Sunset Western Garden book.

This was to be a lab based course where students would be at the school farm twice a week, every Tuesday and Thursday to put the practices learned in class into a hands on lab. I submit for the transportation approval prior to the 2016-2017 school year beginning, however it was never approved because the transportation department did not have enough drivers or had a conflict with the class being offered during 6th period (2:17-3:16pm). We looked into other options of transportation such as parent volunteer drivers, city transportation, etc. but all were declined by administration as well.

Step Five: Have greenhouse renovations approved

During our October 24th Farm Advisory Committee meeting, I had a proposal written up for the greenhouse renovations with items to be fixed and costs associated with the renovation. The committee rejected the greenhouse renovations stating that it would cost too much money to renovate our existing greenhouses along with the cost of transportation of getting students to the school farm twice a week for their lab sections.

The committee did say that they would allow for a greenhouse to be built behind my classroom building for easy access and no transportation or transportation costs is a benefit. The committee approved the following drawing of the greenhouse and having it built by agriculture mechanics one students.

10-31-16 Greenhouse

Plans and ideas regarding the school farm and the use of the existing greenhouses and resulting changes.

The following is a discussing and planning by the Woodlake High School Agriculture teachers.

1. Abandoned the idea of refurbishing or restoring the existing greenhouses at the school farm.

After considering the cost and additional precautions to provide security and a safe environment for students it is our opinion that we should pursue other options. We would continue to use the school farm as a training area for our students and housing for large animal projects such as hogs, sheep and steers, but not attempt to propagate house plants or flowers. We may grow a variety of plants on the farm as cooperative student projects but not try to have the ornamental plants that a greenhouse environment would require.

2. Salvage materials from the existing greenhouses to be used elsewhere. Metal tables will be used in new greenhouse.

3. At the high school there is currently a building that was built in 2002 that was intended to be used as a greenhouse but was never used for such. We would remodel this existing building and add an additional 18 feet to create a greenhouse that would measure 10 feet wide by 34 feet long. We would use some of the materials and tables from the salvaged greenhouses at the farm. Water is available but heating and cooling would have to be added. We would remove a strip of asphalt approximately 12 feet by 20 feet for the addition and construct a concrete walk way through the middle of the building.

The floor of the greenhouse would be covered with 4 inches of pea gravel.

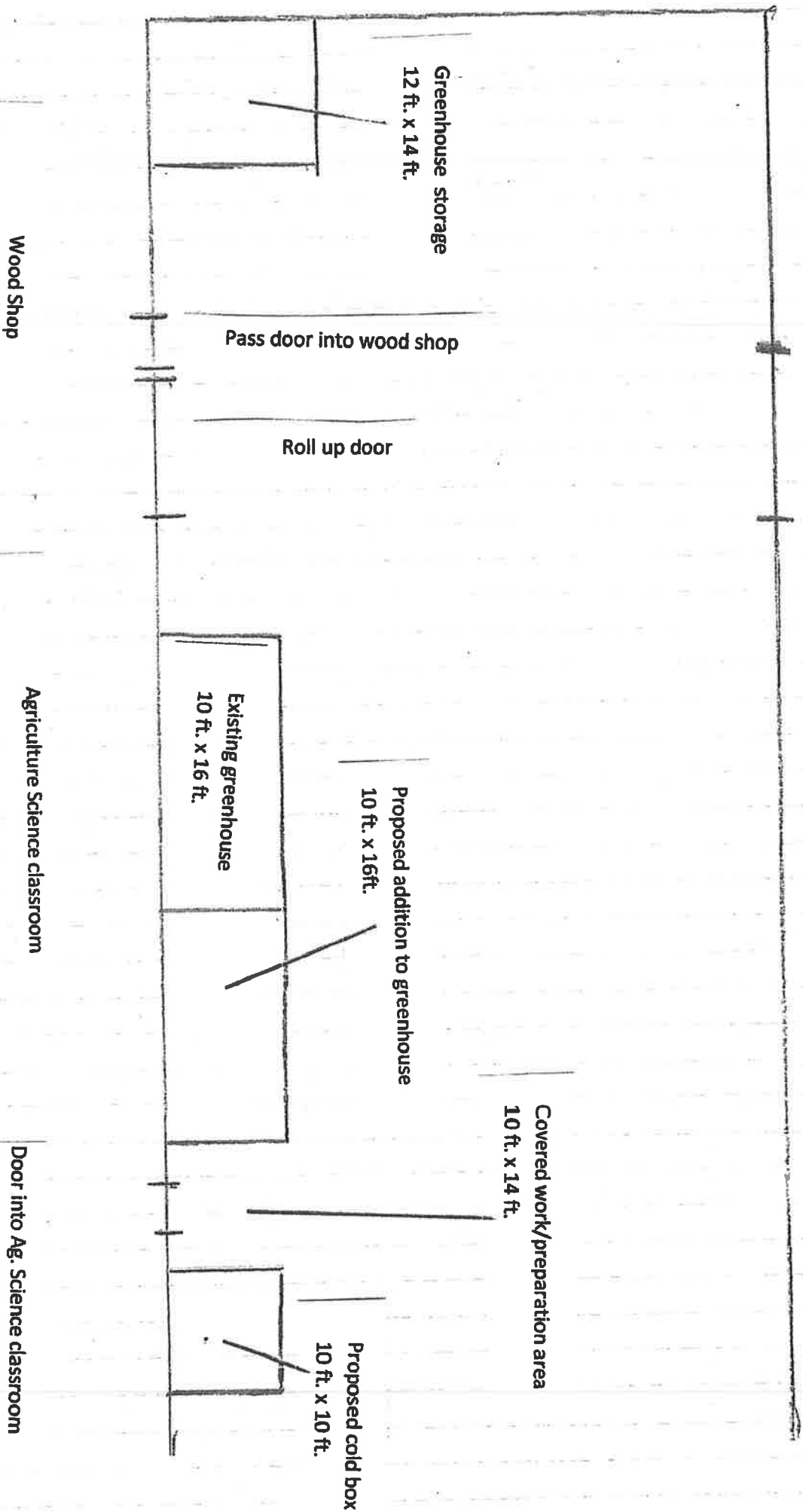
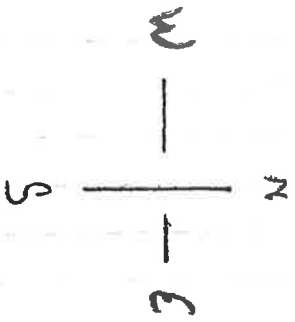
All work would be done utilizing our agriculture classes both in the planning and construction of this project. We would contract out the heating and cooling system. Students would install the electrical and lighting under the guidance of the teachers and the school electrician. The planning, construction, and use of this facility would follow the goals and objectives of our Academy guide lines and would involve the students in all aspects of the project.

4. Since plans have been made to add a "cold box" to hold flowers for the Ornamental horticulture classes we would extend the roof from the greenhouse an additional 20 feet so that the area in front of the classroom door and the cold box both would be covered. This would provide a protected area for the entrance to the greenhouse and cover the cold box as well since it would eventually require a roof.

5. The Agriculture Mechanics classes are currently constructing two structures as class projects. One, a 12 foot by 14 foot building was going to be used at the school farm for the storage of O.H. supplies. Instead, this building would be placed against the North West corner of the agriculture compound and would house the O.H. supplies. The other building is also a 12 foot by 14 foot structure. It would be placed against the North East corner of the compound and be used for small poultry and rabbit projects.

6. These additions would not adversely affect the current Agriculture Science or Mechanics classes as far as space or storage of materials.

7. Our initial cost estimate to add the extra 18 feet to the greenhouse and the roof to cover the cold box plus the concrete walk way and provide heating and cooling would be approximately \$20,000. This would be considerably less investment than rebuilding the existing greenhouse at the school farm and providing the necessary security to protect the facility.



Door into welding shop

Storage age for welding shop

Agriculture Mechanics/Welding Shop

Roll up door

Rabbit/poultry house
12 ft. x 14 ft.



FACILITIES LIST FOR ORNAMENTAL HORTICULTURE PROGRAMS

1. Greenhouse - Two smaller greenhouses are better than one larger one (One greenhouse for seed and cutting propagation, partially under mist. The remainder of the house is for hardening off newly transplanted material. Bottom heat on all benches is critical. Our greenhouses are 30' x 60'. Each bench holds 32 flats each. The second greenhouse could be used for a combination of either student & department projects, mother stock plants, houseplants for sale, and for FFA horticulture judging contest house plants. Refer to Horticulture Supply house catalogs for individual components, i.e. heating, cooling, mist system.
2. Shadehouse - Used for shade plants only, liner stock and a 1-2 week hardening off process for full sun bedding plants that have been recently removed from the greenhouse. Needs to be twice the square footage of your greenhouse space. (Our smaller shade house is 40' x 40' the larger is approximately 45' x 96'. The shade/light percentage is 50%. Part of this structure can be devoted to a potting area, equipped with potting tables, small covered soil bin, and storage of containers, flats & labels.
3. Potting Shed or Head House (30' x 60' Lab B) - Ideal for propagation and potting during inclement weather. Needs to have sinks, potting tables & storage area. A sanitizing solution container is a must. Push brooms, dust pans, and hand brooms.
4. Soil Bins (preferably covered) - Several are required in order to store bulk media components, custom mixes, recycling of potting soil, and composting. A concrete slab across the front of the bins is a necessity equipped with hose bib.
5. Storage Facility (locked)
 - a. containers
 - b. fertilizers & scales
 - c. hand tools
 - d. bagged amendments
 - e. chemicals
 - f. power equipment
6. Pruning Orchard - Outdoor teaching laboratory
7. Rose Garden -Outdoor teaching laboratory
8. Turf Plots - Not only to show different lawn grasses, but also an area to put in a lawn every year. A section for displaying small ornamental grasses would be beneficial.
9. Vegetable plots - Ideal for beginning students in Ag or Horticulture classes. Bring in good top soil. Have numerous hose bibs available. Have a poured edging between plots (2 students per plot).
10. Mother Stock Field - Made up primarily of new perennial plants for propagation purposes. Have several of each plant and permanently labeled. Include some plants to demonstrate division. This will be a great area for not only potential sales, but also a terrific area for numerous lessons, i.e. plant, pruning, propagation, fertilizing, etc. **Set this area up on drip irrigation with a timer.
11. Container Stock Growing Area - An area set up for outdoor landscape container plant production. Can also double as a sales area. All blocks of plants need to be identified. Weed barrier fabric over entire area is a must.
12. Cut Flower Field - A great area for student projects and for exposing students to an additional career area. Ideal for raising fresh and dried materials for future floral design projects. Good area for potential public relations.
13. Landscape Plots - Great activity for advanced horticulture students. Railroad ties make excellent dividers. Lots of larger plant material is essential, along with hardscape materials.

SUGGESTED EQUIPMENT & SUPPLIES LIST

FOR TEACHING HORTICULTURE

- | | |
|--|--|
| 4 Aluminum Wheelbarrows
(4-cubic-foot capacity) | 2 Plastic Compressed Air Sprayers
(3-gallon-capacity) |
| 4 Push Brooms | 2 Hozon proportioners |
| 6 Hand Brooms and Dustpans | 6 5/8" Garden Hoses (50' length) |
| 12 Round-Point Shovels | 6 Row Markers |
| 12 Square-Point Shovels | 6 Spotting Boards for Six Packs |
| 4 Scoop Shovels | 6 Flat Screeds |
| 12 Garden Rakes (steel) | 12 Soil Testing Kits |
| 12 Leaf Rakes | 24 Budding Knives |
| 12 Shrub Rakes | 1 Pound of Budding Rubbers |
| 2 Landscape Rakes | 3 Rooting Hormones-#1, #3, #8
(1-pound boxes) |
| 12 Long-Handled Cultivators | 12 Spatulas |
| 12 Mattock Planters (Dandy Picks) | Nursery Stakes in 3-foot and 6-foot Lengths |
| 12 Garden Trowels | Nursery Tie Tape |
| 12 Garden Hoes | Clorox® Bleach |
| 1 Mattock | 1 30-gallon Plastic Trash Container |
| 1 Pick | Case of 2 1/4" Rose Pots (Liner Pots) |
| 1 Soil Probe | 1's (Gallon Containers) |
| 1 Soil Thermometer | Plastic Labels- 4" |
| 1 Maximum/Minimum Thermometer | Sharpie Fine Point Permanent Markers (Black) |
| 24 McAbee Gopher Traps | Propagation Flats |
| 12 Lawn Weeder | Miscellaneous Seeds, Plugs and Liners |
| 1 Lawn Top Dress Spreader (Squirrel Cage) | Cell Packs (606's) |
| 1 Lawn Roller (20-gallon capacity) | 4" Plastic Pots (Square) |
| 1 Fertilizer Spreader (Scott's Drop Type) | Bags of Perlite |
| 1 Posthole Digger | Bags of Peat Moss |
| 1 Post Pounder | Bale of Sphagnum Moss |
| 24 Hand pruners (Bypass) | Ground Bark (Nitrified Shavings) |
| 12 Loppers | Fertilizers & Soil Amendments |
| 6 Hedging Shears | Fungicides & Insecticides |
| 6 Pruning Saws | Roundup (Non-Selective Herbicide) |
| 6 Damm Water Breakers | Whirly Bird Fertilizer Spreader |
| 6 Flaring Rose Nozzles | Scale and Paper Bags |

POWER EQUIPMENT

- | | |
|---------------------------------|-----------------------------------|
| 1 Rotary Mower | 1 Sting Line Trimmer |
| 1 Rototiller (Mang) | 1 Hedge Trimmer (Gas) |
| 1 Mantis Tiller (Small Bed Use) | 2 Gas Cans |
| 1 Soil Shredder | Safety Glasses, Ear Plugs, Gloves |
| 1 Blower (Gas) | |

Step Six: Renovate the greenhouse

Agriculture Mechanics One classes, taught by Robert Pearcy began demolition of the existing shed behind our classroom building in early November. Students work daily on removal and recycling of existing materials to be used towards other projects. We will also use and recycle materials from our old greenhouses at the school farm to cut down on costs. Asphalt is expected to be cut during our winter break so that a concrete pad can be poured to place the entire greenhouse structure on. There will be one large table in the center of the greenhouse running the full length, with bottom heat.

Students have taken ownership of the greenhouse construction and my Greenhouse Management class assists with the demolition and will help with the building of the new greenhouse as well. I am eager to have a fully functioning greenhouse next to my classroom with work space provided, to allow the students the hands on experiences and labs they need to further their understanding of the materials that have been and will be taught.

Once our greenhouse is functioning, we plan to have a plant sale to help earn funds to purchase more mother stock material.



JANUARY MAINTENANCE

1. PRUNE DORMANT DECIDUOUS PLANTS SUCH AS CANE BERRIES, FLOWERING VINES, FRUIT AND SHADE TREES, GRAPES AND ROSES. DO NOT PRUNE SPRING FLOWERING KINDS UNTIL AFTER THEY BLOOM (CRABAPPLES, FORSYTHIA, PLUM, QUINCE, SPIRAEA, WEIGELIA AND DEUTZIA).
2. SPRAY WITH A BROAD-LEAFED WEED KILLER TO CONTROL OXALIS.
3. USE PRE-EMERGENT HERBICIDE TO PREVENT ANNUAL WEEDS SUCH AS PROSTRATE SPURGE, CRABGRASS AND ANNUAL BLUEGRASS.
4. APPLY DORMANT SPRAY TO LEAFLESS ROSES, DECIDUOUS SHRUBS, TREES (FRUITING AND ORNAMENTAL) AND VINES.
5. PROTECT AGAINST FROST (CITRUS).
6. CONTROL SLUGS AND SNAILS.
7. TRANSPLANT DORMANT PLANTS IF NECESSARY. CAMELLIAS CAN BE SUCCESSFULLY TRANSPLANTED WHEN IN BLOOM.
8. IF YOU FEED A BERMUDA GRASS LAWN NOW, IT WILL TURN GREEN MUCH EARLIER NEXT SPRING.
9. IN THE WARMEST AREAS, WHERE IVY HAS NO DORMANT SEASON, PRUNE BACK OVERGROWN PLANTINGS TO WITHIN 6" OF THE SOIL. IF IVY GOES DORMANT, DON'T PRUNE UNTIL JUST BEFORE NEW GROWTH BEINGS.
10. STAKE CYMBIDIUM SPIKES.
11. RAINS SHOULD TAKE CARE OF MOST OF THE WATERING, BUT IF WINDY OR SUNNY DAYS PERSIST FOR A WEEK OR TWO, YOU MAY HAVE TO WATER GREEN LAWNS AND FLOWER BEDS.
NOTE: DRYNESS TO CITRUS CAN DAMAGE IMMATURE FRUIT AND CAUSE LEAF DROP.
12. PRUNE BEARDED IRIS BACK TO 6". REMOVE DEAD LEAVES, APPLY AN ALL-PURPOSE INSECTICIDE.
13. IF WATER STANDS IN BASINS AROUND SHRUBS AND TREES LEFT OVER FROM SUMMER, REMOVE AT ONCE.
14. CHECK FOR OAK ROOT FUNGUS AT BASE OF TREES.
15. KEEP CAMELLIA PETAL BLIGHT FROM SPREADING BY CLEANING UP ALL FLOWERS AS THEY FALL.

16. MOW DORMANT BERMUDA GRASS WHICH HAS BEEN OVER-SEEDDED WITH ANNUAL RYE OR FESCUE TO TWO INCHES HIGH.
17. FEED CITRUS IN MILD WINTER AREAS.
18. CHECK FOR RUST ON SNAPDRAGONS. SPRAY WITH FUNGICIDE.
19. DON'T WALK ON FROSTED LAWNS, ESPECIALLY DICHONDRA.

JANUARY PLANTING

1. PLANT ORNAMENTAL AS WELL AS FRUIT TREES, JAPANESE QUINCE, FORSYTHIA, LILAC, ROSE BUSHES, CLEMATIS AND WISTERIA.
2. PLANT GLADIOLAS THIS MONTH AND EVERY TWO WEEKS UNTIL APRIL.
3. PLANT VEGETABLES AND BERRIES SUCH AS ARTICHOKE, ASPARAGUS, GRAPES, STRAWBERRIES AND RHUBARB.
4. PLANT WINTER FLOWERS AND VEGETABLES FROM PACKS SUCH AS:

PANSY	CAULIFLOWER
VIOLA	BRUSSELS SPROUTS
ICELAND POPPY	BROCCOLI
DIANTHUS	PARSLEY
SNAPDRAGON	CABBAGE
CALENDULA	LETTUCE
STOCK	SWISS CHARD
ORNAMENTAL KALE & CABBAGE	KALE
ALYSSUM	SPINACH
SWEET PEA	PEAS
ENGLISH DAISY	ONION SETS
PRIMROSE	
CANDYTHUFT	
CINERARIA	

5. PLANT WINTER VEGETABLES FROM SEED

BEETS
CARROTS
SEED POTATOES
ONION SETS

FEBRUARY MAINTENANCE

1. PRUNE ESTABLISHED PLANTINGS OF DWARF PERIWINKLE (Vinca minor). ROTARY AND FLAIL MOWERS SHOULD BE SET AT 4-5".
2. FERTILIZE AZALEAS, CAMELLIAS AND RHODODENDRONS AFTER BLOOM WITH AN ACID FOOD.
3. FERTILIZE DECIDUOUS FRUIT TREES 2-3 WEEKS BEFORE THEY BLOOM.
4. LAST MONTH FOR PRUNING DECIDUOUS PLANTS.
5. LAST MONTH FOR DORMANT SPRAYING OF DECIDUOUS TREES AND SHRUBS.
6. PRUNE FUCHSIAS.
7. DON'T PRUNE FROST-DAMAGED PLANTS UNTIL ALL DANGER OF FROST IS OVER. THIS GROUP MIGHT INCLUDE: LANTANA, BOUGAINVILLEA AND HIBISCUS.
8. WATCH FOR APHIDS ON NEW GROWTH OF ALMOST ALL PLANTS, BUT ESPECIALLY ON CITRUS AND ROSES.
9. SPRAY PEACHES AND NECTARINES FOR PEACH LEAF CURL BEFORE THEY LEAF OUT.
10. FERTILIZE LAWNS WITH A HIGH NITROGEN FERTILIZER AS SOON AS THEY SHOW SIGNS OF BREAKING WINTER DORMANCY.
11. IN MILD CLIMATES, PRUNE POINSETTIAS.
12. BIRDPROOF ANEMONES, RANUNCULAS AND ICELAND POPPIES.
13. DON'T LET SHALLOW-ROOTED CAMELLIAS DRY OUT.
14. REMAKE LARGE BASINS FOR IRRIGATING CITRUS PRIOR TO NEXT MONTH'S HEAVY PUSH OF NEW GROWTH.
15. FERTILIZER GARDENIAS WITH A FOLIAR SPRAY.

16. BEGIN DIVIDING BIRD-OF-PARADISE (Strelitzia reginae) THIS MONTH. DO NOT OVERWATER OR OVERFERTILIZE HOWEVER.
17. REPOT AZALEAS AND CAMELLIAS.
18. CONTINUE YOUR CRABGRASS CONTROL.
19. CUT BACK AND CLEAN UP STRAGGLY HERB PLANTINGS.
20. REMOVE FADED BLOSSOMS OF WINTER-FLOWERING ANNUALS.
21. START A WEED CONTROL PROGRAM AS SOON AS POSSIBLE - WHILE WEEDS ARE SMALL.

FEBRUARY PLANTING

1. LAST MONTH FOR PLANTING ROSES AND FRUIT TREES EXCEPT IN HIGH ELEVATIONS AND EXTREMELY COLD AREAS.
 2. CONDITIONS MAY BE RIGHT FOR PLANTING GROUND COVERS IF SOIL HAS WARMED UP.
 3. PLANT BULBS AND TUBERS - TO INCLUDE AMARYLLIS, AGAPANTHUS, CALLAS, CANNAS, LILIES, BEGONIAS, BLETILLAS AND GLADIOLUS. ALSO ALSTROEMERIAS AND TUBEROSES. PLANT AT THREE WEEK INTERVALS.
 4. PLANT NATIVES NOW IF THE GROUND ISN'T TOO WET.
 5. PERENNIALS ARE AVAILABLE IN 1'S AT YOUR LOCAL NURSERY. PLANT COLUMBINE, GEUM, SHASTA DAISY, AGAPANTHUS, DAY LILIES, FELICIA, GAZANIAS, CARNATIONS.
 6. PLANT STRAWBERRIES, ARTICHOKEs, ASPARAGUS AND RHUBARB.
 7. DON'T PLANT CITRUS AND AVOCADOS UNTIL ALL DANGER OF FROST IS OVER.
- .. PLANT ANNUALS SUCH AS AGERATUM, CANDYTUFT, CALENDULA, CANTERBURY BELLS, CINERARIA, DUSTY MILLER, ENGLISH PRIMROSE, STATICE, SNAPDRAGONS, PANSIES AND VIOLAS.

MARCH MAINTENANCE

1. Fertilize roses when spring growth starts.
2. Give lawns, citrus, and fuchsias high nitrogen fertilizer.
3. Fertilize azaleas, camellias, and rhododendrons after flowering.
4. Prune frost-damaged wood when new growth appears.
5. Feed lawns now.
6. Apply crabgrass and broadleaf weed controls.
7. Check for signs of spider mites on pyracantha this month.
8. Begin weekly spraying to control aphids.
9. Cover newly-planted beds with netting to shut out squirrels, cats and birds.
10. Prepare flower and vegetable beds for plantings.
11. Mulch trees and shrubs to conserve moisture and to keep the soil surface loose.
12. Prune spring-flowering trees and shrubs while in bloom or right after.
13. DON'T prune straggly and spindly poinsettias now - wait until May or later. If you prune earlier, the plant may produce smaller flowers in the fall.
14. Water deciduous trees thoroughly and deeply in large basins. The moisture demand of new growth is great.
15. Plastic sheeting under and around newly planted strawberries will keep the berries from rotting, and will shield from dirt splashed by rainfall or garden watering.
16. Remove old flower clusters of spring-blooming shrubs, such as spiraea, flowering quince, forsythia, heather and viburnum. Thin out old wood to make room for new spring growth.
17. Ivy ground cover which has become too thick of a mat should be sheared back heavily to about 6".
18. Both running and clumping types of bamboo seem to react to moving, transplanting and dividing during March and April more so than at any other time of year.
19. Fast-growing plants such as oleander, lantana, hibiscus, princess flower, etc., require the removal of dead stems found mostly on the inside of the plant. Heading back will also be beneficial to control size.
20. Treat open ground with a pre-emergence weed killer.
21. Check and repair irrigation systems.
22. Watch for signs of gophers.
23. Remove leaves and debris from under shrubs. You will probably be removing pests and diseases that have overwintered at the same time.

24. Before new growth begins, prune to ground level old, leggy, Oregon grape stems. Do not prune young, vigorous shoots.
25. Poison oak is easiest to control by sprays in the spring when plants are actively growing.
26. Divide overgrown perennials such as chrysanthemums, columbine, coral bells, daylilies, etc.
27. To limit size of Japanese black pines, cut tip growth of center candle.

MARCH PLANTING

1. Plant summer blooming annuals such as petunias, verbenas, dianthus, cosmos, ageratum, arctotis, marigolds, sweet alyssum, lobelia, larkspur, sweet pea, etc.
2. If frosts are definitely over in your area, you can plant citrus trees this month.
3. Plant subtropical shrubs such as pineapple guava, mango, macadamia, cherimoya, and sapote.
4. Plant Bermuda grass seed after nights start to stay above 65°. Wait until April to plant hybrid Bermuda stolons.
5. Sow seeds of annual flowers and vegetables if you like to save money.
6. Seeds for beans, beets, carrots, corn, lettuce, peas, and radishes can be sown now.
7. Plant groundcovers this month. Prepare soil by tilling to a depth of 6-8".
8. Plant now for sun-hardy fibrous begonias.

APRIL MAINTENANCE

1. FERTILIZE LAWNS, ROSES, SHRUBS, GROUND COVER AND CITRUS (watch for signs of chlorosis). PLANTS IN POTS SHOULD BE FERTILIZED FREQUENTLY DUE TO LEACHING.
2. WATCH FOR INSECT INVASION INCLUDING APHIDS, SNAILS AND SLUGS, EARWIGS AND CUTWORM ON NEW SEEDLINGS.
3. PREPARE FLOWER AND VEGETABLE BEDS.
4. PREPARE FOR NEXT SPRING'S FLOWER SHOW BY CUTTING BACK SPRING-FLOWERING SHRUBS AND VINES (AFTER they've flowered this year). INCLUDE WISTERIA, CLEMATIS, FORSYTHIA, LILAC, AND WEIGELLA.
5. DEADHEAD ROSES. PICK UP DEAD CAMELLIA BLOSSOMS TO PREVENT DISEASE SPREAD.
6. FEED RHODODENDRONS WHEN THE FLOWER BUDS SWELL. FEED AZALEAS AND CAMELLIAS ONCE A MONTH UNTIL AUGUST WITH AN ACID FERTILIZER.
7. RESEED LAWN IF THERE ARE SPOTTY PATCHES. RAKE OUT THATCH FIRST.
8. WATER PLANTS AS NEEDED IF RAINFALL IS LIGHT. WATER DEEPLY AND THOROUGHLY, AVOIDING RUNOFF. WATCH OUT FOR SOIL CRUSTING OVER IN DRY CONDITIONS - IT WILL IMPEDE AIR AND WATER PENETRATION.
9. USE PREEMERGENT WEED KILLER ON LAWN. PREVENTS ESPECIALLY TROUBLESOME WEEDS SUCH AS SPOTTED OR PROSTRATE SPURGE.
10. PRUNE FROST-DAMAGED PLANTS AFTER NEW GROWTH STARTS. CUT OFF DAMAGE JUST ABOVE NEW GROWTH.
11. UNTIE STAKED TREES. THEY MAY BE STRAIGHT ENOUGH AND STRONG ENOUGH TO STAND ON THEIR OWN.
12. DON'T CUT OFF FOLIAGE OF SPRING FLOWERING BULBS UNTIL IT BECOMES DRIED AND YELLOW. THESE LEAVES PROVIDE ENERGY FOR BULB TO FLOWER AGAIN NEXT YEAR.
13. CHECK TO MAKE SURE IRRIGATION SYSTEMS ARE WORKING PROPERLY. BROKEN HEADS, GROWN-OVER HEADS AND GOOD WATER COVERAGE ARE THINGS TO CHECK FOR.

APRIL PLANTING

1. LAWNS AND OTHER GROUND COVER.
2. SUMMER BULBS AND BULBLIKE PLANTS: CANNA, GLADIOLUS, LILY, TUBEROSE, CALLA LILY, DAHLIA.
3. VEGETABLES AND HERBS - FROM SEED OR TRANSPLANTS: EGGPLANT, PEPPERS, TOMATOES, BEANS, BEETS, CARROTS, CORN, CUCUMBERS, RADISH, MELON.

AVOID COOL-WEATHER VEGETABLES (such as peas, cabbage, heading lettuce, cauliflower, broccoli) UNLESS LIVING IN A COOL COASTAL OR MOUNTAIN AREA.

HERBS INCLUDE BASIL, CHIVES, AND PARSLEY.

IF YOU USE SEED, LEAVE SPACE TO RESEED VARIETIES TO ENJOY LONGER HARVEST SEASON.

4. FLOWERS FROM SEED OR TRANSPLANTS: COSMOS, MARIGOLD, SUNFLOWER, SWEET ALYSSUM, ZINNIA, NASTURTIUM, AGERATUM, LOBELIA, SHASTA DAISY, VERBENA, SWEET WILLIAM, CELOSIA, SALVIA, PETUNIAS, ETC.
5. FLOWERING PLANTS SUCH AS : GERANIUMS, PELARGONIUMS, MARGUERITES, DAYLILLY, AND GERBERA DAISY.
6. TROPICAL PLANTS - PLANT TROPICAL PLANTS THAT THRIVE IN WARMER WEATHER. INCLUDED ARE CITRUS, AVOCADO, BOUGAINVILLEA, FUCHSIA AND HIBISCUS. PAINT BARK OF CITRUS AND AVOCADO TO PREVENT SUNBURN WITH A WHITE LATEX PAINT, AVAILABLE AT NURSERIES.

SEPTEMBER MAINTENANCE

1. Later this month is one of the best times to rejuvenate bluegrass, fescue and rye grass lawns. Reseed or patch bare spots. This is also the most important time to feed these lawns. Early fall is ideal to seed or sod new lawns.
2. Get flowering annuals and perennials and fall-planted vegetables off to a strong start by incorporating a high-nitrogen fertilizer into the soil before planting.
3. Mites and powdery mildew are likely problems this month. Control mites with insecticidal soap, light horticultural oil spray (applied in early morning or evening), or sulfur. For mildew, spray with tritorine or bayleton.
4. If you are planning to plant next month, get ready now. Clean planting areas and till soil adding amendments and a complete fertilizer if necessary. Before planting, water to sprout weed seeds, then hoe or spray with herbicide to eliminate them.
5. Encourage a final bloom from roses next month by removing spent flowers, apply high-nitrogen fertilizer, and water regularly.
6. September can be one of the hottest months of the year, so keep up with the summer watering schedule. Water container plants particularly.
7. Shop for bulbs. Buy early before choicest bulbs are gone. Plant anemone, crocus, daffodils, Dutch iris, freesia, ixia, leucojum, lycoris, ranunculus, scilla, sparaxis, tritonia, and watsonia. Buy hyacinths and tulips now, but wait until late November to plant them; store them in the refrigerator until planting time. Just before planting, work a timed-release fertilizer into the bottom of the hole.
8. Lift and move bulbs of belladonna lily (*Amaryllis belladonna*) and spidery lily (*Lycoris*). Transplant before foliage appears.
9. Stake top-heavy chrysanthemums and dahlias. Cut back overgrown marguerites, euryops, felicia and gamolepis to 1/3 or 1/2 their size. Also prune leggy or overgrown geraniums and lantana.
10. Divide perennials. Lift and separate campanula, delphinium, poppies and Shasta daisies. Mulch after replanting.

SEPTEMBER PLANTING

1. Set out annual plants of Iceland poppy, pansy, primrose, snapdragon, stock, sweet pea, viola, candytuft and larkspur. Near the coast, plant cineraria, mimulus, and nemesia.
2. Add color to perennial beds with campanula, delphinium, foxglove, geum and border penstemon.
3. Cool-season crops can be set out now along the coast. Choices include beets, broccoli, Brussels sprouts, cabbage, carrots, cauliflower, celery, chard, garlic, leeks, lettuce, onions, peas, radishes, spinach and turnips. In warm inland areas, begin planting in midmonth.

OCTOBER MAINTENANCE AND PLANTING ACTIVITIES

1. Divide perennials. Candidates include agapanthus, daylily, perennial candytuft, Shasta daisy, yarrow, acanthus, and columbine.
2. Control snails and slugs. Hand pick as many as possible when they are active in the evening. If necessary, apply bait.
3. Nab weeds before they have a chance to set seeds. Pull, hoe, or spray with an herbicide while they are still small.
4. To keep roses blooming, cut off spent flowers. Cut to the second set of a fine leaflet leaf.
5. Established lawns need feeding this month. Use a high nitrogen fertilizer such as 21-0-0.
6. Dig summer corms and tubers after tops die back. Clean, then store them in a cool, dry spot.
7. Prepare strawberry beds by getting your soil ready now. Spade or till in organic matter.
8. Newly planted annuals and perennials need feeding with a complete fertilizer two weeks after you set them out. Feed vegetables, too.
9. Prune cane berries. Train year-old canes on the trellis, then cut to the ground all canes that fruited this year.

Plant annuals -- Cool-season annuals set out now will add color to the garden in winter and early spring. Your choices include calendula, pansies, Iceland poppies, primulas, snapdragons, stock, and violas. If you live along the coast, you can also put out nemesia and schizanthus.

Plant perennials -- such as campanula, columbine, coral bells, delphinium, gloriosa, and Shasta daisies, felicia, and coreopsis.

Plant vegetables -- For your winter vegetable garden, sow seeds of beets, cabbage, carrots, chard, lettuce, peas, radishes, spinach, and turnips. Plant onions from sets or seeds, and put out young plants of broccoli, Brussels sprouts, cabbage, chives, and parsley.

Plant for performance -- Many plants for the landscape can be planted now including ground covers, shrubs, trees, and vines.

Plant lawns -- Fall is a prime time to put in a cool-season lawn. Sow from seed or use sod.

Plant bulbs -- This is an excellent time to plant bulbs and bulb-like plants. Choose from crocus, daffodil, Dutch iris, freesia, grape hyacinth, leucojum, and narcissus. Some nurseries will also have some unusual bulbs to choose from. For best performance, chill hyacinths and tulips in your refrigerator's vegetable crisper for four to eight weeks before planting.

KEEPING THAT GREENHOUSE "GRINNIN AND GROWIN"

or

(Step by step procedures for renovating your greenhouse)

1. Shut off all controls to the mist system and bottom heat.
2. Take everything out of the greenhouse. **I mean everything!** Unless it is permanently affixed to the ground or walls of the structure, it needs to be taken outdoors.
3. Make arrangements for plants that you feel you "can't live without" to be cared for by someone who has a greenhouse. Plants that you can't live without should only be things that are, not easily replaced, plants that are fresh and new, and definitely not plants that are disease and pest infested. Those old, tired mother stock plants and FFA horticulture identification contest samples have got to go!
4. Open all doors and vents in order to dry out the interior of the house. (This drying out process may take several days.)
5. Once dry, all wood surfaces need to be thoroughly brushed with a 50/50 bleach and water solution. Use a stiff brush to remove all algae deposits.
6. Use this same 50/50 solution to thoroughly scrub down all walkways. (A stiff broom and pressure nozzle works great.)
7. All bench wood surfaces and legs need to be treated with copper naphthenate (a wood preservative that is not harmful to plants). This can be rolled on, painted on, or sprayed on with a compressed air sprayer. This can be a messy job! Gloves, overalls, and rubber boots would be appropriate. Put down drop cloths on walkways and other surfaces like the walls of the structure. **Do a neat job!** Make sure vents and doors are open. Use of portable fans would be helpful. Copper naphthenate is available at paint or hardware stores, or horticulture supply houses. This product is used as is, unless you are using it in a compressed air sprayer (dilution should be 75% copper naphthenate, 25% paint thinner). This compressed air sprayer should only be used for this task or for applying herbicides. **Do not use it for anything else!** (Place a label on the sprayer for this use only!) This wood treatment needs to be done once a year, and perhaps twice a year for surfaces that have a mist system running on them.
8. Order in two back up sets of your mist heads. The ones you currently have need to be cleaned. This would be a good time to make sure your mist heads thoroughly cover the bench surfaces. Not having a uniform coverage is one problem, while having overlap from another bench is also a problem.
9. All electrical outlets, switches, timers, thermostats etc. need to be inspected and replaced if necessary. Most of these electrical components should always be covered with a small "Rubbermaid" plastic container with lid to prevent rust.

Simply cut out a small portion of the bottom of the container, so it exactly slides over the electrical component, fasten if needed, and cover with the lid. Ideally, remove that rusty outlet, put the container in place, and then put a new outlet back on. (It is now protected and readily accessible.)

10. Paint all wood surfaces, other than benches with a good, quality interior latex, white paint. Prep and prime these surfaces first. Tape all nearby surfaces that you don't want painted. ***Enlist your best painters for this task!**
11. All damaged greenhouse panels (fiberglass) and or glass need to be replaced properly.
12. If you are using poly tubes for heating or cooling, check for rips and tears. (Temporarily tape small tears with poly tape or duct tape.)
13. Make sure all exhaust fan and pad cooling systems are working. Cooling pads need to be washed (depending on the type) at least once a year. Aspen pads need to be replaced every year, while other manufactured pads can last 5 to 10 years.
14. Replace fan belts as needed.
15. Check louvers on fan and lubricate.
16. Automated ridge vents should also be lubricated.
17. When hot weather starts, a shading compound needs to be applied to the outer greenhouse surface. Shade cloth could be used to cover the greenhouse if properly secured. This will have a definite cooling effect on the house. Remove shade cloth in the fall or when temperatures are cooler.
18. Maintain day temperature between 75° and 85° and night temperatures at approximately 60°.
19. All nozzles that are attached to a hose should be up off the ground for good sanitation. Keep hoses totally stretched out rather than rolled up.

Good greenhouse maintenance, sanitation, and cultural practices are subjects that need to be continually stressed!





Criteria 1: Curriculum and Instruction

1A: The Woodlake High School Agriculture Department takes pride in making sure all classes embody the three circles: Classroom, FFA, and SAE. Students are required in all of their agriculture classes to participate in a minimum of three FFA activities per semester, in addition to completing at least ten hours in a supervised agriculture experience project. We encourage all students participate in a wide variety of leadership activities that might include: speaking contests, conferences and conventions, judging teams, serving as an officer, etc.

1B: The agriculture courses offered at Woodlake High School are both college and career readiness based. All agriculture courses offered are A-G approved and we are working to dual enroll with our local community college. We have two pathways that are offered, Plant Science and Agriculture Mechanics. Woodlake High School is also in it's second cohort of the Woodlake Academy of Sustainable Agriculture.

Plant Science	Agriculture Mechanics
Freshman Year: <ul style="list-style-type: none">• Agriculture Earth/Physical Science Sophomore Year: <ul style="list-style-type: none">• Agriculture Biology Junior Year: <ul style="list-style-type: none">• Agriculture Soil Science and Chemistry• Greenhouse Management Senior Year: <ul style="list-style-type: none">• Art & History of Floral Design	Freshman Year: <ul style="list-style-type: none">• Agriculture Earth/Physical Science• Agriculture Mechanics I Sophomore Year: <ul style="list-style-type: none">• Agriculture Biology• Agriculture Mechanics II Junior Year: <ul style="list-style-type: none">• Agriculture Soil Science and Chemistry• Agriculture Mechanics III Senior Year: <ul style="list-style-type: none">• Construction/Fabrication Agriculture Mechanics

1C: Our career paths have been identified within our Comprehensive Program Plan.

1D: Woodlake High School prides itself with creating a master schedule that maximizes the students' interest and desire to be a program completer. This requires students to follow the appropriate sequence of agriculture classes for their selected pathway. Our counselors make every effort to accommodate the approved sequence of agriculture courses, however, in a small school it is sometimes prudent to be flexible.

1E: Woodlake High School Agriculture Department focuses on career awareness with all students. Career awareness comes in many forms such as; research projects, guest speakers, teacher and student led discussions, and meaningful field trips. This year, students toured Lindcove Research Station and Monrovia Nursery. While at Monrovia, both pathway students



were targeted with specific descriptions of jobs that relate specifically to their pathway. Whether they are in the field identifying pests or repairing a tractor or wagon which is vital to plant transportation throughout the facility. Furthermore, Woodlake FFA offers students the opportunity to gain career awareness and readiness through the following Career Development Events: Agriculture Banking, Citrus Judging, Parliamentary Procedure, Agricultural Issues, Farm Power, Agriculture Mechanics, Computer Applications, and Floriculture. Each of these teams provides students with relatable knowledge and experience in the given field.

1F: Technology is a huge aspect within the Woodlake Agriculture Department. Each classroom has access to a Chromebook cart with a class set of Chromebooks for student use, as well as a class set of Samsung Tablets. Students are able to complete day to day tasks and projects which are assigned to them that relate to their classroom units. Each classroom is also equipped with a laptop, projector, and document camera in order to enhance lessons within the learning environment.

1G: In addition to being an extension within our classrooms, the Chromebook cart is also necessary for the SAE component of our program. Each student enrolled in an agriculture class is required to complete an SAE project for 10% of their grade. The students use the Chromebook cart to research projects, to complete their written assignments regarding their project, as well as keep their AET Recordbook up to date.

1H: As stated above, each student is required to complete an SAE project and record book as 10% of their grade. At the beginning of the year, each student is taught how to use and navigate using the AET Recordbook system. They are required to update their record books monthly and it will be checked each month as part of their grade. Record books are checked for accuracy and completeness.

1I: Record books that pre-date the AET Recordbook system were sent home with students to be converted and updated to the AET Recordbook system for universal access, as long as the students remain on the department's R2 roster.

1J: All of the Woodlake High School Agriculture Courses meet either a high school elective, fine arts, or science credit. All courses are UC/CSU approved.



Criteria Two: Leadership and Citizenship Development

2A: In 1940 the Woodlake FFA Chapter was chartered by the State FFA Association.

2B: Our chapter's Program of Activities is updated annually by our Chapter Vice-President with the guidance of the Officer Team and FFA Advisors. Collectively the team decides what changes they would like to make and the Vice- President makes the changes. Following the final advisor approval, the POA is printed and bound to be distributed during our fall banquet. Besides being sent to the Regional Supervisor, a copy of the POA is also sent to our site principal, superintendent, and department office.

2C: Similar to the SAE requirement, students are also required to participate in FFA Leadership Activities as 10% of their grade. In order to receive credit for this portion of their grade, students participate in a minimum of three FFA activities each semester. Examples of FFA activities to meet this requirement include, fundraisers, chapter meetings, or Career Development Events. There are several opportunities each semester for students to earn these points.

2D: At the beginning of each year, every student fills out a student data sheet that is used to add them to our department's R2 roster. This means that their dues will be paid for their membership in the State and National Association, allowing them to participate in activities at the chapter, state, and national level.

2E: Attached is the previous year's checklist of FFA Activities. It is evident that the advisors surpass the minimum requirements.

2F: Students in Woodlake FFA are active within the organization not only because of grade requirements, but also because they enjoy the activities and social interactions. Our students exceed the minimum of 80% of the membership attending at least three FFA events annually as evidenced by our activity sign in sheets, field trip rosters, and incentive point records. Students readily participate in our chapter meetings, our local opening and closing contest, and chapter fundraisers. Since students are required to participate in three activities per semester, it is unlikely that they would not have attended at least three per year. According to our department records, 95% of our students meet the minimum of three activities per year requirement.



Criteria Three: Practical Application of Agriculture Skills

3A: Supervised Agriculture Experience projects play a major role in every agriculture student's coursework at Woodlake High School. Each semester students are required to have an SAE project that counts for 10% of their overall grade. In order to receive credit for this project, they are required to complete a minimum of ten hours outside of class time in an ag-related project and have an up to date AET Recordbook. The most common projects at Woodlake High School include: small animal projects, landscape maintenance, and fruit crop production. For students with livestock projects, most are able to keep their animal at our school farm. We currently have a swine barn and pasture for sheep, goats, and beef. We also have a large number of students who complete their SAE projects within the shop and use time before and after school to create projects to be sold to the community.

3B: First year (freshman) students enrolled in an agriculture course will start their project once they have enrolled in the course. This allows them much needed time to learn about the FFA and SAE projects that are required of them and what they should look like. Students that enroll in an agriculture class for the first time as a sophomore, junior, or senior will complete an SAE project for each semester.

3C: According to our department records, 87% of all continuing students have active SAE projects. This is proven through their SAE write-up which is collected twice a year.

3D: Each time an advisor visits a student project, it is recorded using the AET Mobile App. The advisor has a record on hand as well as a copy is emailed to the student at the time it is submitted along with pictures of the visit and recommendations. This is relatively easy to do because so many of our projects are on our school farm and they are checked multiple times a week. These project visits include checking on animal health, weight, and project progress.

3E: The Woodlake High School Agriculture Department currently has two vehicles and a truck being manufactured for use. A 1997 Ford F-350 and a 2004 Chevy Suburban are in our current fleet with a 2016 Ford F-350 on its way. The newest truck was purchased this year with the Career Technical Education Incentive Grant. With the addition of the third vehicle, it will be much easier for each agriculture instructor to have a vehicle on hand rather than having to frequently rent district vehicles. We also have two livestock trailers, a 20' gooseneck and 16' bumper pull used to haul livestock and tack from the farm to fair.



Criteria Four: Qualified and Professional Personnel

4A: Both of the WHS Agriculture Teachers hold the Single-Subject Agriculture Credential, in addition to our Agriculture Specialist Credential. The credentials can be found either online through the California Commission on Teacher Credentialing, in our department's comprehensive program plan, or at the Woodlake Unified School District Office.

4B: The agriculture teachers at WHS attend multiple professional development events throughout the year. The events are recorded by the San Joaquin Regional Supervisor. The events include, but are not limited to:

CATA Summer Conference
CATA Regional Roadshow
NAAE Convention

Regional Meetings
New Professionals
TKL Linked Learning Seminars

4C/D: As a department, we meet each Tuesday during our common prep. Each time we meet, we record the meeting agenda and minutes in our shared Google Drive. These agendas are also shared with the WHS administration, which holds us accountable and allows administration to keep up with all that is happening. Since these documents are electronic, we have easy access and ability to refer back.

4E: Woodlake High School has two forms of reimbursement. You must have the receipt and complete the appropriate ASB form for FFA items. Other items, like conference reimbursements, need to be submitted prior to the conference/expense and then re-submitted with receipts after the trip. In order to minimize reimbursements the school allows us to set up purchase orders. Check requests that are submitted through the ASB FFA account must be accompanied by meeting minutes and pre-approval. Fuel is paid for through our transportation account within the district office or via our Cal Card if we are out of the area.



Criteria Five: Facilities, Equipment, and Materials

5A: Woodlake High School is currently working on updating facilities to be fully functioning. We have one woodshop for students to learn the basics and build minimal projects. Our metal shop has five welding booths as well as a plasmacam. There are two agriculture classrooms located within the same building. One agriculture classroom is dedicated to the Plant Science Pathway and has a three door glass cooler and will have a walk in cooler installed soon. Our 55 acre school farm is a work in progress with a functioning swine barn and pastures.

5B: Storage for Woodlake High School is found behind our building in the “backyard” fenced in area. It has been recently paved and new secure fencing installed. We are currently building two small sheds to be used as additional secure storage in our “backyard”, and we also have a seatrain of farm equipment located on the school farm. One of the agriculture classroom has a single set of cabinets, however the other does not so storage is very limited.

5C: Woodlake High School students have several SAE project options available to them. The shops are stocked with a variety of equipment for students to create wood or metal projects. Students are allowed to store their project in the shop as long as the area remains clean and organized. Students interested in livestock SAE projects are allowed to keep their animal at the school farm or their own home. Swine are currently the only large livestock that is kept at the school farm. In order to house your animal at the school farm, students are required to sign a contract agreeing to keep the area clean and to participate in clean up days at the farm. They are not required to pay rent. Once our greenhouses have been completed, students will be able to house their horticulture projects within the greenhouse.

5D: Each teacher within the district is issued a district email account. All accounts are with Google Apps for Education, meaning we have access to Gmail, Google Drive, and more.

5E: Organization and cleanliness is key. I instill organization into each of my students. They know all areas must remain clean and tidy in order to be fully functional. WHS Agriculture Instructors work hard to keep our designated areas clean and organized. Our school farm is in need of some much needed TLC, however we have been unable to designate time strictly to the school farm. Floral coolers are maintained by the classes as well as instructor to ensure sterilization between each flower order.

5F: Many different tools and equipment are used throughout each area of the agriculture department. Quality maintenance and repair are crucial to the longevity of the tool. Our vehicles are maintained by the transportation department. Each vehicle is serviced regularly for oil changes and tire rotation and replacement, etc. Most maintenance is done by agriculture students and instructors, and students take pride in keeping an area well taken care of.



Criteria Six: Community, Business and Industry Involvement

6A: The Woodlake High School Advisory Committee is made up of many members of the community that represent the industry pathways offered at Woodlake High School. The membership consists of past educators, horticulturalists, professional welders, as well as agricultural businessmen. The committee meets a minimum of two times per semester to discuss the department's accomplishments, future plans, and vision while giving their advice on each subject.

6B: As stated above, the advisory committee meets at least twice a semester. Allison Ferry-Abee is our Secretary and she keeps through minutes that are then shared within a Google Doc for everyone to access. The minutes include the following:

Date, Time, Place	New Business
Attendance	Update on Prior Recommendations
Minutes from Previous Meeting	Next Meeting Date
Unfinished Business	Time Adjourned
Committee Reports	

6C: At our November meeting, the primary objective was to accomplish setting judges for two of our big dates. Our sophomore marketing plan presentation as well as our freshman agriscience fair judges.

6D: The advisory committee chair is Julie Hawes. Her contact information is available upon request, as well as on the cover of our AIG that was submitted to our regional supervisor. The rest of the committee is as listed: Charlie Abee, Allison Ferry-Abee, Frank Tebow, Osvaldo Robles, Sally Pace, Bill Ferry, Cindy Fisher, Manuel Jimenez, Renee Flores, Joe Hallmeyer, Rick Rodriguez, Drew Sorenson, Steve Bradford, and James Henderson.



Criteria Seven: Career Guidance

7A: The curriculum used by each of the agriculture instructors at WHS includes a career exploration unit of instruction. Additionally, the skills taught in each of the pathways are career driven. For example, learning all of the major welding processes gives students the skills to obtain a variety of welding related careers. Students meet with their counselors each year in the spring to discuss their college and career options. We have provided counselors with information regarding our classes, pathways, and a variety of career options to share with each student. Each year, Woodlake High School hosts a career day where students are able to choose sessions to attend in relation to their career goals. Industry professionals are brought in to teach students about their professions and pathways that they took.

7B: Student data sheets are completed at the beginning of the school year by each agriculture student. Students that have been in agriculture classes still complete a new sheet each year. Updating this form allows them to update their interests and college/career choices. The data sheets are scanned and stored in files on Google Drive.

7C: This year we are looking into Floral Design articulation with College of the Sequoias. We will hopefully have something set up prior to the end of the school year.



Criteria Eight: Program Promotion

8A: This year we are planning to increase our program recruitment. Our FFA Officer Team has given presentations to the middle school and we held a recruitment day there as well. The advisors attended the recruitment day only to speak about how to register within our academy as well as our FFA program. We also attended the 8th grade registration night to also speak with any parents or students that may have had further questions.

8B: Woodlake FFA struggles with finances from time to time since they have not been managed well in previous years. We have been working hard using fundraisers to rebuild our ASB account. We have also been working hard with our Ag Boosters group to build up their financial standards in order for them to help us even more in the coming years.

8C: As previously stated, the FFA Officer Team presented to the middle school in March. They were able to speak within the science classes about what opportunities lie ahead in our FFA program. We would love to work towards inviting all 8th graders to our campus and school farm for a tour and to go more in depth with what Woodlake FFA has to offer them in their high school career.



Criteria Nine: Program Accountability and Planning

9A: There used to be a Comprehensive Program Plan on file with our Regional Supervisor, Charles Parker, however we are in the process of recreating and updating our existing plan to be current. Each time our plan is updated it will be re-submitted to our regional supervisor as well as on hand within our own department. That way, it will be accessible at all times.

9B: Updates to the Program Plan will be submitted to our Regional Supervisor yearly by November 15th. This includes the 5 Year Equipment Acquisition Schedule, Chart of Responsibilities, FFA Program of Activities, Advisory Committee Roster and Meeting Minutes. The regional supervisor will be able to verify this.

9C: All graduates are emailed a "Graduate Follow-Up Survey". Questions include their current employment or school enrollment. The data is used for R-2 submission as well as departmental statistics. We have decided that we will continue with the digital method since it seems to be more effective and gains a higher number of responses.

9D: Each of the graduate responses this year were recorded and successfully entered into the R-2 database by October 15th. This is done right after our student data sheets are entered.

9E: Retention can be difficult at a small school. Many electives are offered at Woodlake High School that conflict during the scheduling process. We hope with our classes being UCCI approved that we will be able to draw more students. We are also working to dual enroll and start a certification program that will also work as an incentive for the students.

9F: This year, our interim department head submitted the R-2, AIG Expenditure Report, and FFA Roster before October 15th. This can be verified through the R-2 website.



Criteria Ten: Lab and Shop Based Classes

10A: We do not meet the required class size numbers in all of our classes. Currently, my floral and greenhouse classes are the only classes that do not exceed the 20 student maximum. The average class size for agriculture mechanics is 28. We have discussed class sizes with our counselors and administration and they are working hard towards adding caps to our class size and reducing the number of students in lab based courses.

10B: The total number of students enrolled in agriculture classes currently does not exceed 75 students for each teacher. According to our R-2 data, the numbers are as follows:

1st Year: 111

2nd Year: 83

3rd Year: 24

4th Year: 35

This gives us a total of 178 students. If you divide that among the two full time teachers and one part time teacher, it is 59 students per teacher.



Criteria Eleven: Full Year Employment

11A: Each agriculture instructor has a 10 month contract. In addition to our regular contract, we are also given an FFA Advisor stipend of \$2,404 and a summer fair stipend of \$4,808.

11B: All of the agriculture instructors at Woodlake High School teach five out of the six period day. The first period is our teacher prep time. We do not currently have a project supervision period, however it is something we are working towards in the future.



Criteria Twelve: Program Achievement

12. Woodlake FFA has been working towards a better program the last few years. We have increased our involvement in meeting attendance, speaking events, conferences, and award applications.

This year for award applications, we had seven students receive their State FFA Degree and one receive her American Degree in the fall. We had one regional proficiency finalist in pomology. We are looking to expand our proficiencies over the next few years and hope to have more regional and state finalists.

In the area of CDE's, we added two new teams: Agricultural Issues and Land Evaluation. Charlie coached Farm Power and Ag Mechanics. Jason coached Computer Applications, Land Evaluation, and Cooperative Marketing. I coached Agricultural Issues and Best Informed Greenhand. We placed 1st with Computer Applications, 5th with Cooperative Marketing, and 6th with Agricultural Issues in the state.

In the area of leadership development, we also did well. Charlie and I coached students in the following areas: Creed, Prepared Public Speaking, and Impromptu. One of our Impromptu speakers moved on and placed 3rd at regionals. We also had one sectional officer.

Overall, we had a very successful year and plan to see continued growth and success in the coming years.



Supporting Material 1: Student Data Sheets

At the beginning of each year, each student fills out a student data sheet that is used to add them to our department's R-2 Roster. This means that their dues will be paid for their membership in the State and National FFA Association, allowing them to participate in the activities at the chapter, state, and national levels.

Next year, my goal is to use the electronic version of the form through the R-2 site. I believe this will save us time and ensure accuracy of the information submitted.

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted]
 Last Name First Name, MI
 B. Gender: Male ☒ Female ☒
 C. Ethnicity/Race: ☒ American Indian or Alaskan Native
 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

H. Date: October 19
 I. Locator Data
 Street Address: [Redacted]
 City, Zip: Three Rivers, 43271
 Phone Number: [Redacted]
 Email: [Redacted]
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Mr. Ronald Baker
 Miss/Mrs./Ms. Mrs. Yvonne Baker

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

D. Year in Agriculture Program: 1st
 (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 want to be come a nurse.
 (Nurse)

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

- A. Name [Redacted]
 Last Name First Name, MI
 B. Gender: Male ☐ Female ☒
 C. Ethnicity/Race: ☐ American Indian or Alaskan Native ☐ Asian Indian ☐ Cambodian ☐ Chinese ☐ Hmong ☐ Japanese ☐ Korean ☐ Laotian ☐ Vietnamese ☐ Black or African American ☐ Filipino ☐ Guamanian ☐ Samoan ☐ Tahitian ☐ White ☒
 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 ☒

- H. Date: 10-18-16
 I. Locator Data
 Street Address: [Redacted]
 City, Zip: Woodlake, CA 93286
 Phone Number: [Redacted]
 Email: [Redacted]
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Jose Luis Gonzalez
 Miss/Mrs./Ms. Laura Mantz

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 ☐

- D. Year in Agriculture Program: 1
 (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 want to be a nurse (RNA). (Daily)

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [REDACTED] Last Name [REDACTED] First Name, MI [REDACTED]
 B. Gender: Male ☐ Female ☒
 C. Ethnicity/Race: [REDACTED]
 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

H. Date: 10-18-16
 I. Locator Data
 Street Address: [REDACTED]
 City, Zip: Woodlake, CA
 Phone Number: [REDACTED]
 Email: [REDACTED]
 Parent/Guardian Name (Print Full Name For Each):
 Mr. [REDACTED]
 Miss/Mrs./Ms. [REDACTED]

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

D. Year in Agriculture Program: 1st
 (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.

FEDEX DELIVERY TO GO INTO AGRICULTURE

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted] First Name, MI [Redacted]
 B. Gender: Male [Redacted] Female X
 C. Ethnicity/Race: [Redacted]
 Are you Hispanic or Latino? (Check one) Yes [Redacted] 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

H. Date: October 19, 2016
 I. Locator Data
 Street Address: [Redacted]
 City, Zip: Wendell 02746
 Phone Number: [Redacted]
 Email: [Redacted]
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Matthew Albright
 Miss/Mrs./Ms. Laure Albright

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:

D. Year in Agriculture Program: 3
 (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 a equine therapist.
 1. Go to Work Full - Time [Redacted]
 No Further Education [Redacted]
 Some College Later [Redacted]
 2. Go to College [Redacted]
 Community College X
 Four Year College [Redacted]
 Full-Time Student [Redacted]
 Part-Time Student X
 Agriculture Major [Redacted]
 Non-Agriculture Major [Redacted]
 3. Go Into Military Service maybe

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted]

B. Gender: Male ☐ Female ☒

C. Ethnicity/Race: [Redacted] First Name, MI [Redacted]

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: 2nd (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.

(Vet)

H. Date: 10-19-16

I. Locator Data

Street Address: [Redacted]

City, Zip: Woodbridge 93286

Phone Number: [Redacted]

Email: [Redacted]

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

Mr. [Redacted]

Miss/Mrs./Ms. Cynthia Munoz

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 ☐
- Go to College ☒
- Community College ☒
- Four Year College ☐
- Full-Time Student ☐
- Part-Time Student ☐
- Agriculture Major ☐
- Non-Agriculture Major ☐
- Go Into Military Service ☐

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted] H. Date: 10/19/16

B. Gender: Male ☒ Female ☒

C. Ethnicity/Race: [Redacted] I. Locator Data

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.

I would like to be an ag teacher

Street Address: [Redacted]

City, Zip: Woodlake 93286

Phone Number: [Redacted]

Email: [Redacted]

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

Mr. Richard Martinez

Miss/Mrs./Ms. Shirley Martinez

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

☒ Plant & Soil Science (4010)

☐ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full - Time [Redacted]

No Further Education
Some College Later [Redacted]

2. Go to College [Redacted]

Community College ☒

Four Year College ☒

Full-Time Student ☒

Part-Time Student ☒

Agriculture Major ☒

Non-Agriculture Major ☐

3. Go Into Military Service [Redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted]

B. Gender: Male ☐ Female ☒

C. Ethnicity/Race: ☐ American Indian or Alaskan Native
☐ Asian Indian
☐ Cambodian
☐ Chinese
☐ Hmong
☐ Japanese
☐ Korean
☐ Laotian
☐ Vietnamese
☐ Black or African American
☐ Filipino
☐ Guamanian
☐ Samoan
☐ Tahitian
☒ White

D. Year in Agriculture Program: 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.
I hope to have a career in livestock genetics (AG Business)

H. Date: 10-19-16

I. Locator Data
 Street Address: [Redacted]
 City, Zip: Woodlake 93286
 Phone Number: [Redacted]
 Email: [Redacted]
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Paul Dudley Jobe
 Miss/Mrs./Ms. Dana Lynn Jobe

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 [Redacted]
 No Further Education [Redacted]
 Some College Later [Redacted]

2. Go to College [Redacted]
 Community College [Redacted]
 Four Year College [Redacted]
 Full-Time Student [Redacted]
 Part-Time Student [Redacted]
 Agriculture Major [Redacted]
 Non-Agriculture Major [Redacted]

3. Go Into Military Service [Redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted] First Name, MI [Redacted] H. Date: 10/19/16

B. Gender: Male ☐ Female ☒ I. Locator Data [Redacted]

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

City, Zip: Visalia, 93277 Phone Number: [Redacted]

Email: [Redacted] Parent/Guardian Name (Print Full Name for Each): [Redacted]

Mr. [Redacted] Miss/Mrs./Ms. Cyndee Alvarado

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

<input checked="" type="checkbox"/>	Plant & Soil Science (4010)
<input type="checkbox"/>	Animal Science (4020)
<input type="checkbox"/>	Agricultural Mechanics (4030)
<input type="checkbox"/>	Agricultural Business (4040)
<input type="checkbox"/>	Ornamental Horticulture (4050)
<input type="checkbox"/>	Forestry & Natural Resources (4060)
<input type="checkbox"/>	Agriscience (4070)

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

1. Go to Work Full - Time	<u>[Redacted]</u>
No Further Education	<u>[Redacted]</u>
Some College Later	<u>[Redacted]</u>
2. Go to College	<u>[Redacted]</u>
Community College	<u>[Redacted]</u>
Four Year College	<u>[Redacted]</u>
Full-Time Student	<u>[Redacted]</u>
Part-Time Student	<u>[Redacted]</u>
Agriculture Major	<u>[Redacted]</u>
Non-Agriculture Major	<u>[Redacted]</u>
3. Go Into Military Service	<u>[Redacted]</u>

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

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

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

<input checked="" type="checkbox"/>	I plan a career in agriculture
<input type="checkbox"/>	Not a career, just an interest in agriculture.
<input type="checkbox"/>	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 study veterinarian science.

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted]
 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

H. Date: 10/19/16
 I. Locator Data
 Street Address: [Redacted]
 City, Zip: Woodlake, CA 93286
 Phone Number: [Redacted]
 Email: [Redacted]
 Parent/Guardian Name (Print Full Name For Each):
 Mr. George Grier
 Miss/Mrs./Ms. Tina Grier

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

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

E. Grade Level in School: 12th
 (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.

Being a Pest Control Adviser

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted]
 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

H. Date: 10/19/16
 I. Locator Data
 Street Address: [Redacted]
 City, Zip: WOODBRIDGE 93786
 Phone Number: [Redacted]
 Email: [Redacted]
 Parent/Guardian Name (Print Full Name For Each):
 Mr. MICHAEL ANGELO BENAVIDES
 Miss/Mrs./Ms. VERONICA BENAVIDES

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 ☐

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.

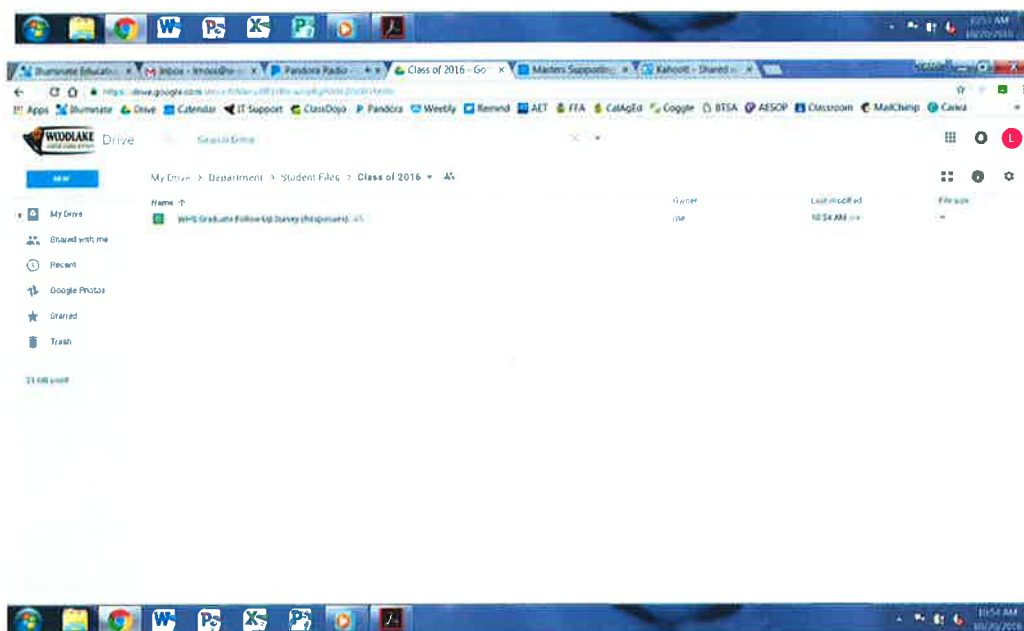
G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

agriculture appraising or nursing



Supporting Material 2: Agriculture Student Files

We do not currently have a permanent student filing system located in our agriculture department. However, I am working to create a Student File System on Google Docs in order to keep track of all our current students and recent graduates. This will be shared among the department as a whole to ensure that each teacher has universal access when needed. Even if the student is not enrolled in agriculture each year of their high school career, we will keep the student in our system.





Supporting Material 3: Course Outlines

Each year, the Agriculture Instructors spend time updating their course outline for reasons like adding a new unit of instruction to their course. I have attached the course outlines for the Agriculture Classes I am teaching this year.

- Agriculture Biology
- Art and History of Floral Design
- Greenhouse Management

Agriculture Biology Course Syllabus - Ms. Moss

Email: lmoss@w-usd.org Office Hours: by Appointment Teacher Website: www.mslaurenmoss.weebly.com

Course Description

Agriculture Biology: An agricultural science laboratory course designed to fit the requirement of the college bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity, ecological relationships, and animal behavior. Laboratory investigations and activities develop scientific thinking. In addition, learners will gain experience through leadership development, SAE projects and career exploration in the area of agriculture. ***Fulfills the life science requirement for graduation and qualifies as a U.C. lab course.***

Course Outcomes Through laboratory investigation, projects and activities with the California Agriculture and Next Generation Science Standards students should be able to:

- Ask questions and define problems.
- Plan and carry out investigations.
- Analyze and interpret data.
- Develop and utilize models.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate and communicate information.
- Utilize math and computational thinking.



Student Responsibility:

- BE RESPECTFUL, Be HONEST, Be RESPONSIBLE and SAFE!
- If you need help ASK!
- Come to class on time and prepared to work with pen or pencil, notebook, and paper.
- Note: If you have an SAE (Supervised Agricultural Experience) Project housed on the farm, and it's been abandoned for more than 30 days, the project becomes property of the Woodlake School Farm.

Classroom/Farm Guidelines:

- The step system may be used for students who are tardy, and referrals and/or steps may be issued for any other behavioral incidents.
- Unsafe/Irresponsible/Destructive behavior, as well as vandalism or theft of ANY kind will NOT be tolerated!
- Keep out/away from the instructor's desk.
- NO cell phones, PDA's, ipods, etc. unless the instructor has asked you to use one.
- No Gum! NO Food in the classroom! Beverage containers with a sealable lid are acceptable.
- Only two free restroom passes will be issued per semester (exceptions for medical notes from doctors), after that restrooms may be used at the cost of a **15 minute detention** served in my classroom outside of classroom time. Extra Credit will be issued for unused passes at the end of the semester.
- Students may work independently or in groups on the farm without direct supervision, students are expected to stay on task, failure to do so may result in reduced participation scores and/or disciplinary action.
- Your mom does not live in the classroom, or on the school farm...please pick up after yourself.
- See student handbook for additional information.

Dress:

All students will be required to have appropriate attire for the task at hand. When working with livestock, conducting laboratory activities or on construction projects, students must wear closed-toed shoes. All students need to be aware that the farm is a working facility that encompasses all areas of agriculture. On any given day there may be a lab experience in which clothes may be soiled. If students are not dressed appropriately for the activity, an alternative assignment may be given which may be at a reduced participation score.

Materials:

- Notebook for Year: students will keep ALL of their work for the whole year in this notebook; they will use it EVERY day, and since much of what we do overlaps and builds they will refer back to things they've done earlier in the year. Materials for this class MUST be kept separate from those of other classes. Notebooks will have a uniform numbering system. Pages must be clearly marked with the page number, and be in numerical order to be submitted for grading. Loose pages will not be graded as part of the notebook.
 - **Option 1: 3 Pronged Poly (Plastic) Portfolio.** These things are made of plastic, which is great because they'll last all year. Also, they make your students' notebook as small and manageable as possible. I've recently seen these at Target for \$0.50 for the plastic (poly), or the paper version 2 pack for \$1.00, although I'm sure any office supply store would also have them.
 - **Option 2: 1 inch 3 ring binder** (don't go any smaller, you'll run out of room). These tend to be bulkier than the poly portfolio, and take a lot of room in students' backpacks, especially if they end up with multiple binders. They do however make it easier for students to insert pages as they go, whereas the poly portfolios will require a little more work to organize materials in numerical order.
- College Ruled Blank Binder Paper. Most of the notes for the course are set up to fit on the front side of a single sheet of college ruled notebook paper.
- Pencil or Pen (blue or black ink only for writing)
- Highlighters, colored pencils, and markers are occasionally used but not required for students to provide.

Absences:

- If you're absent it's YOUR responsibility to make up any missed assignments on your time (not during class). **Twice the number of days** the student was absent are allowed for full credit starting the day the student returns. If several days are missed it may be necessary to set an appointment to meet with the instructor to get you caught up on what was missed. It's the **student's responsibility** to set a date with the instructor as soon as they return. Assignments due on days students are absent must be submitted on the day the student returns for full credit, assignments submitted after that date will be considered late. It's the student's responsibility to submit these, the instructor will not request them. Please note that some projects/activities have a firm due date, and must be submitted whether the student is in class or not. Late work (including work not submitted on time for absences within twice the number of days missed) can be completed on students own time for partial credit until the assignment has been passed back to the class. Once assignments have been passed back the student must make an appointment to complete the assignment under the supervision of the instructor for partial credit. Working through the assignment with the instructor ensures students meet their learning objective.
- Make up tests and quizzes will be given by appointment. Check with instructor for times.
- Assignments given under the supervision of a Substitute Teacher may NOT be made up unless students were absent.



Grading: Agriculture education programs are considered intracurricular, meaning students participate in activities both inside and outside of the regular school day pertaining to FFA and their SAE. Students' participation outside of the classroom is also factored into their overall grade.

- **80% Classroom** (See Notes In "Classroom Section")
- **10% FFA Participation** (3 Activities per semester-None Carry over to Next Semester)
- **10% SAE** Must be Advisor approved and Agriculture in nature. Records must be documented in AET Record Book. Poster project and proficiency award application will also be completed.

FFA Activity Credits: By being enrolled in an agriculture class students are a member of the FFA. FFA is the largest youth leadership organization in the nation, with over a half million members nationwide and over 70,000 in California. FFA activities encourage personal growth, leadership development, and foster career success. Activities range from **meetings, committee work, community service and leadership conferences, to Career Development Events (aka Judging Teams and Speaking Contests) and many other possibilities.** **PLAN AHEAD, each student must complete 3 per semester!** Students may not carry over activities from semester to semester. There are plenty of activities available for even the most active student. ☺ Get more information about FFA and what it can do on the Woodlake FFA website. Students who go above and beyond may be eligible to attend the annual Point Award Achievement Trip.

SAE (Supervised Agricultural Experience aka your FFA Project): SAE projects help students to apply their agriculture knowledge, while hopefully earning them a bit of money! Students experiences with their projects will help prepare them for future careers and may be valuable assets to their resume upon entering the workforce. As part of the SAE component you **MUST** keep a current Official AET Record Book. Your book must be kept up to date! Students will work together with their FFA advisor to develop and approve an appropriate project. Common projects include but are not limited to raising animals, working for agriculture related businesses, lawn/garden maintenance, research projects, and presentations. Students will also be required to complete a SAE poster project which will require at least 6 pictures that document their participation in their SAE project. Students will also complete the FFA proficiency award application.

Classroom:

Instruction Methods: Students will be engaged in a variety of activities that balance direct instruction with opportunities to apply concepts through laboratory activities and agriculture production practices both inside the classroom and on the school farm laboratory. Various instructional methods will be used to address students varied learning modalities including but not limited to: direct instruction, laboratory activities, digital media and use of school farm laboratory facility. Methods of instruction include, but are not limited to: Lectures, group discussions, interactive notebooks, class reading and laboratory experiments that reinforce state standards (CTE and NGSS) and build agricultural technical skills. Hands on activities that require students to gain skills in operating tools and equipment commonly used in the agriculture industry, including but not limited to microscopes, balances, livestock scales, and computers.

Assessment: Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, unit tests, quizzes, projects, laboratory experiments (1 or more per week) and any other work that may apply to the curricula. Students will be required to maintain a notebook for the course. Notebooks will have a uniform table of contents and students will number each page as directed, and keep it organized in their notebook. "Bio Bit" and "Warm Up" assignments are not allowable for make up credit, if a student is absent it's their responsibility to get the missed question if credit is desired. Students may inquire about their grade **outside of class time**. Students and

parents can create an account to view the gradebook by following the instructions in the back to school packet or reading the section on my website.

Technology Use: There are numerous resources on the instructor website including a class calendar and a listing of notebook pages. Students will be required utilize their school gmail account. Students may be required to utilize Google Drive/Google Classroom to independently or collaboratively complete or submit class work. Additionally, I may communicate with students utilizing their email.

Resources for Students: Instructors are available for assistance by appointment. Additional resources can be found on instructor websites including links to YouTube videos, tutorials, the class calendar and other useful resources.

Units of Instruction

- Scientific Method
- Chemistry of Life
- Ecology/Agriculture and the Environment
- Cells
- Genetics & Animal Reproduction
- Biotechnology
- Animal Physiology
- Infections and Immunity
- FFA
- Farm Animal/Plant Production

Major Projects/Activities

This course requires the participation in one or more laboratory activities per week. Additional homework or activities may be assigned to be completed **in class or as homework**. One or more major projects may be completed as an individual or cooperatively throughout each unit. Students will complete an Agriscience Research Project throughout the year. Topics will be approved by the instructor and due dates for sections of the projects will be communicated to students as they approach.

Keep up on class and FFA Announcements The remind system allows parents and students to add themselves to a group text and/or email list to get information from teachers. This system allows instructors to send mass messages without using individuals' phone numbers or emails. Either method will receive the same message, it's personal preference which you would like to receive, if any. Recipients are unable to reply to these messages, you can however reply to the email listed on the front of this syllabus. They have recently added a text feature which allows students to text teachers. Standard text messaging rates apply. See instructor website for direct links to add yourself to the list.

Required

Class Announcements: Students may choose text or Email. Parents can sign up as well.

FFA Announcements: Students may choose text or Email. Parents can sign up as well.

Optional

Facebook: Woodlake FFA

Instagram: @woodlakeffa

Agriculture Biology Course Syllabus

Email: lmoss@w-usd.org Office Hours: by Appointment Teacher Website: www.mslaurenmoss.weebly.com

I have received a copy of Ms. Moss' course syllabus. I understand the expectations and guidelines discussed within the document. I understand that I must complete the **student survey** on Google Classroom provided by Ms. Moss.

Student's Name (printed) _____

Students Class Period (Circle one) 1 2 3 4 5 6

Student's Signature _____

Parent's Name (printed) _____

Parent's Signature _____

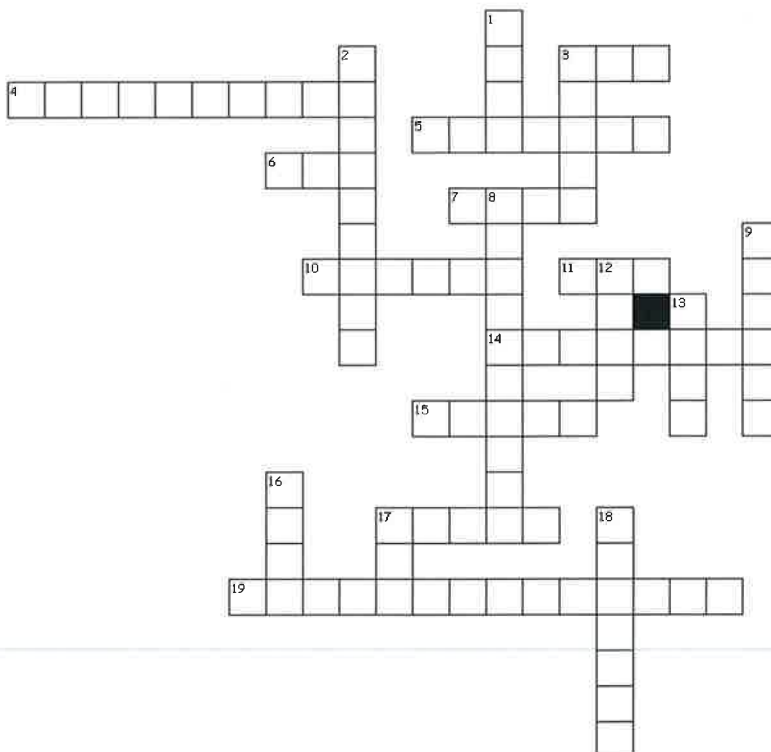


Across

3. Percentage of grade based on your SAE (Supervised Ag Experience Project).
4. The attitude you'll have for the teacher and others in this class.
5. Amount of credit for late work.
6. The way you get to and from the farm.
7. The attitude while you're working in a classroom lab setting as well as on the farm.
10. Being upfront with yourself, and always telling the truth.
11. What you should do if you need help.
14. where you'll keep ALL your stuff from this class. I mean EVERYTHING!
15. Acceptable color to write in
17. Number of activities you must attend EACH semester to earn you FFA Participation Credits.
19. Own your actions. Be accountable for what you do, what you said you'll do and what you're supposed to do.

Down

1. Whose responsibility it is to get work after an absence.
2. Where you'll have to make up your work if you didn't turn it in on time and its already been passed back to everyone else.
3. Amount of time allowed for full credit make up work, _____ the number of days missed.
8. Office where you go to attain a tardy pass when you miss the bus.
9. Where you can store your lab clothes including closed toed shoes for labs requiring them.
12. System used for tardies as well as behavior issues.
13. Not allowed to have in class, but you may have sealed beverage containers.
16. Acceptable color to write in
17. Number of restroom passes per semester.
18. type of ruled notebook paper you'll need



Greenhouse Management Course Syllabus - Ms. Moss

Email: lmoss@w-usd.org Office Hours: by Appointment Teacher Website: www.mslaurenmoss.weebly.com

Course Description

Greenhouse Management: Designed as an advanced class in ornamental horticulture. Students learn and apply skills in both operating and maintaining environments for correct plant growth. Emphasis on identification and control of pests and weeds, soils, plant propagation, transplanting, merchandising of ornamental plants, purchasing and inventory control, and safe use of nursery materials, supplies and equipment. In addition, learners will gain experience through leadership development, SAE projects and career exploration in the area of agriculture. Students will be given the opportunity to learn in the classroom and apply those skills "hands-on" at the Woodlake High School Farm. Students will learn valuable industry skills which will assist them in college admittance and career! Because the FFA organization is co-curricular, students enrolled in ag classes are also automatically a member of the National FFA organization. ***Fulfills the UC elective course.***

Course Outcomes Through laboratory investigation, projects and activities with the California Agriculture and Next Generation Science Standards students should be able to:

- Ask questions and define problems.
- Plan and carry out investigations.
- Analyze and interpret data.
- Develop and utilize models.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate and communicate information.
- Utilize math and computational thinking.



Student Responsibility:

- BE RESPECTFUL, Be HONEST, Be RESPONSIBLE and SAFE!
- If you need help ASK!
- Come to class on time and prepared to work with pen or pencil, notebook, and paper.
- Note: If you have an SAE (Supervised Agricultural Experience) Project housed on the farm, and it's been abandoned for more than 30 days, the project becomes property of the Woodlake School Farm.

Classroom/Farm Guidelines:

- The step system may be used for students who are tardy, and referrals and/or steps may be issued for any other behavioral incidents.
- Unsafe/Irresponsible/Destructive behavior, as well as vandalism or theft of ANY kind will NOT be tolerated!
- Keep out/away from the instructor's desk.
- NO cell phones, PDA's, ipods, etc. unless the instructor has asked you to use one.
- No Gum! NO Food in the classroom! Beverage containers with a sealable lid are acceptable.
- Only two free restroom passes will be issued per semester (exceptions for medical notes from doctors), after that restrooms may be used at the cost of a **15 minute detention** served in my classroom outside of classroom time. Extra Credit will be issued for unused passes at the end of the semester.
- Students may work independently or in groups on the farm without direct supervision, students are expected to stay on task, failure to do so may result in reduced participation scores and/or disciplinary action.
- Your mom does not live in the classroom, or on the school farm...please pick up after yourself.
- See student handbook for additional information.

Dress:

All students will be required to have appropriate attire for the task at hand. When working with livestock, conducting laboratory activities or on construction projects, students must wear closed-toed shoes. All students need to be aware that the farm is a working facility that encompasses all areas of agriculture. On any given day there may be a lab experience in which clothes may be soiled. If students are not dressed appropriately for the activity, an alternative assignment may be given which may be at a reduced participation score.

Materials:

- Notebook for Year: students will keep ALL of their work for the whole year in this notebook; they will use it EVERY day, and since much of what we do overlaps and builds they will refer back to things they've done earlier in the year. Materials for this class MUST be kept separate from those of other classes. Notebooks will have a uniform numbering system. Pages must be clearly marked with the page number, and be in numerical order to be submitted for grading. Loose pages will not be graded as part of the notebook.
 - Option 1: 3 Pronged Poly (Plastic) Portfolio. These things are made of plastic, which is great because they'll last all year. Also, they make your students' notebook as small and manageable as possible. I've recently seen these at Target for \$0.50 for the plastic (poly), or the paper version 2 pack for \$1.00, although I'm sure any office supply store would also have them.
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- College Ruled Blank Binder Paper. Most of the notes for the course are set up to fit on the front side of a single sheet of college ruled notebook paper.
- Pencil or Pen (blue or black ink only for writing)
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Absences:

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- Make up tests and quizzes will be given by appointment. Check with instructor for times.
- Assignments given under the supervision of a Substitute Teacher may NOT be made up unless students were absent.



Grading: Agriculture education programs are considered intracurricular, meaning students participate in activities both inside and outside of the regular school day pertaining to FFA and their SAE. Students' participation outside of the classroom is also factored into their overall grade.

- **80% Classroom** (See Notes In "Classroom Section")
- **10% FFA Participation** (3 Activities per semester-None Carry over to Next Semester)
- **10% SAE** Must be Advisor approved and Agriculture in nature. Records must be documented in AET Record Book. Poster project and proficiency award application will also be completed.

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SAE (Supervised Agricultural Experience aka your FFA Project): SAE projects help students to apply their agriculture knowledge, while hopefully earning them a bit of money! Students experiences with their projects will help prepare them for future careers and may be valuable assets to their resume upon entering the workforce. As part of the SAE component you **MUST** keep a current Official AET Record Book. Your book must be kept up to date! Students will work together with their FFA advisor to develop and approve an appropriate project. Common projects include but are not limited to raising animals, working for agriculture related businesses, lawn/garden maintenance, research projects, and presentations. Students will also be required to complete a SAE poster project which will require at least 6 pictures that document their participation in their SAE project. Students will also complete the FFA proficiency award application.

Classroom:

Instruction Methods: Students will be engaged in a variety of activities that balance direct instruction with opportunities to apply concepts through laboratory activities and agriculture production practices both inside the classroom and on the school farm laboratory. Various instructional methods will be used to address students varied learning modalities including but not limited to: direct instruction, laboratory activities, digital media and use of school farm laboratory facility. Methods of instruction include, but are not limited to: Lectures, group discussions, interactive notebooks, class reading and laboratory experiments that reinforce state standards (CTE and NGSS) and build agricultural technical skills. Hands on activities that require students to gain skills in operating tools and equipment commonly used in the agriculture industry, including but not limited to microscopes, balances, livestock scales, and computers.

Assessment: Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, unit tests, quizzes, projects, laboratory experiments (1 or more per week) and any other work that may apply to the curricula. Students will be required to maintain a notebook for the course. Notebooks will have a uniform table of contents and students will number each page as directed, and keep it organized in their notebook. "Bio Bit" and "Warm Up" assignments are not allowable for make up credit, if a student is absent it's their responsibility to get the missed question if credit is desired. Students may inquire about their grade **outside of class time**. Students and

Technology Use: There are numerous resources on the instructor website including a class calendar and a listing of notebook pages. Students will be required utilize their school gmail account. Students may be required to utilize Google Drive/Google Classroom to independently or collaboratively complete or submit class work. Additionally, I may communicate with students utilizing their email.

Resources for Students: Instructors are available for assistance by appointment. Additional resources can be found on instructor websites including links to YouTube videos, tutorials, the class calendar and other useful resources.

Units of Instruction

- Integrated Pest Management
- Soils
- Transplanting
- Division
- Cuttings
- Pruning
- Maintenance
- Water Management
- Weed Identification

Major Projects/Activities

This course requires the participation in one or more laboratory activities per week. Additional homework or activities may be assigned to be completed **in class or as homework**. One or more major projects may be completed as an individual or cooperatively throughout each unit. Topics will be approved by the instructor and due dates for sections of the projects will be communicated to students as they approach.

Keep up on class and FFA Announcements The remind system allows parents and students to add themselves to a group text and/or email list to get information from teachers. This system allows instructors to send mass messages without using individuals' phone numbers or emails. Either method will receive the same message, it's personal preference which you would like to receive, if any. Recipients are unable to reply to these messages, you can however reply to the email listed on the front of this syllabus. They have recently added a text feature which allows students to text teachers. Standard text messaging rates apply. See instructor website for direct links to add yourself to the list.

Required

Class Announcements: Students may choose text or Email. Parents can sign up as well.

FFA Announcements: Students may choose text or Email. Parents can sign up as well.

Optional

Facebook: Woodlake FFA

Instagram: @woodlakeffa

Greenhouse Management Course Syllabus

Email: lmoss@w-usd.org Office Hours: by Appointment Teacher Website: www.mslaurenmoss.weebly.com

I have received a copy of Ms. Moss' course syllabus. I understand the expectations and guidelines discussed within the document. I understand that I must complete the **student survey** on Google Classroom provided by Ms. Moss.

Student's Name (printed) _____

Students Class Period (Circle one) 1 2 3 4 5 6

Student's Signature _____

Parent's Name (printed) _____

Parent's Signature _____

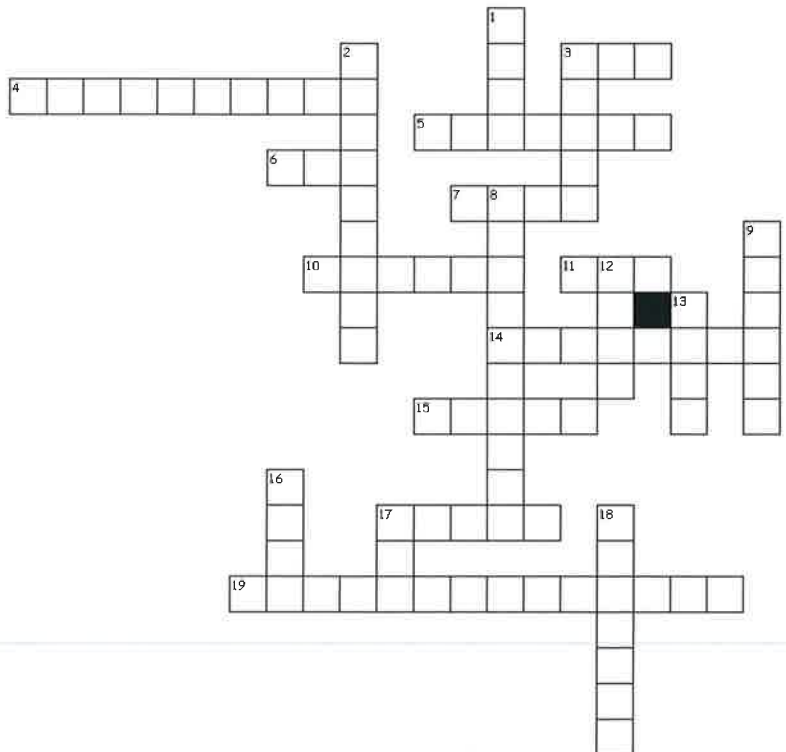


Across

3. Percentage of grade based on your SAE (Supervised Ag Experience Project).
4. The attitude you'll have for the teacher and others in this class.
5. Amount of credit for late work.
6. The way you get to and from the farm.
7. The attitude while you're working in a classroom lab setting as well as on the farm.
10. Being upfront with yourself, and always telling the truth.
11. What you should do if you need help.
14. where you'll keep ALL your stuff from this class. I mean EVERYTHING!
15. Acceptable color to write in
17. Number of activities you must attend EACH semester to earn you FFA Participation Credits.
19. Own your actions. Be accountable for what you do, what you said you'll do and what you're supposed to do.

Down

1. Whose responsibility it is to get work after an absence.
2. Where you'll have to make up your work if you didn't turn it in on time and it's already been passed back to everyone else.
3. Amount of time allowed for full credit make up work. _____ the number of days missed.
8. Office where you go to attain a tardy pass when you miss the bus.
9. Where you can store your lab clothes including closed toed shoes for labs requiring them.
12. System used for tardies as well as behavior issues.
13. Not allowed to have in class, but you may have sealed beverage containers.
16. Acceptable color to write in
17. Number of restroom passes per semester.
18. type of ruled notebook paper you'll need



Art & History of Floral Design Course Syllabus - Ms. Moss

Email: lmoss@w-usd.org Office Hours: by Appointment Teacher Website: www.mslaurenmoss.weebly.com

Course Description

Art & History of Floral Design: This course will introduce students to a wide range of floral design techniques and careers. Students will be given the opportunity to learn in the classroom and apply those skills "hands-on" at the Woodlake High School Farm. Students will learn valuable industry skills which will assist them in college admittance and career! Because the FFA organization is co-curricular, students enrolled in ag classes are also automatically a member of the National FFA organization. Laboratory investigations and activities develop scientific thinking and floral skills. In addition, learners will gain experience through leadership development, SAE projects and career exploration in the area of agriculture. ***Fulfills the fine art graduation and UC requirement for high school.***

Course Outcomes Through laboratory investigation, projects and activities with the California Certified Florists Program, students should be able to:

- Ask questions and define problems.
- Plan and carry out investigations.
- Analyze and interpret data.
- Develop and utilize models.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate and communicate information.
- Utilize math and computational thinking.



Student Responsibility:

- Be RESPECTFUL, Be HONEST, Be RESPONSIBLE and SAFE!
- If you need help ASK!
- Come to class on time and prepared to work with pen or pencil, notebook, and paper.
- Note: If you have an SAE (Supervised Agricultural Experience) Project housed on the farm, and it's been abandoned for more than 30 days, the project becomes property of the Woodlake School Farm.

Classroom/Farm Guidelines:

- The step system may be used for students who are tardy, and referrals and/or steps may be issued for any other behavioral incidents.
- Unsafe/Irresponsible/Destructive behavior, as well as vandalism or theft of ANY kind will NOT be tolerated!
- Keep out/away from the instructor's desk.
- NO cell phones, PDA's, ipods, etc. unless the instructor has asked you to use one.
- No Gum! NO Food in the classroom! Beverage containers with a sealable lid are acceptable.
- Only two free restroom passes will be issued per semester (exceptions for medical notes from doctors), after that restrooms may be used at the cost of a **15 minute detention** served in my classroom outside of classroom time. Extra Credit will be issued for unused passes at the end of the semester.
- Students may work independently or in groups on the farm without direct supervision, students are expected to stay on task, failure to do so may result in reduced participation scores and/or disciplinary action.
- Your mom does not live in the classroom, or on the school farm...please pick up after yourself.
- See student handbook for additional information.

Dress:

All students will be required to have appropriate attire for the task at hand. When working with livestock, conducting laboratory activities or on construction projects, students must wear closed-toed shoes. All students need to be aware that the farm is a working facility that encompasses all areas of agriculture. On any given day there may be a lab experience in which clothes may be soiled. If students are not dressed appropriately for the activity, an alternative assignment may be given which may be at a reduced participation score.

Materials:

- Notebook for Year: students will keep ALL of their work for the whole year in this notebook; they will use it **EVERY** day, and since much of what we do overlaps and builds they will refer back to things they've done earlier in the year. Materials for this class **MUST** be kept separate from those of other classes. Notebooks will have a uniform numbering system. Pages must be clearly marked with the page number, and be in numerical order to be submitted for grading. Loose pages will not be graded as part of the notebook.
 - **Option 1: 3 Pronged Poly (Plastic) Portfolio.** These things are made of plastic, which is great because they'll last all year. Also, they make your students' notebook as small and manageable as possible. I've recently seen these at Target for \$0.50 for the plastic (poly), or the paper version 2 pack for \$1.00, although I'm sure any office supply store would also have them.
 - **Option 2: 1 inch 3 ring binder** (don't go any smaller, you'll run out of room). These tend to be bulkier than the poly portfolio, and take a lot of room in students' backpacks, especially if they end up with multiple binders. They do however make it easier for students to insert pages as they go, whereas the poly portfolios will require a little more work to organize materials in numerical order.
- **College Ruled Blank Binder Paper.** Most of the notes for the course are set up to fit on the front side of a single sheet of college ruled notebook paper.
- Pencil or Pen (**blue or black ink only for writing**)
- Highlighters, colored pencils, and markers are occasionally used but not required for students to provide.

Absences:

- If you're absent it's **YOUR** responsibility to make up any missed assignments on your time (not during class). **Twice the number of days** the student was absent are allowed for full credit starting the day the student returns. If several days are missed it may be necessary to set an appointment to meet with the instructor to get you caught up on what was missed. It's the **student's responsibility** to set a date with the instructor as soon as they return. Assignments due on days students are absent must be submitted on the day the student returns for full credit, assignments submitted after that date will be considered late. It's the student's responsibility to submit these, the instructor will not request them. Please note that some projects/activities have a firm due date, and must be submitted whether the student is in class or not. Late work (including work not submitted on time for absences within twice the number of days missed) can be completed on students own time for partial credit until the assignment has been passed back to the class. Once assignments have been passed back the student must make an appointment to complete the assignment under the supervision of the instructor for partial credit. Working through the assignment with the instructor ensures students meet their learning objective.
- Make up tests and quizzes will be given by appointment. Check with instructor for times.
- Assignments given under the supervision of a Substitute Teacher may **NOT** be made up unless students were absent.



Grading: Agriculture education programs are considered intracurricular, meaning students participate in activities both inside and outside of the regular school day pertaining to FFA and their SAE. Students' participation outside of the classroom is also factored into their overall grade.

- **80% Classroom** (See Notes In "Classroom Section")
- **10% FFA Participation** (3 Activities per semester-None Carry over to Next Semester)
- **10% SAE** Must be Advisor approved and Agriculture in nature. Records must be documented in AET Record Book. Poster project and proficiency award application will also be completed.

FFA Activity Credits: By being enrolled in an agriculture class students are a member of the FFA. FFA is the largest youth leadership organization in the nation, with over a half million members nationwide and over 70,000 in California. FFA activities encourage personal growth, leadership development, and foster career success. Activities range from **meetings, committee work, community service and leadership conferences, to Career Development Events (aka Judging Teams and Speaking Contests) and many other possibilities.** PLAN AHEAD, each student must complete 3 per semester! Students may not carry over activities from semester to semester. There are plenty of activities available for even the most active student. ☺ Get more information about FFA and what it can do on the Woodlake FFA website. Students who go above and beyond may be eligible to attend the annual Point Award Achievement Trip.

SAE (Supervised Agricultural Experience aka your FFA Project): SAE projects help students to apply their agriculture knowledge, while hopefully earning them a bit of money! Students experiences with their projects will help prepare them for future careers and may be valuable assets to their resume upon entering the workforce. As part of the SAE component you **MUST** keep a current Official AET Record Book. Your book must be kept up to date! Students will work together with their FFA advisor to develop and approve an appropriate project. Common projects include but are not limited to raising animals, working for agriculture related businesses, lawn/garden maintenance, research projects, and presentations. Students will also be required to complete a SAE poster project which will require at least 6 pictures that document their participation in their SAE project. Students will also complete the FFA proficiency award application.

Classroom:

Instruction Methods: Students will be engaged in a variety of activities that balance direct instruction with opportunities to apply concepts through laboratory activities and agriculture production practices both inside the classroom and on the school farm laboratory. Various instructional methods will be used to address students varied learning modalities including but not limited to: direct instruction, laboratory activities, digital media and use of school farm laboratory facility. Methods of instruction include, but are not limited to: Lectures, group discussions, interactive notebooks, class reading and laboratory experiments that reinforce state standards (CTE and NGSS) and build agricultural technical skills. Hands on activities that require students to gain skills in operating tools and equipment commonly used in the agriculture industry, including but not limited to microscopes, balances, livestock scales, and computers.

Assessment: Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, unit tests, quizzes, projects, laboratory experiments (1 or more per week) and any other work that may apply to the curricula. Students will be required to maintain a notebook for the course. Notebooks will have a uniform table of contents and students will number each page as directed, and keep it organized in their notebook. "Bio Bit" and "Warm Up" assignments are not allowable for make up credit, if a student is absent it's their responsibility to get the missed question if credit is desired. Students may inquire about their grade **outside of class time.** Students and

and parents can create an account to view the gradebook by following the instructions in the back to school packet or reading the section on my website.

Technology Use: There are numerous resources on the instructor website including a class calendar and a listing of notebook pages. Students will be required utilize their school gmail account. Students may be required to utilize Google Drive/Google Classroom to independently or collaboratively complete or submit class work. Additionally, I may communicate with students utilizing their email.

Resources for Students: Instructors are available for assistance by appointment. Additional resources can be found on instructor websites including links to YouTube videos, tutorials, the class calendar and other useful resources.

Units of Instruction

- Plant Physiology
- Basic Skills and Mechanics
- Floral Shapes
- Seasonal Flowers
- Professional Portfolio
- Wedding Project
- Floral History
- FFA

Major Projects/Activities

This course requires the participation in one or more laboratory activities per week. Additional homework or activities may be assigned to be completed **in class or as homework**. One or more major projects may be completed as an individual or cooperatively throughout each unit. Topics will be approved by the instructor and due dates for sections of the projects will be communicated to students as they approach.

Keep up on class and FFA Announcements The remind system allows parents and students to add themselves to a group text and/or email list to get information from teachers. This system allows instructors to send mass messages without using individuals' phone numbers or emails. Either method will receive the same message, it's personal preference which you would like to receive, if any. Recipients are unable to reply to these messages, you can however reply to the email listed on the front of this syllabus. They have recently added a text feature which allows students to text teachers. Standard text messaging rates apply. See instructor website for direct links to add yourself to the list.

Required

Class Announcements: Students may choose text or Email. Parents can sign up as well.

FFA Announcements: Students may choose text or Email. Parents can sign up as well.

Optional

Facebook: Woodlake FFA

Instagram: @woodlakeffa

Floral Design Course Syllabus

Email: lmoss@w-usd.org Office Hours: by Appointment Teacher Website: www.mslaurenmoss.weebly.com

I have received a copy of Ms. Moss' course syllabus. I understand the expectations and guidelines discussed within the document. I understand that I must complete the **student survey** on Google Classroom provided by Ms. Moss.

Student's Name (printed) _____

Students Class Period (Circle one) 1 2 3 4 5 6

Student's Signature _____

Parent's Name (printed) _____

Parent's Signature _____

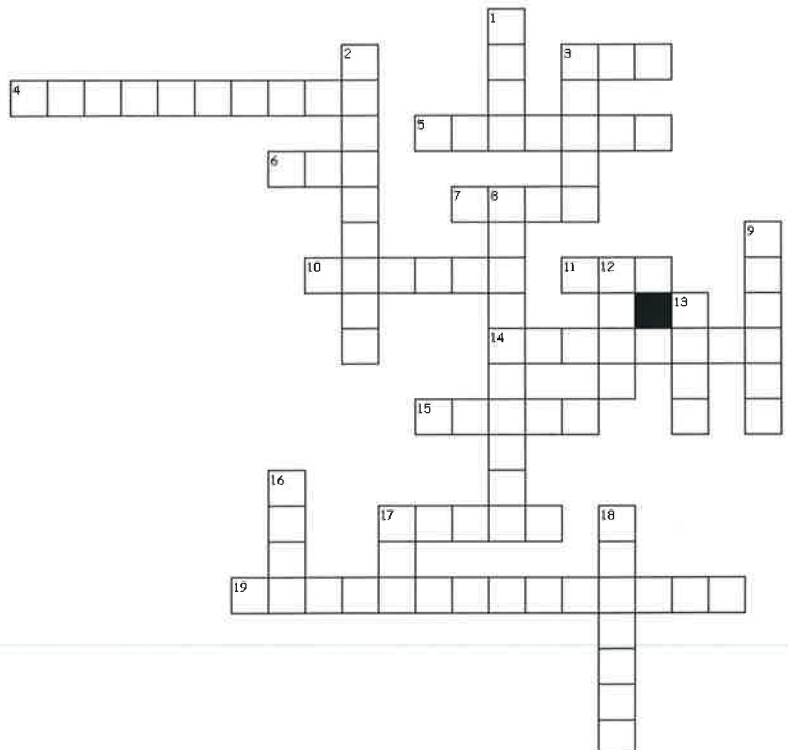


Across

3. Percentage of grade based on your SAE (Supervised Ag Experience Project).
4. The attitude you'll have for the teacher and others in this class.
5. Amount of credit for late work.
6. The way you get to and from the farm.
7. The attitude while you're working in a classroom lab setting as well as on the farm.
10. Being upfront with yourself, and always telling the truth.
11. What you should do if you need help.
14. where you'll keep ALL your stuff from this class. I mean EVERYTHING!
15. Acceptable color to write in
17. Number of activities you must attend EACH semester to earn you FFA Participation Credits.
19. Own your actions. Be accountable for what you do, what you said you'll do and what you're supposed to do.

Down

1. Whose responsibility it is to get work after an absence.
2. Where you'll have to make up your work if you didn't turn it in on time and it's already been passed back to everyone else.
3. Amount of time allowed for full credit make up work. _____ the number of days missed.
8. Office where you go to attain a tardy pass when you miss the bus.
9. Where you can store your lab clothes including closed toed shoes for labs requiring them.
12. System used for tardies as well as behavior issues.
13. Not allowed to have in class, but you may have sealed beverage containers.
16. Acceptable color to write in
17. Number of restroom passes per semester.
18. type of ruled notebook paper you'll need





Supporting Material 4: Grade Sheets

It is my goal to enter grades as quickly as I can, but at least once a week. I record them on a hard copy and enter them into our school wide system, Illuminate. Illuminate is accessible by both students and parents, so that they are always able to check the student's standing within each class. I have attached copies of my gradebooks for my Agriculture Classes and have highlighted the FFA and SAE portion of the students' grades.

ViewViewViewViewViewViewViewViewViewViewView																				
Name [REDACTED]	12/09	FFA Activity 1	12/09	FFA Activity 2	12/09	FFA Activity 3	12/09	FFA Activity 4	12/09	FFA Activity 5										
	12/09	FFA Activity 6	12/09	FFA Activity 7	12/09	FFA Activity 8	12/09	FFA Activity 9	12/09	FFA Activity 10										
	12/09	FFA Activity 11	12/09	FFA Activity 12	12/09	FFA Activity 13	12/09	FFA Activity 14	12/09	FFA Activity 15										
	12/09	FFA Activity 16	12/09	FFA Activity 17	12/09	FFA Activity 18	12/09	FFA Activity 19	12/09	FFA Activity 20										
Mark	C- 72.6%																			
	B- 80.3%																			
	B- 80.5%																			
T.O.C. Check 10/11																				
Review Poster Notes																				
Macro-molecule Notes																				
Lewis Dot Structure																				
Lab Participation 10																				
Bio Bit 10/3																				
Bio Bit 9/26																				
Lab Participation 10																				
Pop Quiz 10/4																				
Binder Check 10/4																				
Sept Journal Check																				
Sept Community Ser																				
Sept Budget Check																				
Sept Activities Che																				
Participation 9/29																				
Participation 9/27																				
Matter Pop Quiz 9/23																				
Matter Directed Read																				
Participation 9/20																				
Biochemistry Review																				
Participation 9/16																				
Participation 9/15																				

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Students Attendance Health Grades GradeBook Reports Assessments

Art & History of Floral Design My GradeBooks View Filter Assignments Reports Setup Share

Art & History of Floral Design (Changes Last Saved 10-13-2016 01:28 pm)

Create Assignment

Manage Students Filter

Name	Mark	12/09	12/09	12/09	12/09	12/09	10/20	10/19	10/18	10/13	10/12	10/11	10/07	10/06	10/03	09/30	09/30	09/30	09/29	09/29	09/27	09/16	09/15	09/14	09/13
...	B- 82.2%								100	10	10	10	10	10	15	10	10	10	10	10	10	10	10	10	10
...	B 84.1%								100	0	0	0	10	10	15	10	10	10	10	10	10	10	10	10	10
...	A 94.2%								100	0	10	10	10	10	14	10	10	10	10	10	10	10	10	10	10
...	A 94.3%								100	10	10	10	10	10	15	0	10	10	0	10	10	10	10	10	10
...	B+ 88.7%								100	10	10	10	10	10	12	10	10	10	10	10	10	10	10	10	10
...	B+ 88.8%								100	10	10	10	10	10	15	10	10	10	10	10	10	10	10	10	10
...	B- 82.8%								87.5	0	10	10	10	0	0	10	10	10	10	10	10	10	10	10	10
...	A 94.3%								100	10	10	10	10	10	15	10	10	10	10	10	10	10	10	10	10
...	A- 90.4%								87.5	10	10	10	0	10	10	10	10	10	10	10	10	10	10	10	10
...	D 64.7%								62.5	0	10	10	0	0	0	0	0	0	10	10	10	10	10	10	10
...	A- 92.5%								100	10	10	10	10	10	14	10	10	10	10	10	10	10	10	10	10
...	A 94.1%								100	10	10	10	10	10	15	5	10	10	10	10	10	10	10	10	10
...	A 94.2%								100	10	10	10	10	10	14	10	10	10	10	10	10	10	10	10	10
...	B+ 68.2%								100	10	10	10	10	10	13	10	10	10	10	10	10	10	10	10	10

Name	Mark	FFA Activity 1	FFA Activity 2	FFA Activity 3	FFA Activity 4	FFA Activity 5	FFA Activity 6	Lab Participation 10/21	Participation 10/20	Participation 10/19	PMA 2	Lab Participation 10	Lab Participation 10	Lab Participation 10	Lab Participation 10	Lab Participation 10	Lab Participation 10	Small Hand Tied Boq	Sept Journal Check	Sept Community Ser	Sept Budget Check	Sept Activities Che	Participation 9/29	Centerpiece 9/29	Lab Participation 9/	Participation 9/27	Participation 9/16	Participation 9/15	Participation 9/14	Participation 9/13
		12/09	12/09	12/09	12/09	12/09	12/09	10/21	10/20	10/19	100/2	10/18	10/13	10/12	10/11	10/07	10/06	10/03	09/30	09/30	09/30	09/30	09/29	09/29	09/28	09/27	09/16	09/15	09/14	09/13
A 94.6%		1	1	1							100	10	10	10	10	10	10	15	10	10	10	0	10	25	10	10	10	10	10	7
A 95%											100	10	10	10	10	10	10	14	10	10	10	10	10	25	10	10	10	10	10	7
B+ 88.7%											100	10	10	10	10	10	10	10	10	10	10	0	10	25	10	10	10	10	10	7
A-91.5%											100	0	0	0	0	10	10	15	5	10	10	10	10	25	10	10	10	10	10	7
D-62.8%											62.8	0	0	0	0	10	0	15	0	0	0	0	10	25	10	10	10	10	10	7
B+ 87.7%											A 94.7%	D+	B 84.2%	B 84.2%	B 84.2%	B+	B 84.2%	B-	B 84.2%	C+	B+	D+	A 94.7%	A 100%	A 100%	A 90%	A 100%	A 100%	A 100%	C-70%

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[https://woodlakeilluminateed.com/dna/?gradebook_id=1245&view=scoresheet&name=Gradebook Scoresheet](https://woodlakeilluminateed.com/dna/?gradebook_id=1245&view=scoresheet&name=Gradebook%20Scoresheet)



Supporting Material 5: SAE Forms

The following project supervision forms serve as documentation of our project visits. This year all of our project supervision forms are done on the AET Record Book system. The student is sent an email of the form as well as to their AET journal portion of their record book. Project visits consist of a student and advisor meeting to discuss the student's project status. The form allows for the advisor to document recommendations made for further project success. I need to work on being more specific in the form instead of focusing on the verbal recommendations made at the time of the visit.

Woodlake - Charlie Abbe

6/1/2016 - 8/31/2017

Journal Type	In-Contract Hours	Extended Contract Hours	Miles Traveled	# of Students
SAE Visit	0	13	0	7
Total	0	13	0	7

Woodlake - Lauren Moss

6/1/2016 - 8/31/2017

Journal Type	In-Contract Hours	Extended Contract Hours	Miles Traveled	# of Students
SAE Visit	6	102	1550	60
Total	6	102	1550	60

Date	Description	Hrs In	Hrs Out	# Miles	# Std
6/10/2016	SAE Visit (L Moss) - SAE Assessment - EMILIE ALBRIGHT SAEs: 16 2016 Market Hog Evaluation: Took student to Bakersfield to select market hogs for the Tulare County Fair from Billy Barnes. Recommendation: Have hog on free feed, check twice daily. Begin the bonding process.	0.00	6.00	230	1
6/10/2016	SAE Visit (L Moss) - SAE Assessment - GARY SPIVEY SAEs: 16 16 Market Hog Evaluation: Took student to Bakersfield to select market hogs for the Tulare County Fair from Billy Barnes. Recommendation: Have hog on free feed. Check twice daily. Begin the bonding process.	0.00	6.00	230	1
6/10/2016	SAE Visit (L Moss) - SAE Assessment - LUPITA JIMENEZ-VARGAS SAEs: 16 16 Market hog Evaluation: Took student to Bakersfield to select market hogs for the Tulare County Fair from Billy Barnes. Recommendation: Have hog on fee feed, check twice daily. Begin the bonding process.	0.00	6.00	230	1
6/10/2016	SAE Visit (L Moss) - SAE Assessment - EMILIE ALBRIGHT 6:00 AM Traveled with the swine team to Bakersfield to select hogs for market for the Tulare County Fair.	6.00	0.00	230	4
6/27/2016	SAE Visit (C Abbe) - SAE Assessment - ALEXIS BROGAN SAEs: Market Lamb Evaluation: Delivered Market Lamb to students houe Recommendation:	0.00	4.00	0	1
6/27/2016	SAE Visit (C Abbe) - SAE Assessment - REYES AGUILAR SAEs: Market Lamb Evaluation: Delivered Project to students house Recommendation:	0.00	4.00	0	1
7/6/2016	SAE Visit (L Moss) - SAE Assessment - GARY SPIVEY SAEs: Evaluation: Gilt weight 125 Recommendation: Continue to work using show stick to familiarize	0.00	1.00	10	1

Date	Description	Hrs In	Hrs Out	# Miles	# Std
7/6/2016	SAE Visit (L Moss) - SAE Assessment - EMILIE ALBRIGHT SAEs: Evaluation: Hog weight 106 Recommendation: Clean pen daily	0.00	1.00	10	1
7/6/2016	SAE Visit (L Moss) - SAE Assessment - LUPITA JIMENEZ-VARGAS SAEs: Evaluation: Hog weight 115 Recommendation: Clean pen and keep on free feed	0.00	1.00	10	1
7/6/2016	SAE Visit (L Moss) - SAE Assessment - LUPITA JIMENEZ-VARGAS SAEs: Evaluation: Hog weight 115 Recommendation: Clean pen and keep on free feed	0.00	1.00	10	1
7/6/2016	SAE Visit (L Moss) - SAE Assessment - HANNAH JOBE SAEs: Evaluation: Continue on free feed Recommendation:	0.00	1.00	20	1
7/12/2016	SAE Visit (C Abee) - SAE Assessment - REYES AGUILAR SAEs: Market Lamb Evaluation: Wormed students lamb. Reyes needs to work on walking his lamb with its head up Recommendation:	0.00	1.00	0	1
7/12/2016	SAE Visit (C Abee) - SAE Assessment - PIA MARTINEZ SAEs: Pumpkin Patch Evaluation: Student weeded the pumpkin patch. The pumpkin patch looks great. Recommendation:	0.00	1.00	0	1
7/12/2016	SAE Visit (C Abee) - SAE Assessment - EMMANUEL HERNANDEZ SAEs: Pumpkin Patch Evaluation: Student weeded the pumpkin patch Recommendation:	0.00	1.00	0	1
7/12/2016	SAE Visit (C Abee) - SAE Assessment - MARCELA ARAMBULA SAEs: Pumpkin Patch Evaluation: Weeded the pumpkin patch. Recommendation:	0.00	1.00	0	1
7/12/2016	SAE Visit (C Abee) - SAE Assessment - ALEXIS BROGAN SAEs: Market Lamb Evaluation: Market lamb project looks good. Continue walking your lamb with its head up. Recommendation:	0.00	1.00	0	1
7/13/2016	SAE Visit (L Moss) - SAE Assessment - EMILIE ALBRIGHT SAEs: Evaluation: Hog weight 117 Recommendation:	0.00	1.00	10	1

Date	Description	Hrs In	Hrs Out	# Miles	# Std
7/13/2016	SAE Visit (L Moss) - SAE Assessment - LUPITA JIMENEZ-VARGAS SAEs: Evaluation: Hog weight 127 Recommendation:	0.00	1.00	10	1
7/13/2016	SAE Visit (L Moss) - SAE Assessment - GARY SPIVEY SAEs: Evaluation: Hog weight 135 Recommendation:	0.00	1.00	10	1
7/13/2016	SAE Visit (L Moss) - SAE Assessment - HANNAH JOBE SAEs: Evaluation: Hog weight 135 Recommendation:	0.00	1.00	15	1
7/13/2016	SAE Visit (L Moss) - SAE Assessment - HANNAH JOBE SAEs: Evaluation: Hog weight 105 Recommendation:	0.00	1.00	15	1
8/2/2016	SAE Visit (L Moss) - SAE Assessment - EMILIE ALBRIGHT SAEs: Evaluation: Purchase a thermometer to take your hogs temperature. Hog weight 148lbs Recommendation:	0.00	1.00	15	1
8/2/2016	SAE Visit (L Moss) - SAE Assessment - GARY SPIVEY SAEs: Evaluation: Hog weight 160lbs Recommendation:	0.00	1.00	15	1
8/2/2016	SAE Visit (L Moss) - SAE Assessment - LUPITA JIMENEZ-VARGAS SAEs: Evaluation: Hog weight 159lbs Recommendation:	0.00	1.00	15	1
8/4/2016	SAE Visit (L Moss) - SAE Assessment - EMILIE ALBRIGHT SAEs: Evaluation: Recommendation:	0.00	1.00	10	1
8/4/2016	SAE Visit (L Moss) - SAE Assessment - LUPITA JIMENEZ-VARGAS SAEs: Evaluation: Recommendation:	0.00	1.00	10	1
8/4/2016	SAE Visit (L Moss) - SAE Assessment - HANNAH JOBE SAEs: Evaluation: Recommendation:	0.00	1.00	10	1

Date	Description	Hrs In	Hrs Out	# Miles	# Std
8/5/2016	SAE Visit (L Moss) - SAE Assessment - Bianca Tafoya SAEs: Evaluation: Continue to work with your hog to drive. Recommendation:	0.00	2.00	10	1
8/7/2016	SAE Visit (L Moss) - SAE Assessment - REYES AGUILAR SAEs: Evaluation: Recommendation:	0.00	4.00	25	1
8/7/2016	SAE Visit (L Moss) - SAE Assessment - PIA MARTINEZ SAEs: Evaluation: Recommendation:	0.00	1.00	25	1
8/7/2016	SAE Visit (L Moss) - SAE Assessment - PIA MARTINEZ SAEs: Evaluation: Lamb weight 106 Recommendation:	0.00	2.00	15	1
8/7/2016	SAE Visit (L Moss) - SAE Assessment - REYES AGUILAR SAEs: Evaluation: Lamb weight 113 Recommendation:	0.00	1.00	15	1
8/7/2016	SAE Visit (L Moss) - SAE Assessment - REYES AGUILAR SAEs: Evaluation: Lamb weight 113 Recommendation:	0.00	1.00	15	1
8/9/2016	SAE Visit (L Moss) - SAE Assessment - EMILIE ALBRIGHT SAEs: Evaluation: Hog weight 158 Recommendation:	0.00	2.00	10	1
8/9/2016	SAE Visit (L Moss) - SAE Assessment - GARY SPIVEY SAEs: Evaluation: Hog weight 173 Recommendation:	0.00	1.00	10	1
8/9/2016	SAE Visit (L Moss) - SAE Assessment - LUPITA JIMENEZ-VARGAS SAEs: Evaluation: Hog weight 171 Recommendation:	0.00	1.00	10	1
8/9/2016	SAE Visit (L Moss) - SAE Assessment - CRYSTAL SANDOVAL SAEs: Evaluation: Lamb weight 131 Recommendation:	0.00	1.00	10	1

Date	Description	Hrs In	Hrs Out	# Miles	# Std
8/9/2016	SAE Visit (L Moss) - SAE Assessment - ALEXIS BROGAN SAEs: Evaluation: Lamb weight 132 Recommendation:	0.00	1.00	10	1
8/10/2016	SAE Visit (L Moss) - SAE Assessment - Bianca Tafoya SAEs: Evaluation: Try using a different show stick than your cane, to see if she will drive better. Recommendation:	0.00	2.00	10	1
8/11/2016	SAE Visit (L Moss) - SAE Assessment - Hannah Jobe SAEs: Evaluation: Recommendation:	0.00	2.00	10	1
8/11/2016	SAE Visit (L Moss) - SAE Assessment - Hannah Jobe SAEs: Evaluation: Hog weight 183 Recommendation:	0.00	2.00	10	1
8/16/2016	SAE Visit (L Moss) - SAE Assessment - Bianca Tafoya SAEs: Evaluation: Begin washing your hog a few times a week to condition the skin. Recommendation:	0.00	2.00	10	1
8/23/2016	SAE Visit (L Moss) - SAE Assessment - Emilie Albright SAEs: Evaluation: Hog weight 183 Recommendation:	0.00	2.00	10	1
8/23/2016	SAE Visit (L Moss) - SAE Assessment - Bianca Tafoya SAEs: Evaluation: Hog weight 148 Recommendation:	0.00	2.00	10	1
8/23/2016	SAE Visit (L Moss) - SAE Assessment - Gary Spivey SAEs: Evaluation: Hog weight 189 Recommendation:	0.00	2.00	10	1
8/23/2016	SAE Visit (L Moss) - SAE Assessment - Lupita Jimenez-Vargas SAEs: Evaluation: Hog weight 192 Recommendation:	0.00	2.00	10	1
8/23/2016	SAE Visit (L Moss) - SAE Assessment - Alexis Brogan SAEs: Evaluation: Lamb weight 138 Recommendation:	0.00	2.00	10	1

Date	Description	Hrs In	Hrs Out	# Miles	# Std
8/23/2016	SAE Visit (L Moss) - SAE Assessment - Delaney Deitz SAEs: Evaluation: Lamb weight 140 Recommendation:	0.00	2.00	10	1
8/23/2016	SAE Visit (L Moss) - SAE Assessment - Crystal Sandoval SAEs: Evaluation: Lamb weight 133 Recommendation:	0.00	2.00	10	1
8/28/2016	SAE Visit (L Moss) - SAE Assessment - Pia Martinez SAEs: Evaluation: Lamb weight 117 Recommendation:	0.00	4.00	20	1
8/28/2016	SAE Visit (L Moss) - SAE Assessment - Reyes Aguilar SAEs: Evaluation: Recommendation:	0.00	3.00	20	1
8/30/2016	SAE Visit (L Moss) - SAE Assessment - Emilie Albright SAEs: Evaluation: Hog weight 195 Recommendation:	0.00	2.00	10	1
8/30/2016	SAE Visit (L Moss) - SAE Assessment - Gary Spivey SAEs: Evaluation: Hog weight 197 Recommendation:	0.00	2.00	10	1
8/30/2016	SAE Visit (L Moss) - SAE Assessment - Bianca Tafoya SAEs: Evaluation: Hog weight 169 Recommendation:	0.00	2.00	10	1
8/30/2016	SAE Visit (L Moss) - SAE Assessment - Lupita Jimenez-Vargas SAEs: Evaluation: Hog weight 200 Recommendation:	0.00	2.00	10	1
8/30/2016	SAE Visit (L Moss) - SAE Assessment - Delaney Deitz SAEs: Evaluation: Lamb weight 145 Recommendation:	0.00	1.00	10	1
8/30/2016	SAE Visit (L Moss) - SAE Assessment - Alexis Brogan SAEs: Evaluation: Lamb weight 144 Recommendation:	0.00	1.00	10	1

Date	Description	Hrs In	Hrs Out	# Miles	# Std
8/30/2016	SAE Visit (L Moss) - SAE Assessment - Crystal Sandoval SAEs: Evaluation: Lamb weight 135 Recommendation:	0.00	1.00	10	1
8/30/2016	SAE Visit (L Moss) - SAE Assessment - Reyes Aguilar SAEs: Evaluation: Lamb weight 104 Recommendation:	0.00	1.00	10	1
9/6/2016	SAE Visit (L Moss) - SAE Assessment - Emilie Albright SAEs: Evaluation: Hog weight 205 Recommendation:	0.00	2.00	10	1
9/6/2016	SAE Visit (L Moss) - SAE Assessment - Lupita Jimenez-Vargas SAEs: Evaluation: Hog weight 212 Recommendation:	0.00	2.00	10	1
9/6/2016	SAE Visit (L Moss) - SAE Assessment - Gary Spivey SAEs: Evaluation: Hog weight 205 Recommendation:	0.00	2.00	10	1
9/6/2016	SAE Visit (L Moss) - SAE Assessment - Bianca Tafoya SAEs: Evaluation: Hog weight 184 Recommendation:	0.00	2.00	10	1
9/7/2016	SAE Visit (L Moss) - SAE Assessment - Reyes Aguilar SAEs: Evaluation: Lamb weight 109 Recommendation:	0.00	2.00	10	1



Student SAE Assessment Report

Reyes Aguilar
Woodlake

Date of Visit: **9/7/2016**

SAEs Assessed: **2016 Beg.- 16 Market Lamb**

Rating: **10**

Teacher Evaluation:
Lamb weight 109

Teacher Recommendation:



Student SAE Assessment Report

Emilie Albright
Woodlake

Date of Visit: **6/10/2016**

SAEs Assessed: **2016 Beg.- 2016 Market Hog**

Rating: **10**

Teacher Evaluation:

Took student to Bakersfield to select market hogs for the Tulare County Fair from Billy Barnes.

Teacher Recommendation:

Have hog on free feed, check twice daily. Begin the bonding process.



Student SAE Assessment Report

Alexis Brogan
Woodlake

Date of Visit: **8/9/2016**

SAEs Assessed: **2016 Beg.- Market Lamb 2016**

Rating: **10**

Teacher Evaluation:
Lamb weight 132

Teacher Recommendation:



Student SAE Assessment Report

Lupita Jimenez-Vargas
Woodlake

Date of Visit: **8/23/2016**

SAEs Assessed: **2016 Beg.- 16 Market hog**

Rating: **10**

Teacher Evaluation:
Hog weight 192

Teacher Recommendation:



Student SAE Assessment Report

Lupita Jimenez-Vargas
Woodlake

Date of Visit: **9/6/2016**

SAEs Assessed: **2016 Beg.- 16 Market hog**

Rating: **1**

Teacher Evaluation:
Hog weight 212

Teacher Recommendation:



Student SAE Assessment Report

Hannah Jobe
Woodlake

Date of Visit: **7/13/2016**

SAEs Assessed:

Rating: **9**

Teacher Evaluation:
Hog weight 105

Teacher Recommendation:



Student SAE Assessment Report

Pia Martinez
Woodlake

Date of Visit: **8/28/2016**

SAEs Assessed: **2016 Beg.- 2016 Market Lamb**

Rating: **10**

Teacher Evaluation:
Lamb weight 117

Teacher Recommendation:



Student SAE Assessment Report

Crystal Sandoval
Woodlake

Date of Visit: **8/30/2016**

SAEs Assessed: **2016 Beg.- 2016 Market Lamb**

Rating: **10**

Teacher Evaluation:
Lamb weight 135

Teacher Recommendation:



Student SAE Assessment Report

Gary Spivey
Woodlake

Date of Visit: **8/30/2016**

SAEs Assessed: **2016 Beg.- 16 Market Hog**

Rating: **10**

Teacher Evaluation:
Hog weight 197

Teacher Recommendation:



Student SAE Assessment Report

Bianca Tafoya
Woodlake

Date of Visit: **8/10/2016**

SAEs Assessed: **2016 Beg.- 2016 Swine Project**

Rating: **10**

Teacher Evaluation:

Try using a different show stick than your cane, to see if she will drive better.

Teacher Recommendation:



Supporting Material 6: School Board Approval of SAE and FFA

Attached you will find the Board Approval for the SAE and FFA as part of our co-curricular program.

Woodlake Unified School District | BP 6178 Instruction

Career Technical Education

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Woodlake Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

(cf. 6143 - Courses of Study)

(cf. 6200 - Adult Education)

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

(cf. 0420.4 - Charter School Authorization)

(cf. 6178.2 - Regional Occupational Center/Program)

The Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE.

The Board shall adopt district standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. He/she also shall work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work-Based Learning)

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

(cf. 6172.1 - Concurrent Enrollment in College Classes)

The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized career guidance and academic counseling which provides information about academic and CTE opportunities related to the student's career goals.

(cf. 5145.6 - Parental Notifications)

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

(cf. 4112.2 - Certification)

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall provide counselors and other guidance personnel with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work-based learning opportunities, and postsecondary education and employment options following high school.

Upon written request from a nonprofit private school within the geographical area served by the district, the Superintendent or designee shall consult with private school representatives in a timely and meaningful manner and may provide for the participation of private school secondary students in the district's programs and activities funded under the federal Carl D. Perkins Career and Technical Education Act. To the extent applicable, the Superintendent or designee also shall, upon request, permit participation of CTE teachers, administrators, and other personnel from private schools in the district's inservice and preservice professional development programs funded through the Perkins Act. (20 USC 2397)

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

(cf. 0440 - District Technology Plan)

(cf. 3440 - Inventories)

(cf. 3512 - Equipment)

(cf. 7110 - Facilities Master Plan)

Nondiscrimination

The district's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; single parents and single pregnant females; displaced homemakers; students with limited English proficiency; and students preparing for nontraditional fields. Nontraditional fields include occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. (20 USC 2302, 2354, 2373)

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. (34 CFR 100.B, 104.8, 106.9)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100.B)

School and Community Involvement

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Employment Development Department. (Education Code 8070)

(cf. 1220 - Citizen Advisory Committees)

The district also shall involve parents/guardians; students; academic and CTE teachers; administrators; career guidance and academic counselors; representatives of tech prep consortia if applicable, business and industry, labor organizations, and special populations; and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 USC 2354)

Program Evaluation

The Board shall monitor the achievement of students participating in the district's CTE program in order to determine the need for program improvements. The Superintendent or designee shall annually report to the Board and the California Department of Education on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or

equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment. Data shall be disaggregated, in accordance with 20 USC 2323, by race, ethnicity, gender, disability status, migrant status, English proficiency, and economic disadvantage status and for each special population as defined in 20 USC 2302 and listed in the section "Nondiscrimination" above.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

1205 Classification of counties

8006-8156 Career technical education

17078.70-17078.72 Career technical education facilities

33430-33432 Health science and medical technology grants

35168 Inventory of equipment

41505-41508 Pupil Retention Block Grant

41540-41544 Targeted instructional improvement block grant

44257.3 CTC recognition of study in linked learning teaching methods

44260-44260.1 Designated subjects career technical education credential

44260.9 Designated subjects career technical education credential

48430 Legislative intent; continuation education schools and classes

48980 Parental notifications

51220-51229 Courses of study, grades 7-12

51760-51769.5 Work experience education

52300-52499.66 Career technical education

52519-52520 Adult education, occupational training

53080-53084 School-to-career initiatives

53086 California Career Resource Network

54690-54699.1 California Partnership Academies

54750-54760 California Partnership Academies, green technology and goods movement occupations

56363 Related services for students with disabilities; specially designed career technical education

5205.5-66205.9 Approval of career technical education courses for admission to California colleges

88500-88551 Community college economic and workforce development program

GOVERNMENT CODE

54950-54963 Brown Act

LABOR CODE

3070-3099.5 Apprenticeships

CODE OF REGULATIONS, TITLE 5

1635 Credit for work experience education

3051.14 Specially designed career technical education for students with disabilities

10070-10075 Work experience education

10080-10092 Community classrooms

10100-10111 Cooperative vocational education

' 500-11508 Regional occupational centers and programs

11535-11538 Career technical education contracts with private postsecondary schools

11610-11611 Regional adult and vocational education councils

CODE OF REGULATIONS, TITLE 8

200-240 Apprenticeships

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

6301-6578 Improving the Academic Achievement of the Disadvantaged

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to federal grant programs

80.32 Equipment acquired with federal funds

80.42 Record retention

00.B Appendix B Guidelines for eliminating discrimination in career technical education programs

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education

Multiple Pathways to Student Success: Envisioning the New California High School, 2010

Regional Occupational Centers and Programs Operations Handbook March 2008

Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

Management of Vocational Education Equipment, April 2000

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF APPRENTICESHIP STANDARDS PUBLICATIONS

Orientation to Apprenticeships: A Guide for Educators, January 2001

WEB SITES

CSBA: <http://www.csba.org>

Association for Career and Technical Education: <http://www.acteonline.org>

California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>

California Career Resource Network: <http://www.californiacareers.info>

California Department of Education, Career Technical Education: <http://www.cde.ca.gov/ci/ct>

California Department of Employment Development: <http://www.edd.ca.gov>

California Department of Industrial Relations: <http://www.dir.ca.gov>

California Workforce Investment Board: <http://www.calwia.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

University of California, a-g Course Submissions: http://www.ucop.edu/a-gGuide/ag/course_submissions

U.S. Department of Education, Office of Vocational and Adult Education: <http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>

U.S. Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov>

Policy WOODLAKE UNIFIED SCHOOL DISTRICT

adopted: October 10, 2012 Woodlake, California

Woodlake Unified School District | AR 6178 Instruction

Career Technical Education

Perkins Basic Grants for Career Technical Education

For any district program of career technical education (CTE) funded through a basic grant of the federal Carl D. Perkins Career and Technical Education Act, the district shall submit to the California Department of Education a districtwide plan addressing the components specified in 20 USC 2354 and any additional requirements specified in the state plan developed pursuant to 20 USC 2342. The multi-year district plan shall cover the same time period covered by the state plan. (20 USC 2354)

The district shall offer at least one CTE program of study which shall: (20 USC 2342, 2354, 2355)

1. Improve the academic and career technical skills of participating students by integrating coherent and rigorous academic content and relevant CTE programs

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

2. Link CTE at the secondary and postsecondary levels through at least one of the strategies specified in 20 USC 2342

(cf. 6172.1 - Concurrent Enrollment in College Classes)

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work-Based Learning)

4. Develop, improve, or expand the use of technology in CTE

(cf. 0440 - District Technology Plan)

5. Provide professional development to teachers, administrators, and career guidance and academic counselors who are involved with integrated CTE programs

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6164.2 - Guidance/Counseling Services)

6. Develop and implement program evaluations, including an assessment of how the needs of special populations, as defined in 20 USC 2302 and Board policy, are being met

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology

8. Provide services and activities that are of sufficient size, scope, and quality to be effective

9. Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency

The district's program shall consist of at least two full-year CTE courses with a combined duration of at least 300 hours, or a single multiple-hour course which provides sequential units of instruction and has a duration of at least 300 hours. At least 50 percent of course curriculum and content shall be directly related to the development of career knowledge and skills.

Tech Prep Programs

The district shall, under an articulation agreement with an institution of postsecondary education and other consortium partners as appropriate, offer a technical preparation (tech prep) program in accordance with 20 USC 2371-2376. The program shall: (20 USC 2373)

1. Consist of a program of study that:

- a. Combines at least two years of tech prep at the secondary level which is linked to at least two years of either postsecondary education in a sequential, nonduplicative course of study or an apprenticeship program
- b. Integrates academic and career technical instruction and utilizes work-based and work site learning experiences as appropriate and available
- c. Provides technical preparation in a career field, including high-skill, high-wage, or high-demand occupations
- d. Builds student competence in technical skills and in core academic subjects, as appropriate, through applied, contextual, and integrated instruction in a coherent sequence of courses

e. Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree in a specific career field

f. Leads to placement in high-skill or high-wage employment or to further education

g. Utilizes CTE programs of study, to the extent practicable

h. Meets state academic standards

i. Investigates opportunities for tech prep students to enroll concurrently in secondary education and postsecondary education courses

2. Uses educational technology and distance learning, as appropriate, to involve consortium partners more fully in the development and operation of programs

3. Includes inservice professional development for teachers, administrators, and counselors that addresses the goals identified in 20 USC 2373

4. Provides equal access to the full range of tech prep programs to individuals who are members of special populations, as defined in 20 USC 2302 and Board policy, including the development of tech prep program services appropriate to the needs of special populations

5. Provides for preparatory services that assist participating students

j. Coordinates with activities conducted under Title I of the No Child Left Behind Act

(cf. 6171 - Title I Programs)

Linked Learning Programs

The district shall offer one or more comprehensive, multi-year linked learning programs in grades 9-12 that are organized around a broad theme, interest area, or industry sector including, but not limited to, the industry sectors identified in model standards adopted by the State Board of Education pursuant to Education Code 51226. The program shall provide all participating students with curriculum choices that prepare them for career entry and a full range of postsecondary options, including two-year and four-year college, apprenticeship, and formal employment training.

At a minimum, the district's linked learning program shall include:

1. An integrated core curriculum that meets the eligibility requirements for admission to the University of California and the California State University and is delivered through project-based learning and other engaging instructional strategies that bring real-world context and relevance to the curriculum where broad themes, interest areas, and CTE are emphasized
2. An integrated technical core of a sequence of at least four related courses that may reflect CTE standards-based courses and that provide students with career skills, are aligned to academic principles, and fulfill academic core requirements described in item #1 above to the extent possible
3. A series of work-based learning opportunities that begin with mentoring and job shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships
4. Support services, including supplemental instruction in reading and mathematics, that help students master the advanced academic and technical content that is necessary for success in college and career

Partnership Academies

The district shall operate one or more partnership academies as a school-within-a-school focused on a broad career theme. The program shall be available to students in grades 10-12, at least half of whom shall be students who are at risk of dropping out of school as indicated by three or more of the following criteria: (Education Code 54690-54692)

1. Past record of irregular attendance, with absence from school 20 percent or more of the school year
(cf. 5113.1 - Chronic Absence and Truancy)
2. Past record of underachievement in which the student is at least one-third of a year behind the coursework for the respective grade level, or as demonstrated by credits achieved
3. Past record of low motivation or disinterest in the regular school program
4. Economic disadvantage
5. Scores below basic or far below basic on the mathematics or English language arts test of the Standardized Testing and Reporting program
6. A grade point average of 2.2 or below or the equivalent of a C minus

The district's program shall provide: (Education Code 54692)

During each regular school term, instruction in at least three academic subjects that:

- a. Prepares students for a regular high school diploma

- b. Where possible and appropriate, prepares students to meet subject requirements for admission to the California State University and University of California
- c. Contributes to an understanding of the occupational field of the academy
- 2. CTE courses offered at each grade level at the academy that are part of an occupational course sequence that targets comprehensive skills and meets the criteria specified in Education Code 54692
- 3. Classes that are block scheduled in a cluster whenever possible to provide flexibility to academy teachers and which may vary in number during grade 12
- 4. A mentor from the business community for students during grade 11
- 5. An employer-based internship or work experience that occurs during the summer following grade 11 or during grade 12
- 6. Additional motivational activities with private sector involvement to encourage academic and occupational preparation

Attendance in academy classes shall be limited to students enrolled in the academy. (Education Code 54692)

The Superintendent or designee shall establish an advisory committee consisting of individuals involved in academy operations, including district and school administrators, lead teachers, and representatives of the private sector. (Education Code 54692)

Apprenticeship Programs

The district shall offer high school and/or adult education students a program of orientation to apprenticeships that acquaints students with a broad range of career options, provides information regarding available apprenticeship programs, and provides classroom

instructional job training which guides students to a registered apprenticeable occupation.

(cf. 6200 - Adult Education)

The district's program shall:

- 1. Introduce students to what they need to know in order to apply, test, and interview for acceptance into an apprenticeship program
- 2. Demonstrate the need for proficiency in reading and comprehension, mathematics, science, and technology
- 3. Emphasize the necessity to have the ability to communicate in reading, writing, speaking, listening, and numeration skills
- 4. Identify the knowledge, skills, and attitudes needed to enter and successfully complete an apprenticeship program
- 5. Provide an orientation to a specific craft or trade or to an industry

The district may enter into an agreement with a local business, labor or management apprenticeship committee, and/or joint labor-management apprenticeship committee that has been approved by the Department of Industrial Relations' Division of Apprenticeship Standards to sponsor an apprenticeship program in order to develop and deliver related and supplemental instruction to students participating in a registered apprenticeship program. (Education Code 8150-8156; Labor Code 3074, 3075, 3078)

Regional Occupational Center/Program

The district shall operate and/or partner with a regional occupational center or program (ROC/P), established pursuant to Education Code 52300-52335.6, which offers CTE courses independently or in support of tech prep programs, linked learning programs, partnership academies, and/or pre-apprenticeship and apprenticeship programs as appropriate.

Occupational course sequences offered by the ROC/P shall provide prerequisite courses needed to enter apprenticeship or postsecondary vocational certificate or degree programs, focus on occupations requiring comprehensive skills leading to high entry-level wages and/or the possibility of significant wage increases after a few years on the job, offer as many courses as possible that meet college admission requirements, and lead to attainment of an occupational skill certificate. (Education Code 52302)

Student Organizations

The district may provide support, including supplies, materials, activities, and advisor expenses, to student organizations which engage in activities that are integral to the CTE program and provide for the development of student leadership skills. However, no state or federal funds shall be used to pay students' membership dues, food or lodging expenses, out-of-state travel, or the cost of a social activity or assemblage.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

Regulation WOODLAKE UNIFIED SCHOOL DISTRICT

approved: October 10, 2012 Woodlake, California



Supporting Material 7: Program of Activities

Our Chapter's Program of Activities is updated annually by our Chapter Vice-President with the guidance of the FFA Advisors. Our Vice-President relies on asking her fellow officers on what changes they would like to make and discusses the proposed changes with the advisors. Once agreed upon, the Vice-President makes the appropriate changes. Following the final advisor approval, the POA is printed and bound to be distributed at our fall banquet. Besides being sent to our Regional Supervisor, a copy of the POA is also sent to our site Principal, Superintendent, and Department Office.



Woodlake High School Agriculture Department

*2016-2017
Program of Activities*

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President's Message

Dear Chapter Members,

Sincerely,

Pia Martinez

*Pia Martinez
2016-2017 Chapter President*



Officer's Message



Left to Right: Pia Martinez-President, Crystal Sandoval-Treasurer, Kiara Benevides-Secretary, Clarissa Elias-Reporter, Edith Guijon-Vice President, Anthony Guzman-Sentinel

Dear Members,

This years Officer Team wants to do many positive differences for the Woodlake FFA Chapter. We want to welcome each of you into the new school year and hope that each and every one of you enjoys their 2016-2017 year in the FFA Program.

We want each of you to learn, grow, and bond within the Woodlake FFA Program. It is our goal to make sure that others are aware of this program. We are also making it a goal to where we want every member to participate throughout the year. We believe every single member has the potential to do anything they put their minds to, and there are many competitions, CDE teams, Chapter & Sectional activities to do just that.

We want to encourage every member to follow their dream, bring it, get involved, and take the many opportunities that the Woodlake FFA Program contains and the agriculture industry offers.

Sincerely,

Woodlake FFA Officer Team

2016-2017 Chapter Officer Team



Pia Martinez 2016-2017 President

Hi, my name is Pia Martinez and I am serving as the 2016-2017 Woodlake FFA Chapter President. I am currently a junior, my favorite color is yellow, my favorite book is "Looking for Alaska", and my favorite quote is "True leaders don't create followers, they create more leaders." I have been an active member of the Woodlake FFA Program for the past two years. Last year, I served as the Chapter Historian & Sentinel. I first got involved with the FFA because my mom and cousin would always tell me how the FFA made a positive difference in their lives and gave them a sense of purpose. Growing up, I always wanted to be part of something bigger than myself & have that same sense of purpose my mom & cousin felt. I believed that being a member the Woodlake FFA Chapter would give that to me & I am glad to say the FFA gives that everyday! In the past years I have been active in showing rabbits, citrus judging, impromptu public speaking, agriculture issues CDE team, and showing a market lamb. I look forward to what this year brings as a whole, not only to myself but also my team.



Edith Guijon 2016-2017 Vice President

Hello! My name is Edith Guijon & I am the 2016-2017 Woodlake FFA Chapter Vice President & also serve as the 2016-2017 Sequoia Section Secretary. I am currently a Sophomore, my favorite color is blue, my favorite book is "Burro Genius", & my favorite quote is "Leaders become great, not because of their power, but because of their ability to empower other." I have been an active member since my Freshmen year, & I have served as the Greenhand Vice President this past year. I got involved in FFA because I wanted to try something new. In Middle School I was always that quiet girl, that helped everyone, but never really liked to make new friends. I entered high school not knowing what I was getting myself into. The people that would recommend FFA to me were the ones involved in FFA & the advisors. I just did it, & said to myself it would be for the best & I was right. FFA just grew on me, in only one year I accomplished so much for myself & my Chapter. I grew so much as well. I learned new things & FFA really changed my life.



Kiara Benavides 2016-2017 Secretary

Heeeeyyyy! My name is Kiara Benavides and I am currently serving as the 2016-2017 Chapter Secretary. I am a Junior, my favorite color is purple, my favorite book is "An Abundance of Katherines", my favorite quote is "What matters to you defines your mattering". I have been in FFA for 2 years & this will be my third. Ever since my Freshmen year I have been very active. I got involved with the FFA program at our school at first by mistake. Mistake! After a while of being "stuck" in the Program, I started to enjoy it & realized that it gave me SEVERAL opportunities to achieve greatness. I have gotten so far in my endeavors with the help of this Program. FFA has set me up to a future path of success & has morphed me a set mindset of what I want to do in my future. All i all, i really am blessed to have gotten involved with the FFA Program.



Crystal Sandoval 2016-2017 Treasurer

Hey there! My name is Crystal Sandoval and I am the 2016-2017 Woodlake FFA Chapter Treasurer. I am currently a Junior a little about me is...my favorite color is beige, I love reading so much I don't even have a favorite book, my favorite quote is "He will wipe every tear from their eyes. There will be no more death' or mourning or crying or pain, for the old order of things has passed away." Revelation 21:4. This year will be my third year in FFA and I couldn't have chosen a better Organization to be in. I got involved in FFA because the Ag Advisor from the high school became my neighbor. As a soon to be freshmen she would talk to me about all the events and I would even go to the events with her. Slowly I realized that I had a burning desire to be in FFA, so I joined and I really learned a lot. I learned I wanted to give back to the members. I really enjoy being part of the Woodlake FFA Program it's such a blast!



Clarissa Elias 2016-2017 Reporter

Hello my name is Clarissa Elias I am a Sophomore and I am currently serving as the Woodlake FFA Reporter. I am looking forward to spreading the message of Woodlake FFA. My passion for creativity has lead me to pursue a state FFA champion scrapbook this year. I hope that you will all get involved in making the wonderful memories of this chapter. As we begin to make history, I want to remind all of you that you are able to make your mark within Woodlake FFA if you truly give it your all. Hope to see each and every member attending FFA activities, joining FFA judging teams, and developing your passion for the Woodlake FFA organization!



Anthony Guzman 2016-2017 Sentinel

Whats up?! My name is Anthony Guzman and I am proud to be serving you as your Chapter Sentinel! I am a Sophomore this year and here's a little about me, myself, and I....My favorite color is navy blue like my shoes, the best book of all times in my opinion is "The Outsiders", and my favorite quote is "There's a man done wrong gonna make it right". This year will be my second year being part of the Woodlake FFA Chapter and I am super pumped to be serving all the great members! So let's be real Woodlake is a pretty small town and the booming business around here is the agriculture business. I got involved in FFA because I wanted to get more in depth with my roots and with Woodlake Agriculture and I have discovered all new branches that come of that industry like leadership, life skills, and many more.

Advisors

Ms. Lauren Moss



Ms. Moss has worked at Woodlake Union High School for two years. She studied at California Polytechnic University, San Luis Obispo and University of Alaska, Fairbanks. She currently teaches Agriculture Biology, Art & History of Floral Design, and Greenhouse Management. She enjoys the outdoors and loves cold weather. She was raised in Elk Grove and Bishop and is very adventurous. It is never a dull moment with her. She lives happily in Woodlake and has had an impact on many student's lives. Ms. Moss is the mother-figure of Woodlake FFA students.

Mr. Jason Ferreira



Mr. Ferreira has worked at Woodlake Union High School for 3 years now. He attended Fresno State University and currently teaches Agriculture Earth Science to the Freshmen. He was raised in Tulare and loves to teach. He says to him he doesn't feel like he is working because he enjoys it so much. He loves making differences in students lives and he keeps doing it. Mr. Ferreira eats breathes and lives Woodlake FFA, we hope to keep him awhile and see what other differences he makes for Woodlake FFA.

Advisors Message

Dear Chapter members,

The Woodlake FFA advisors want to welcome one and every single member new & old to the Woodlake FFA family. And the 2016-2017 school year. The purpose of the Woodlake FFA Chapter is to motivate each member to follow their dreams and make educated leaders. Us, as the advisors, promise to help you through the year to make those things happen.

We are motivated to make a positive difference in any member that want to be successful and learn about the agricultural program. We are motivated to make a positive difference in the lives of the young people through the many people and resources we have to help us along the way. We believe you all are the future of this country and we will do our best so that you, the students, have a bright future. We encourage you to take advantage of the many things that are given and offered through the Woodlake FFA Program.

We look forward to what this year will bring to the Woodlake FFA Program and can't wait to have some amazing adventures and work with you all.

Respectfully,

Mr. Jason Ferreira and Ms. Lauren Moss
Woodlake FFA Advisors

Chapter Goals

During the annual Officer Retreat held in Shaver Lake before the start of the school year, the officers made a list of goals for the Woodlake FFA Chapter. The Chapter Officers are determined to do the following through the whole school year:

1. To get more people interested in the FFA Organization at Woodlake Union High School.
2. Raise awareness of our program throughout the community.
3. Encourage non agriculture students to become part of the FFA.
4. To increase attendance at chapter level activities by 150% from previous activities.
5. To improve our boosters program through increased parent and alumni member involvement.
6. Increase Agriculture Academy Enrollment.
7. To gain recognition as a National Chapter Award Finalist.
8. State Champion Scrapbook
9. State Champion POA
10. To have judging teams place in the top 5 at all state level competitions.

Calendar of Activities

July

26-28

FFA Officer Retreat

Shaver Lake

August

3

Agricultural Academy Welcome Back Pool Party

Woodlake

12-13

San Joaquin Regional Boot Camp

Camp San Luis/San Luis Obispo

17

Mandatory Pre-Fair Meeting

Woodlake

31

Ice-Cream Social

Woodlake

September

1-20

FFA Cookie Dough Fundraiser Sales

Woodlake

11-18

Tulare County Fair

Tulare

21

Greenhand Leadership Conference

Tulare

24

Chapter Officer Leadership Conference

Farmersville High School

27

Mt. Whitney Invitational Opening & Closing

Mt. Whitney High School

October

10

Tulare County Fair Buyers Dinner

Running P Ranch/Woodlake

12

Sequoia Section FFA Opening/Closing Contest

Tulare

20

FFA Zumba Meeting

Crawford Center

Drive Through BBQ

Woodlake High School

November

1-15

Poinsettia Sales

Woodlake

4

College of the Sequoias FFA Field Day

COS/Tulare

5

West Hills Field Day

West Hills College/Coalinga

8

Roller Town

Visalia

10

Woodlake FFA Greenhand/Chapter Degree Banquet

CRES

15

FFA Citrus Practice Begin

WHS

December

1

Poinsettia Pick-up

WHS

2

Canned Food Scavenger Hunt

Woodlake

3

FFA Boosters Turkey Shoot Fundraiser

Woodlake

6

Canned Food Scavenger Hunt Flyers Placement

Woodlake

8

Regional Banking Quiz

Hanford

10

Woodlake Christmas Parade

Woodlake

17

Exeter Citrus Judging Contest

Exeter High School

January

6

Woodlake FFA Winter Officer Retreat

WHS Ag Dept.

12

Job Interview, Prepared, Extemp, Impromptu Meeting

WHS Ag Dept.

18

State FFA Conference Interest Meeting @ Lunch

WHS Ag Dept.

20

Woodlake FFA Blood Drive

Hanford

21

Hanford Citrus Judging Contest

Visalia Lanes

25

Woodlake FFA Bowling Night

February

4	Winter State FFA Finals for Citrus	CSU/Fresno
9	Sequoia Section Speaking Contest	Mission Oak/Tulare
16	Ag Academy-World Ag Expo	Tulare
17-18	Made for Excellence and Advanced Leadership Academy	Visalia Holiday Inn/Visalia
21-24	National FFA Week Activities at Lunch	Woodlake
23	Sequoia FFA Section BIG & Cooperative Marketing Contest	Tulare HS
23	Woodlake FFA Donkey Basketball	WHS
25	San Joaquin Region FFA Meeting	Tulare HS

March

4	UC Davis FFA Field Day	UC Davis
4	West Hills College Spring Field Day	Coalinga
7-10	Sacramento Leadership Experience	Sacramento
11	CSU Chico FFA Field Day	CSU Chico
15	Sequoia Section Parli-Pro	Tulare
18	Merced College FFA Field Day	Merced
29	Chapter Officer Speech Recordings	WHS
31	San Joaquin Regional Parli-Pro	TBD

April

1	Modesto Junior College FFA Field Day	Modesto
5	Sequoia FFA State Degree/Proficiency Banquet	Tulare
8	Cosumnes River College FFA Field Day	Sacramento
8	Reedley College FFA Field Day	Reedley
20	State Speaking Finals	Fresno
21	State Parli-Pro Finals	Fresno
22	Fresno State FFA Finals & Field Day	Fresno
22-25	State FFA Convention	Fresno
28	Sequoia Section Officer Apps Due	Exeter

May

6	Cal Poly State Finals	San Luis Obispo
8	Sequoia Section FFA Officer Interviews	Exeter High School
10	Woodlake FFA Awards and Recognition Banquet	CRES
11	Sequoia Section Officer Elections	Exeter High School

FFA and Agriculture Education

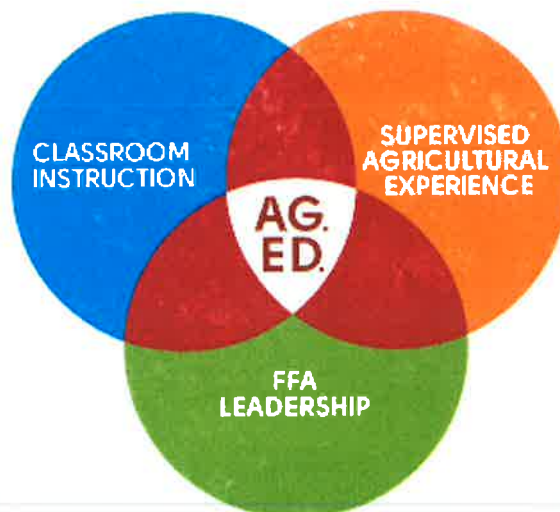
When you put on an FFA jacket, you become part of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only one of three essential components of this system, all of which work together to provide you with the personal, academic and career experiences essential for your success. Get to know the "three circles" that make this possible.

Classroom/Laboratory Instruction- Agriculture is rooted in science, math, business and technology. The time you spend in the classroom and school lab with your teacher will help you explore and master the information necessary to move forward with your career development. Get ready for exciting hands-on opportunities that make textbooks come alive!

Supervised Agricultural Experience (SAE)- Nothing takes your skills to highest level faster than putting them into practice. Through an SAE, you can create your own landscaping business, conduct a scientific research project that could change the world, grow crops or raise livestock, secure a meaningful job that provides insider experience related to your career choice, or learn how to make a difference in your community through civic engagement. Best of all, you can earn while you learn.

FFA- As an FFA member, you'll work on developing your potential for premier leadership, personal growth and career success. By participating in competitions, degree programs, state and national conventions, community service projects, summer camps and chapter committees, you'll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved!

Make sure you're getting a complete Agricultural Education experience, and remember that it all works together. Talk with your agricultural teacher today and make plans to perform in all three arenas. Don't just settle for a high school diploma when you can get set for life.



FFA Mission and Strategies

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

To accomplish this mission, FFA:

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



The FFA Creed

The FFA Creed is a basic written document that holds the beliefs and principles of the FFA. It was written by E.M. Tiffany and adopted at the 3rd National Convention of the FFA. It was revised at the 38th and the 63rd Convention.

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

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

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

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

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

The FFA Colors and Motto

The National FFA Organization adopted the official FFA colors in 1929. The colors adopted were:

National Blue: Blue field of our Nation's Flag

Corn Gold: Gold field of ripened corn

Point Awards System

The Woodlake FFA Point Awards System has been reintroduced to the chapter this past year. This trip allows the members to be rewarded for their participation in the FFA. Members earn points to attend this trip by attending meetings, participating in fundraising, community service, CDE's, fair projects, and being part of a committee. Each event has a number of points associated with it (these points are published on the chapter calendar, and provided to all students at the beginning of each year). Point values are based on the level of the activity, chapter events are at a value of 1, section events are at a value of 3, regional events are at a value of 5, state events are at a value of 8, and national events are at a value of 10. These points are accumulated throughout the year and at the end of the school year, those members that have the highest points attend the scheduled trip. The top 20 members are the first to attend the trip, if any of these members are unable to attend, other members are permitted to slide into their spot based on the point basis.

Judging Teams

Woodlake FFA encourages members to participate in at least one of the following teams. You will be able to travel to various colleges and field days, throughout the state of California. During this experience you will gain communication and leadership skills, along with public speaking abilities.

Ag Banking	Soils and Land Judging
Extemporaneous Public Speaking	Citrus Judging
Program of Activities	Best Informed Greenhand
Creed Speaking	Ag Computer Applications
Farm Power	Ag Cooperative Marketing
Job Interview	Opening/Closing Ceremonies
Parliamentary Procedure	Prepared Public Speaking
Impromptu Speaking	FFA Scrapbook

Proper Use of the FFA Jacket

The following are the proper ways to use the FFA Jacket:

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

Official FFA Dress

As FFA member we need to keep in mind at all times that first impressions are important and should be in official dress at all times. The following say and shows the requirements that the FFA member should wear while participating in any Official FFA Activities:

Female Official Dress

1. Black Pencil skirt
 - a. Knee length
 - b. Hemmed evenly across the pleat
 - c. Slit, no longer than 2 inches above the knee
 - d. Black slacks are may appropriate for traveling and outdoor activities
2. White collared dress shirt with Official FFA Blue Scarf.
3. Black dress heels
 - a. Closed heel & toe
 - b. 1-2 inches
4. Nude nylons.
5. Official FFA Jacket zipped to the top.

Male Official Dress

1. Black dress pants
2. White collared dress shirt and Official FFA tie
3. Black dress shoe
4. Black socks
5. Official FFA Jacket zipped to the top



FFA Code of Ethics

We will conduct ourselves at all times in order to be a credit to our organization, chapter, school and community by:

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

FFA Degrees

Greenhand FFA Degree

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

Submit written application for the Greenhand FFA Degree.

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



Chapter FFA Degree

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

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Have earned and productively invested at least \$150 by the members own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA awards program.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.



State FFA Degree & FFA Letter

To be eligible to receive the State FFA Degree and Woodlake High School FFA letter, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
4. Have earned and productively invested at least \$1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
 - a. Performing 10 procedures of parliamentary law or a test.
 - b. Giving a six-minute speech on a topic relating to agriculture or the FFA.
6. Serving as an officer, committee chairperson, or participating member of a chapter committee.
7. Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
8. Have participated in at least five different FFA activities above the chapter level.



American FFA Degree

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

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least \$7,500 or have earned and productively invested at least \$1,500 and worked 2,250 hours in excess of scheduled class time.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.



Woodlake FFA Chapter Constitution

Article I – NAME AND PURPOSE OF THE CHAPTER

SECTION A. *The name of this organization shall be the Woodlake FFA Chapter, Future Farmers of America.*

SECTION B. *The purposes for which this organization is formed are as follows:*

- 1. To promote and encourage the fulfillment of the chapter level of the purpose of the national organization as outlined in the official FFA manual.*
- 2. To provide and actively promote inner-chapter activities and to promote agriculture.*
- 3. To promote cooperation and communication between officers, members, advisers, school, and community.*
- 4. To create and nurture a love for agricultural life.*
- 5. To strengthen the confidence of students of agriculture in themselves and their work.*
- 6. To advance the cause of agriculture education and to encourage the FFA.*

Article II – ORGANIZATION

SECTION A. *The Woodlake FFA Chapter is a chartered local unit of the California FFA Association, which is chartered by the National FFA Organization.*

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

Article III – MEMBERSHIP

SECTION A. *The members of this organization shall be of three kinds: active, alumni, and honorary as defined by the National FFA Constitution.*

SECTION B. *Honorary Membership in this Chapter shall be limited to those individuals who have received the Honorary Chapter FFA Degree.*

SECTION C. *Members wishing to participate in fairs and shows must participate in at least 75% of chapter activities. Members must comply with rules and guidelines set forth by the Chapter for fairs and shows.*

SECTION D. *Members wishing to participate in FFA contests must participate in at least six chapter activities.*

SECTION E. *Woodlake FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an agriculture class.*

SECTION F. *The FFA Advisers at their own discretion have the right to dismiss any member from the Woodlake FFA organization at any time.*

SECTION G. *Award recipients must attend Chapter awards banquet to receive any awards.*

SECTION H.

THE EVENTS MUST TAKE PLACE WITHIN THE SCHOOL YEAR

Article IV – OFFICERS

SECTION A. *The officers of the Woodlake Chapter of Future Farmers of*

America shall be President, Vice President, Secretary, Treasurer, Reporter, and Sentinel. Historian may be appointed by the Executive Committee. These officers, chairmen of committees, and advisers within the chapter shall constitute the Executive Committee. The Executive Committee shall be responsible to operate the chapter within the framework of the constitution. The local chapter may adopt regulations and bylaws.

- SECTION B. To be eligible for office, a member must have met the qualifications for Chapter Farmer standing at the time he or she is elected to office.
- SECTION C. The elective officers of the local Chapter and Greenhand level shall be elected annually by a process of $\frac{1}{3}$ majority vote, $\frac{1}{3}$ application, and $\frac{1}{3}$ interview.
- SECTION D. All elective officers of the local chapter will be announced and shall take office at the annual Chapter Parent/Student Banquet and shall hold that office for one full year, unless removed from office for cause by the Executive Committee. All vacancies may be filled by the Executive Committee's appointment until the next regular meeting.
- SECTION E. All officers shall keep a 3.0 GPA and have no F's during the current school year. Any exceptions must be approved by the Principal and Advisers.
- SECTION F. The Greenhand Officer Team for Woodlake FFA are allowed to consist of a team of 6. The Greenhand Officer candidates will go through a nominating screening process. The Nominating Committee will consist of Chapter Advisers. All applications for Greenhand office shall be available two weeks prior to selection of Greenhand Officers. All applications will be screened by the Nominating Committee.
- SECTION G. An officer can be removed from the officer team at any time for conducting himself/herself in a manner that is unbecoming of a Chapter Officer as determined by the fellow officers and adviser(s). (Possible examples include but are not limited to: Not fulfilling duties as required by the Constitution, not portraying the image of a FFA member as established by the Chapter Executive Committee, poor attendance to required officer activities, losing respect of fellow Chapter Officers, Members, Adviser(s), or the community.) The vote to remove an officer must be carried by the majority of the Chapter Executive Committee.
- SECTION H. An Officer missing a meeting, leadership conference, or other responsibility must provide an explanation to the chapter adviser(s) one month prior to the event, except in uncontrolled circumstances or extreme emergencies deemed so by the adviser.
- SECTION I. Any Officer who is placed on academic probation two quarters consecutively will be forced to resign, in writing, at the first appropriate FFA Chapter Executive Committee meeting. In this case, the office will be filled as seen fit by the remaining chapter officers and advisers.
- SECTION J. All officers will be held to the highest standards. A three strike system will be used when an officer fails to perform up to standard. Items that constitute a

strike include lack of communication, disrespect, not following the Code of Conduct, absences from mandatory events, and multiple tardies to events.

Article V - Duties of Officers

SECTION A. The duties and responsibilities of Chapter Officer shall be:

1. Attend all chapter and Chapter Officer meetings
2. Attend Chapter and Regional Officer Leadership Training Conference
3. Cooperate with advisers on all activities
4. Be able to lead by example. Act and perform in a manner which is becoming of an FFA Chapter Officer at all times
5. Be willing to memorize their parts as prescribed in the Official FFA Manual for all official ceremonies
6. Have a genuine interest in being part of a leadership TEAM
7. Be familiar with the Chapter constitution and bylaws
8. Be willing to accept responsibility
9. Be familiar with parliamentary procedure

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

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

SECTION D. The Secretary shall prepare and read the minutes of each chapter meetings, prepare the agenda for each chapter meeting, attend to official correspondence, write thank you letters promptly, prepare chapter membership records, and call meetings to order in the absence of the presiding officer. The Secretary is in charge of the Point Award Chart and will keep it updated at all times with the assistance of the adviser(s).

SECTION E. The Treasurer shall assist chapter advisers with preparing the chapter budget, keep the financial records of the chapter, and submit in writing a financial report at each meeting and submit all bulletin announcements.

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

SECTION G. The Sentinel shall set up the meeting room and care for Chapter paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, take charge of candidates for degree ceremonies, and assist with special activities and refreshments.

SECTION H. *The Historian shall assist the Reporter when needed. It is the duty of the Historian to help with publicity and keep an up-to-date Scrapbook with the assistance of the Chapter Reporter.*

Article VI – DUES

SECTION A. *As long as incentive grant funds are available, dues shall be paid for all members through that source.*

Article VII – MEETINGS

SECTION A. *The Executive Committee shall meet at least once a week*

SECTION B. *Special meetings may be called by any officer or adviser at any time*

SECTION C. *Chapter meetings shall be held at least once a month.*

Article VIII – COMMITTEES

SECTION A. *At the beginning of each year, the Executive Committee shall determine the committees and their chairmen, to be outlined in that year's program work.*

SECTION B. *Any other committees during the year shall be made up of volunteers and the Chapter Officers shall pick the chairperson from the volunteers.*

Article IX – AMENDMENTS

SECTION A. *Amendments to the local constitution or by-laws shall be handed to the Executive Committee in writing. The Executive Committee shall review and prepare the amendment for presentation to the chapter at least two (2) weeks prior to the regular meeting in which it will be voted on.*

SECTION B. *Amendments to this constitution or by-laws shall be voted on by two-thirds majority of the members at regular chapter meetings.*

Woodlake Unified School District

Board of Trustees

Mr. Drew Sorensen
Mr. Glen Billington

Superintendent
Vice-Superintendent

Administration & Staff

Mr. Rick Rodriguez
Mr. Michael Burchett
Mr. Cody Gibson
Mr. Jose Palomo
Mrs. Carmita Pena
Mrs. Cassandra Ledesma

Principal
Vice-principal
Activities Director
Athletic Director
Academy Advisor
Head Counselor

Woodlake FFA Boosters Club

Shirley Martinez and Dion Deitz
Deann Davis
Julie Hawes
Eva Edwards

Co-Presidents
Vice-President
Treasurer
Secretary

Woodlake FFA Agriculture Program and Pathways

Natural resources:

Mechanics:

Courses Offered

Agriculture Earth Science

This course introduces the Freshmen into the agriculture industry, the agriculture perspective of science, and of FFA. The basic units learned in this class are: California Agriculture, animal science, plant science, and earth science. Aside from focusing only on science the students enrolled in such class are introduced to the FFA program. In which they learn the following: Leadership development, SAE Projects, and career exploration in the agriculture area.

Agriculture Mechanics I

FFA and student projects will be covered. The course content will include: Engine theory, parts identification, engine assembly, engine disassembly, precision measuring tools, student projects, record keeping, shop safety, and shop manuals. In addition, learners will gain experience through leadership development, SAE projects and career exploration in the area of agriculture. Note: Ag Mechanics

Agriculture Biology

An agricultural science laboratory course designed to fit the requirement of the college bound student. The course enhances knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, plant and animal cells, lab investigations and activities develop scientific thinking. In addition, learners will gain experience through leadership development, SAE projects and career exploration in the area of agriculture. Fulfills the life science requirement for graduation.

Greenhouse Management

This class is structured to teach the upper classmates about plant and greenhouse management. This class is only offered to those in grades 11 (Junior) & 12 (Senior). Students learn and apply skills in operating and maintaining environments for the plants that are worked with. Identification, soils, plant propagation, transplanting, merchandising or plant, and safe use of nursery material and supplies are also taught in this course. Equipment take a major role in managing greenhouse plants.

Floral Design

This class is structured to teach the upper classmates about design in ornamental horticulture. This class is only offered to those in grades 11 (Junior) & 12 (Senior). Students learn and apply skills in operating and maintaining environments for the plants that are worked with. Identification, soils, plant propagation, transplanting, merchandising or plant, and safe use of nursery material and supplies are also taught in this course.



Supporting Material 8: Recruitment Program

As a department, we have a fairly extensive recruitment program. Each Agriculture Instructor spends class time discussing all of the courses offered throughout the program. Our academy students attend a recruitment day at the middle school to promote our program and encourage students to sign up, not only the academy but also our program. All advisors are present at the 8th grade orientation night with our officer team to answer any additional questions parents or prospective students might have.

Woodlake High School

“A Place of Purposeful Teaching and Relevant Learning”



Academy of Agriculture Article

Woodlake High School (WHS) is excited to introduce and begin the Academy of Agriculture Program for the 2016-2017 school year. The Academy of Agriculture will begin with a group of incoming freshman that take coursework together as a cohort throughout their four years at Woodlake High School. The Academy of Agriculture will feature the following two pathways:

- I. Natural Resources Pathway- Coursework with a focus placed on plants and animal science.
- II. Ag Mechanics Pathway- Coursework with a focus placed on technical skills, welding, and engineering.

Rick Rodriguez
Principal

Mike Burchett
Assistant Principal

Carmita Pena
*Coordinator of College
& Career Programs*

Casandra Ledesma
Head Counselor

Elizabeth Moya
Counselor

Jose Palomo
Athletic Director

Christy Castillo
Office Manager

Mari Villegas
Secretary

Esther Aguilar
*Attendance/Health
Clerk*

Suzie Burnett
School Nurse

Anne Rinaldi
School Nurse

Why create an Academy of Agriculture?

- WHS is implementing Linked Learning, which is an educational approach that combines career-themed courses, rigorous curriculum, work-based learning and personalized student support structures on a traditional high school campus.
- Work-based learning opportunities occur in real workplaces through job shadowing, internships, and professional skill-building events.
- Students select an educational pathway based on their personal and career interests.
- Upon graduating from high school, students are prepared to either enter a two- or four-year college or university, an internship program, or formal job.

WHS is currently accepting applications for the Academy of Agriculture through February 26, 2016. The Academy is open enrollment and will accept all completed applications. A lottery system may be used if the number of applications exceeds the number of spots available.

WHS will be hosting an Open House to introduce the Academy Program and provide information to parents, students, and community. The Open House will be held **Thursday, February TBA, 2016 at 6:00 P.M.** in the WHS Agriculture Building. Anyone who is interested in learning more about the Academy of Agriculture program is welcome to attend. WHS is also seeking out potential business partners and or advisory board members. Anyone interested is encouraged to attend the Open House. If you would like an application, you may download it from the Woodlake High School website at www.whstigers.org or email Carmita Peña at cpena@w-usd.org. For questions, please contact Carmita Peña at (559) 564-3307 Ext. 308.

Supporting Material 9: Chapter Scrapbook

Our chapter scrapbook is completed by our Chapter Reporter each year. She has a layout and plan with dates that are set of when each page is due by. She has a committee that is willing to come in on workdays and assist with the designing and implementation of each page. Each page is due to be completed no later than two weeks after the event has passed, pending picture arrival.





Supporting Material 10: Summer Activities Calendar

Currently, we do not have a department wide summer calendar. I worked with all of my livestock teams and created a calendar for each team of events taking place during summer, such as showmanship practices and weigh days. My teaching partners and all administration have access to this calendar so that they are also aware of what is occurring during our summer vacation. My calendar consists of three week Cal Poly Summer Courses, CATA Conference, curriculum and facility work days, showmanship practice and weigh days, as well as some personal vacation time.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	29	30	31 3:30pm - Swine 6pm - Officer/Parent	1	2	3 Beef Booster Dinner
	5	6	7 3:30pm - Swine Barn	8	9 6am - Hog Pick Up	10 11
	12	13	14	15	16	17 18
			Moss Summer School @ San Luis Obispo, CA, USA			
	19	20	21	22	23	24 25
			Moss Summer School @ San Luis Obispo, CA, USA			
			Busy			
			Father's Day			
	26	27	28	29	30	1 2
			Moss Summer School @ San Luis Obispo, CA, USA			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	1	2
Moss Summer School @ San Luis Obispo, CA, USA						
3	4 Independence Day	5 8 am - Weigh	6	7	8	9
10	11 8 am - Academy	12 4 pm - Weigh	13	14	15	16
17	18	19	20	21	22	23
Moss Vacation						
24	25 8 am - Officer 5 pm - Weigh	26 Officer Retreat	27	28	29	30
31	1 9 am - Busy	2	3	4 3:30 pm - Showmans	5 8 am - Busy	6

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1 9am - Busy	2	3	4 3:30pm - Showmans	5 8am - Busy	6
7	8 2pm - Chatk Meeting	9 First Day of School! 6pm - Sheep	10 Expectations/Proced	11 3:30pm - Showmans	12 FFA Officer Boot Camp @ Camp San Luis	13
14	15	16 6pm - Sheep	17 5:30pm - MANDATO 5:30pm - MANDATO	18 8am - Academy 3:30pm - AET	19	20 7am - MANDATORY 7am - MANDATORY
21	22 6pm - Dinner at	23 8am - Ag Dept Mtgs 3:30pm - Weigh/Sho 3:30pm - WHS Staff 6pm - Sheep	24	25 8:30am - Ag 5pm - CATA Meeting	26 12:30pm - Busy	27
28	29	30 8am - Ag Dept Mtgs 3:30pm - Weigh/Sho 6pm - Sheep	31 8am - 1st PLC 12pm - Busy 6pm - Ice Cream	1 Cookie Dough Fundraiser 8am - Academy 3:30pm - Showmans 6pm - Showmanship	2	3



Supporting Material 11: Graduate Follow-Up Survey and Results

All graduates are asked to complete a “Graduate Follow-Up Survey” during their last week of high school. The data is used for the R-2 submission as well as department statistics. We have decided as a department to create a digital survey and email it to all student’s school email addresses. We felt this would be more effective and will gain a higher number of responses. I have included a copy of this survey.

WHS Graduate Follow-Up Survey

1. Name

.....

2. Phone Number

.....

3. Graduation Year

4. Employment Status

Mark only one oval.

- ☐ Part-Time Agriculture
- ☐ Full-Time Agriculture
- ☐ Part-Time Non-Agriculture
- ☐ Full-Time Non-Agriculture
- ☐ Currently Unemployed

5. School Status

Mark only one oval.

- ☐ 2 year college, Agriculture Major
- ☐ 4 year college, Agriculture Major
- ☐ 2 year college, Non-Agriculture Major
- ☐ 4 year college, Non-Agriculture Major
- ☐ Technical School
- ☐ Military
- ☐ No school at this time

6. Which agriculture course path did you follow?

Mark only one oval.

- ☐ Agriculture Mechanics
- ☐ Agricultural Sciences
- ☐ Plant Science
- ☐ Animal Science

7. Class Lectures*Mark only one oval.*

	1	2	3	4	5	
No Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Essential

8. Lab Activities*Mark only one oval.*

	1	2	3	4	5	
No Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Essential

9. Oral Presentations*Mark only one oval.*

	1	2	3	4	5	
No Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Essential

10. FFA/Leadership Activities*Mark only one oval.*

	1	2	3	4	5	
No Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Essential

11. Having an SAE Project*Mark only one oval.*

	1	2	3	4	5	
No Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Essential

12. Record Keeping Skills Taught*Mark only one oval.*

	1	2	3	4	5	
No Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Essential

13. Advice/Counseling by Advisors*Mark only one oval.*

	1	2	3	4	5	
No Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Essential

14. Overall Program*Mark only one oval.*

	1	2	3	4	5	
No Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Essential

15. Department Facilities*Mark only one oval.*

	1	2	3	4	5	
No Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Essential

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Post Graduate Follow-Up



Home



Account Settings



Account Balance

State Balance:

\$45.00

Region Balance:

\$0.00

Student Roster

Set Student Access

Code



FFA Membership



Post Graduate Data



Event Registration



Livestock Insurance

State Course
Summary

Application Center

Students by Graduation Year (35 Students) 2016

Only students with 3 or more years in Ag Ed will be shown in this list.

Save Changes

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
Nimara Juan	600986708	2016	3	Two Year College - Non-Ag Major
Gardones Cesar	600985911	2016	3	Two Year College - Non-Ag Major
Chavez Andrew	600600539	2016	4	Employed - Parttime - Ag Job
Goa Juan	600985919	2016	3	Two Year College - Non-Ag Major
Cruz Matthew	600600552	2016	4	Two Year College - Ag Major
Diaz Jeanna	600985924	2016	3	Two Year College - Non-Ag Major
Enk Morales	600600585	2016	3	Two Year College - Non-Ag Major
Garcia Nidia	600600577	2016	4	Two Year College - Ag Major
Garcia Andrew	600600578	2016	3	Two Year College - Non-Ag Major

Directory		NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	Order Paper Record Books	<u>Sanchez</u> Isaac	553636746	2016	3	Two Year College - Non-Ag Major
	Go to My FFA.org Account	<u>Sanchez</u> Ricardo	600988013	2016	3	Two Year College - Ag Major
	Go to My AET Account	<u>Sanchez</u> Veronica	600988013	2016	3	Two Year College - Ag Major
	Go to NFFA Declaration/Certification	<u>Sanchez</u> Sara	600600592	2016	4	Two Year College - Non-Ag Major
	Go to Degree/Application Manager	<u>Sanchez</u> Sara	600600592	2016	4	Two Year College - Ag Major
		<u>Sanchez</u> Jamil	600600013	2016	4	Two Year College - Non-Ag Major
		<u>Sanchez</u> Tyler	600600013	2016	3	Military
		<u>Lee Jordan</u>	600718014	2016	4	Four Year College - Ag Major
		<u>Isabel</u>	600988058	2016	3	Two Year College - Non-Ag Major
		<u>Marquez</u> Alexander	600600834	2016	4	Two Year College - Non-Ag Major
		<u>Medrano</u> Diego	600988063	2016	3	Two Year College - Non-Ag Major
		<u>Monter</u> Robert	600600645	2016	4	Two Year College - Non-Ag Major
		<u>Orozco</u> Alejandra	600600654	2016	4	Two Year College - Non-Ag Major
		<u>Padilla Eric</u>	600600658	2016	4	Two Year College - Ag Major
		<u>Pena</u> Stephanie	600600661	2016	4	Two Year College - Non-Ag Major
		<u>Pitt Henry</u>	600988069	2016	3	Two Year College - Non-Ag Major
		<u>Santiago</u> Elizabeth	600988076	2016	3	Two Year College - Non-Ag Major
		<u>Souza</u> Fallon	600600704	2016	4	Four Year College - Ag Major
		<u>Thais</u> Andrew	600600711	2016	4	Employed - Parttime - Ag Job
		<u>Torres</u> Hugo	600988081	2016	3	Two Year College - Non-Ag Major
		<u>Valdez</u> Anastacio	553636839	2016	4	Two Year College - Non-Ag Major
		<u>Valeno</u> Ruben	600988160	2016	3	Two Year College - Non-Ag Major
		<u>VanDeKieft</u> Corey	600600720	2016	4	Two Year College - Ag Major
		<u>Vasquez</u> Joel	600600725	2016	4	Two Year College - Non-Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
Vince Mayra	553325707	2016	3	Two Year College - Non-Ag Major
Vincent Monte	500601745	2016	4	Two Year College - Ag Major

3667

Our Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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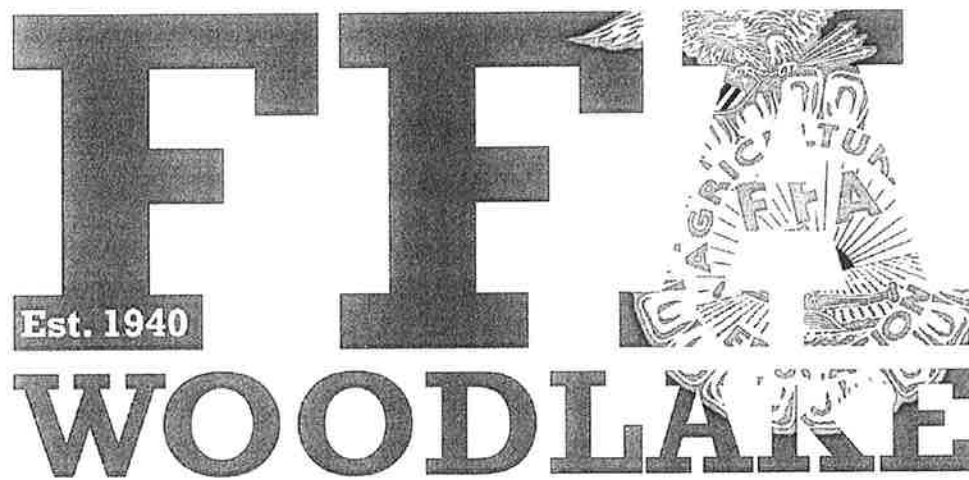
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Supporting Material 12: Comprehensive Program Plan

Our Comprehensive Program Plan has not been updated since 2011. It is one of my projects to complete this year and have it on hand for our regional supervisor. Attached you will find the outdated version.

Woodlake Agriculture Department



Comprehensive Program Plan

COMPREHENSIVE PROGRAM PLAN

TABLE OF CONTENTS

- A. Job Market Description**
- B. Targeted Occupations**
- C. Total Program Goals and Objectives**
- D. Program(s) Description of Included Courses, SOE and Leadership Development**
- E. Program(s) and/or Course Subject Matter Content Outline**
- F. Program Completion Standards**
- G. Description of Facilities and Major Equipment**
- H. Five (5) Year Facility and Equipment Acquisition Schedule**
- I. Staff Assignments**
- J. FFA Program of Activities**
- K. School and/or Department Policies Pertaining to:**
 - **Student Eligibility to Participate in Out-of-Class Activities**
 - **Leadership Development Integration into Program**
 - **SOE Integration into Program and other Policies**
- L. Proficiency Standards for Program Completers**
- M. Teacher Data Sheet for each Teacher**
- N. Roster of Agriculture Advisory Committee**
- O. Advisory Committee Minutes**
- P. Current Year Budget**
- Q. Signed Articulation Agreement and/or Evidence of Articulation**
- R. Graduate Follow-up System**
- S. List of Active Placement Sites**
- T. Recruitment Activities and Materials**
- U. Staff In-service Record**
- V. Staff Minutes**
- W. Department Inventory**
- X. List of Courses that Qualify for Alternative Credit**
- Y.**
- Z.**

Woodlake Agriculture Department

Targeted Occupations

The Woodlake Agriculture Department is training students to meet competencies in areas of occupations in agriculture. The following is a list of agriculture areas and specific job opportunities within each area.

Crop Production	Irrigator, Propagator, Farm Hand, Soil Conservation, General Maintenance
Animal Production	Livestock Handler, Auctioneer, Veterinarian, Brand Inspector, Pet Care, Trainer, Pest Control Technician
Mechanics	Small Engine Mechanic, Parts Person, General Farm Mechanc, Packing House Mechanic, Welder, Fabricator
Equipment Operations	Tractor Driver, Truck Driver, Equipment Repairs, Fork Lift Driver, Equipment Service
Floriculture	Floral Delivery Person, Floral Designer, Floral Sales Person
Ornamental Horticulture	Golf Course Maintenance, Nursery Worker, Gardener, Landscape Designer, Irrigation Technician
Agriculture Business/Services	Agriculture Education, Agriculture Research, Banking, Farm Accounting, Quality Control, Agriculture Communications

Woodlake Agriculture Department

Department Goals & Objectives

The goals and objectives of the Woodlake Agriculture Department is as follows:

1. Teach students employable skills
 - Using the hands-on method of teaching
 - Vocational Education
 - TCOVE Program
 - Work Experience Projects
 - SAE
2. Teach students to have responsibility in their lives
 - SAE
 - Course work & assignments
 - Leadership Activities
3. Practice and expect good citizenship from all students
 - Lead by example
 - Leadership Activities
 - Administration Expectations
4. Create an interest in agriculture careers
 - Agriculture careers taught in every Ag. Course
 - Job Placement
 - Work Experience
 - TCOVE Program
5. Enhance self-esteem within students
 - Leadership Activities for all students
 - Professional Development Program
 - Teacher encouragement and support

6. Teach students to have an appreciation of agriculture

- Teach agriculture careers
- Job placement and work experience
- Field trips/guest speakers

7. Assist students in becoming program completers

- Teaching methods that attract and retain students
- Encourage parent support
- Teach the importance of agriculture
- Involve students in activities and planning of activities

8. Encourage students to continue on to higher education in agriculture

- College visits
- Guest speakers
- Professional Development Program
- Create a love for learning

9. Teach students to have pride in themselves and considerate to others

- Offer credit for work that has been completed with pride
- Offer grade for effort
- Work experience

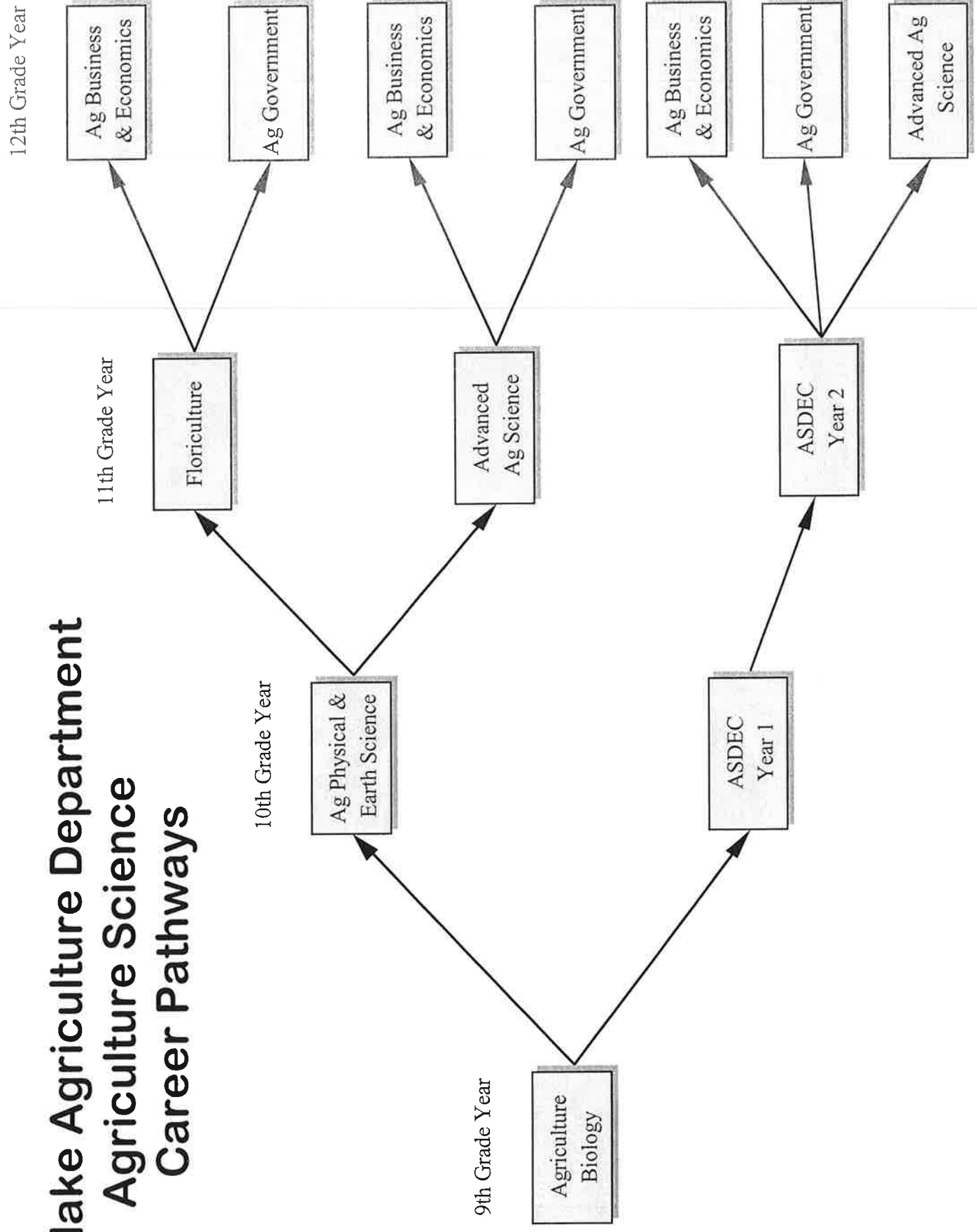
10. Encourage independence and self-reliance

- SAE
- Teacher encouragement
- Leadership activities
- FFA Organization planned and ran by students

Woodlake Agriculture Department

Agriculture Science

Career Pathways



Woodlake Agriculture Department

Agriculture Mechanics

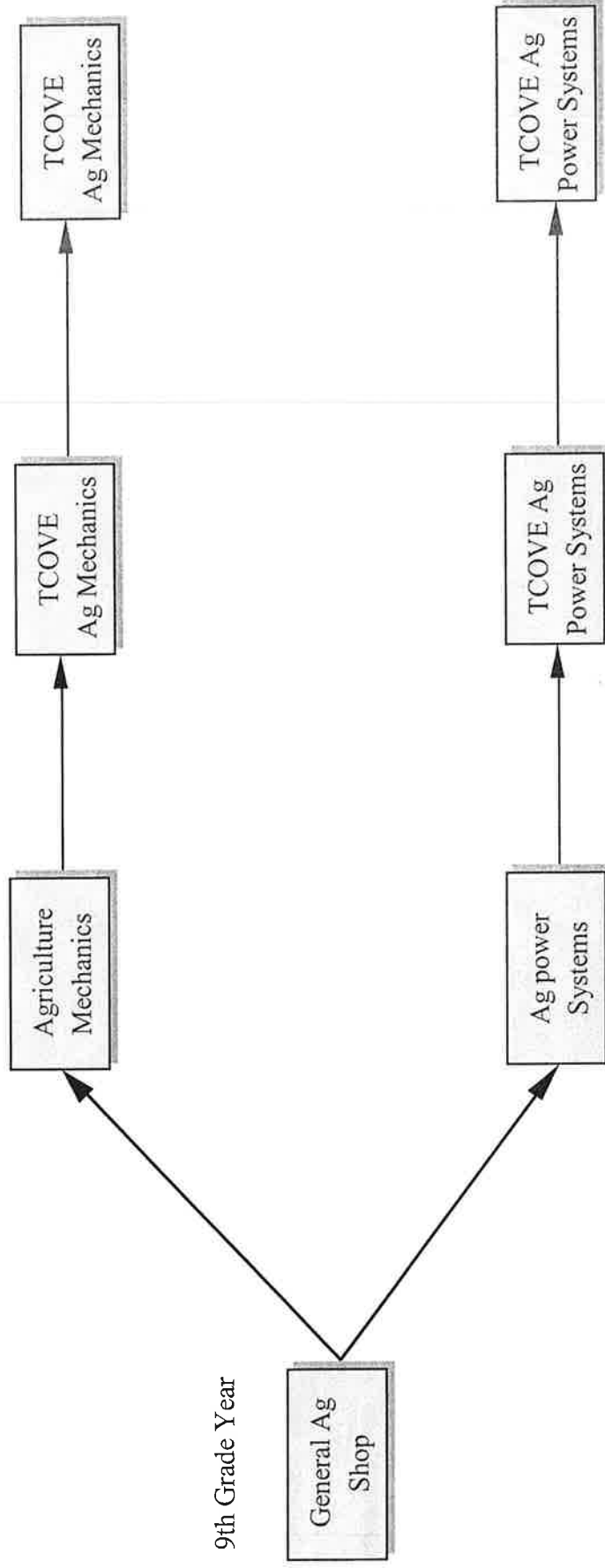
Career Pathways

12th Grade Year

11th Grade Year

10th Grade Year

9th Grade Year



Agriculture Science I (Agriculture Biology)

Mr. Parker

2009 – 2010

Prerequisite: None
Grade Level: 9-10
Elective/Required: Meets life science graduation requirements & UC requirement for laboratory science
Course Description: Agricultural Biology emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

Course Outline: The following is a list of topics that will be covered in Agriculture Biology course.

- I. Cell Structure & Function
- II. Genetics
- III. Evolution
- IV. Ecology
- V. Systems of the Human Body
- VI. Systems of livestock animals
- VII. Plant Systems

Grading: Grading of this course will be based on the following percentage scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% or below	F

*Plus or minus grades may be used on borderline situations.

Student's grades will be determined by using the following weighted scale:

60%	Tests, Quizzes, Assignments, Homework, ect.
10%	Notebook
10%	Work Ethics, Attitude, & Participation
10%	FFA (student must attend 4 activities for full credit)
10%	SOEP (supervised occupational experience project – Student must have an agriculture related project or work experience)

I have read and understand the course description and grading policy for the Agriculture Biology course.

Student

Parent

Agriculture Physical & Earth Science

Mr. Parker

2009 – 2010

Prerequisite: None
Grade Level: 9-10
Elective/Required: Elective. Meets 1st term life science requirement
Course Description: Agriculture Physical Science will provide the student with the basic knowledge of the Physical Science in the Agriculture Industry. Professional development and career opportunities in agriculture and the FFA will also be covered in this course. All students are expected to participate both in-class and out-of-class activities.

Course Outline: The following is a list of topics that will be covered in Agriculture Physical Science course.

- I. California Geology
- II. Geology of the earth
- III. Meteorology
- IV. Astronomy
- V. Geography
- VI. Soil Science

Grading: Grading of this course will be based on the following scale:

- 90 – 100% A
- 80 – 89% B
- 65 – 79% C
- 55 – 64% D
- 54% or below F

*Plus or minus grades may be used on borderline situations.

Student's grades will be determined by using the following weighted scale:

- 60% Tests, Quizzes, Assignments, Homework, ect.
- 10% Notebook
- 10% Work Ethics, Attitude, & Participation
- 10% FFA (student must attend 2 activities for full credit)
- 10% SOEP (supervised occupational experience project – Student must have an agriculture related project or work experience)

I have read and understand the course description ad grading policy for the Agriculture Physical Science course.

Student

Parent

Advanced Agriculture Science

Mr. Parker

2009 – 2010

Prerequisite: Agriculture Science I
Grade Level: 11-12
Elective/Required: Meets life science graduation requirements
Course Description: Advanced Agriculture Science is a laboratory science course designed for the college bound student. The course emphasizes detailed knowledge of the agriculture sciences in a variety of agriculture related areas.

Course Outline: The following is a list of topics that will be covered in Advanced Agriculture Science course.

- I. Plant and Animal Diversity
- II. Genetics and physiology
- III. Ecological relationships
- IV. Natural Resources
- V. Animal Behavior
- VI. Livestock Nutrition and feeding
- VII. Horticulture Practices
- VIII. Sustainable Agriculture

Grading: Grading of this course will be based on the following percentage scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% or below	F

*Plus or minus grades may be used on borderline situations.

Student's grades will be determined by using the following weighted scale:

60%	Tests, Quizzes, Assignments, Homework, ect.
10%	Notebook
10%	Work Ethics, Attitude, & Participation
10%	FFA (student must attend 3 activities for full credit)
10%	SOEP (supervised occupational experience project – Student must have an agriculture related project or work experience)

I have read and understand the course description ad grading policy for the Advanced Agriculture Science course.

Student

Parent

Arts of Agriculture (Floriculture/Horticulture)

Mr. Parker

2009 – 2010

Prerequisite: Introduction to Agriculture or Ag Science II
Grade Level: 11-12
Elective/Requirement: Meets WUHS Fine Arts Requirement
Course Description: Floriculture Practices will provide the student with the basic knowledge of the Floriculture and Horticulture Industries. Professional development and career opportunities in agriculture and the FFA will also be covered in this course. All students are expected to participate both in-class and out-of-class activities.

Course Outline: The following is a list of topics that will be covered in the Floriculture Practices course.

- I. History of Floral Design
- II. Career Opportunities
- III. Floral Wholesale & Retail Practices
- IV. Floral Design Techniques
- V. Floral Tools and plant identification
- VI. Landscape Design and Maintenance

Grading of this course will be based on the following percentage scale:

90 – 100%	A
80 – 89%	B
65 – 79%	C
55 – 64%	D
54% or below	F

*Plus or minus grades may be used on borderline situations.

Student's grades will be determined by using the following weighted scale:

60%	Tests, Quizzes, Assignments, Homework, ect.
10%	Notebook
10%	Work Ethics, Attitude, & Participation
10%	FFA (student must attend 3 activities for full credit)
10%	SOEP (supervised occupational experience project – Student must have an agriculture related project or work experience)

I have read and understand the course description ad grading policy for the Floriculture Practices course.

Student

Parent

Agriculture Business & Economics

Mr. Parker

2009 – 2010

Prerequisite: Agriculture Science I
Grade Level: 11-12
Elective/Required: Meets economic graduation requirements
Course Description: This course is designed for advanced study of agriculture business opportunities and economics for students with interest in agriculture. Through the course, the student will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included.

Course Outline: The following is a list of topics that will be covered in Agriculture Business & Economic course.

- I. Economic Systems
- II. Resources in Agriculture
- III. Economic Concepts
- IV. Interaction of Supply & Demand
- V. Business Organizations
- VI. Marketing Products
- VII. U.S. Monetary System
- VIII. Farm Management

Grading: Grading of this course will be based on the following percentage scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% or below	F

*Plus or minus grades may be used on borderline situations.

Student's grades will be determined by using the following weighted scale:

60%	Tests, Quizzes, Assignments, Homework, ect.
10%	Notebook
10%	Work Ethics, Attitude, & Participation
10%	FFA (student must attend 4 activities for full credit)
10%	SOEP (supervised occupational experience project – Student must have an agriculture related project or work experience)

I have read and understand the course description ad grading policy for the Agriculture Business & Economics course.

Student

Parent

General Agriculture Mechanics

Course Outline

Instructor: *Mr. Abee*

Prerequisite: None

Grade Level: Primarily 9th but open to any grade

Elective/Required: Elective credit only

Course Description:

The purpose of this course is to expose the students to general skills that they would find necessary in a common agricultural shop or related industry. This is a "hands on" type of course and students will get their hands and clothes dirty on a daily basis. The students will become familiar with and use almost all of the tools (power and hand) safely in the shop. Students will be required to complete group and individual projects in the course of the year that will provide training and practice for the working world and home projects. Students will also experience valuable leadership opportunities provided by the Woodlake FFA.

Course Outline: The following is a list of topics that may be covered:

The FFA Organization

Employability and Careers

Record Books

Leadership

Shop Procedures and Safety

Measuring/Measurement

Drawings and Plans

Tool ID and Sharpening

Selection and Use of Materials

Concrete and Masonry

Plumbing

Domestic Electrical

Proper and Safe use of various tools

Fasteners and Fastening Techniques

Small, Medium, and Large Project construction

Bill of Materials/Cutting Lists

Class Presentations

Class Rules:

1. Be on time (in seat when bell rings or tardy)
2. Be courteous, respectful, and cooperative.
3. Respect school and others property.
4. Obey all safety and school rules.
5. Participate in all class activities. HAVE FUN!

Consequences:

1. Verbal Warning
2. Teacher Student Conference
3. Teacher Discipline
4. Teacher/Parent contact

A "Step" will take place on first offence and will result in removal from class if behavior does not change.

Automatic removal from class will take place for repeated safety violations.

Grading Procedures:

Class involvement, participation, attendance, and clean up	20%
Group or individual Projects	30%
Tests/Quizzes/Homework	20%
FFA Activities (3 required/Trimester)	10%
Record book and SAE Home visit	10%
Notebook	10%

Grading Scale:

A=90% B=80% C=70% D=60% F= less than 59.5%

Requirements:

Three ring binder for this class. Must have before the end of the first full week of class.

Safety glasses- ANSI Z87 rated.

Coveralls or shop coat-you will get dirty in this class.

Lock for lockers- you will be sharing a locker and are responsible for all school property such as tools, parts, etc. If you loose it you will pay for it.

A Positive Attitude!

Student Signature

Parent Signature

Agriculture Mechanics – Welding

Course Outline

Instructor: *Mr. Abee*

Prerequisite: None
Grade Level: Primarily 10th but open to any grade
Elective/Required: Elective credit only

Course Description: The purpose of this course is to expose the students to general skills that you would find necessary on the farm, home, or ranch. This is a “hands on” type of course and students will get their hands and clothes dirty on a daily basis. The students will become familiar with and use almost all of the tools (power and hand) safely in the shop. Students will be required to complete group and individual projects in the course of the year that will provide training and practice for the working world and home projects. Students will also experience valuable leadership opportunities provided by the Woodlake FFA.

Course Outline: The following is a list of topics that may be covered:

The FFA Organization
Employability and Careers
Record Books
Leadership
Shop Procedures and Safety
Measuring/Measurement
Shielded Metal Arc Welding

Oxy- Fuel Welding and Cutting
Gas Metal Arc Welding
Tool ID and Sharpening
Surveying
Plasma Arc Cutting and gouging
Project Layout and Design
Class Presentations

Class Rules:

1. Be on time (in seat when bell rings or tardy)
2. Be courteous, respectful, and cooperative.
3. Respect school and others property.
4. Obey all safety and school rules.
5. Participate in all class activities. HAVE FUN!

Consequences:

1. Verbal Warning
2. Teacher Student Conference
3. Teacher Discipline
4. Teacher/Parent contact

A “Step” will take place on first offence and will result in removal from class if behavior does not change.
Automatic removal from class will take place for repeated safety violations.

Grading Procedures:

Class involvement, participation, attendance, and clean up	20%
Group or individual Projects	30%
Tests/Quizzes/Homework	20%
FFA Activities (3 required/Trimester)	10%
Record book and SAE	10%
Notebook	10%

Grading Scale:

A=90% B=80% C=70% D=60% F= less than 59.5%

Requirements:

Three ring binder for this class. Must have before the end of the first full week of class.

Coveralls or shop coat-you will get dirty in this class.

Lock for lockers- you will be sharing a locker and are responsible for all school property such as tools, parts, etc. **If you loose it you will pay for it.**

A Positive Attitude!

Student Signature

Parent Signature

TCOVE Agriculture Mechanics
(Design and Fabrication)
Instructor- Mr. Abee

Course Outline: The TCOVE Agriculture Mechanics course is designed to give instruction in the following areas:

• Shop & Personal Safety	• Oxy-Fuel Plasma Arc Cutting
• Shop Management Skills	• SMAW (E6011 & E7018)
• Measurement/ Shop Math	• GMAW (Short Circuit, Globular and Spray)
• Project Design	• Record Keeping /Bill of Materials
• Project Construction	• Career Exploration
• Architectural Drawing	• FFA
• Interviewing Skills	• SAE
• Oxy-Fuel Welding & Brazing	

- Building a Personal Portfolio; Letter of Application, Resume, Letters of Recommendations, Student Work Samples, Accurate Bill of Materials and Three view drawing(s) of shop project(s) / SAE Project(s)

Grading Your grade will be based on the following areas;

- **Shop Participation**
- Quality of Work Performed
- Shop Assignments / Proficiencies
- Written Assignments
- Test / Quizzes
- FFA Participation
- Clean-up responsibilities
- Portfolios

Letter Grade will be earned for the overall percentages

100-90%= A 89-90%= B 79-70%= C 69-60%=D Below 60%= F

FFA Participation Students Must Participate in at least **three (3)** FFA activities **Per Trimester** and maintain a current record book in order to receive full credit for the FFA portion of the grade (10%)

Required Materials Each student will furnish the following

1. Three ring binder (1-1 ½" Wide)
2. Pen and Pencils
3. Calculator (Simple/ Cheap)
4. Combination Pad Locks (NO KEYS)
5. Coveralls Shop Coat or Jeans with Long Sleeve Shirt (Non Flammable)
6. Clear Safety Glasses
7. Leather Boots

Recommended Welding Supply Stores in Woodlake

Woodlake Grower Supply

174 E. Naranjo Blvd. Woodlake, CA 93286
564-2124

Woodlake Hardware

173 N. Valencia Woodlake, CA 93286
564-3367

Fruit Growers Supply

131 S Blair Road Woodlake, CA 93286
564-3525

Recommended Welding Supply Stores Not in Woodlake

Praxair

747 N. Plaza Drive Visalia, CA 93291
651-8110

Barnes Welding and Supply

2239 E Main St Visalia CA
733-2335

Recommended Metal / Steel Distributors

Morgan and Slates Manufacturing and Supplies

12600 S. 10th Ave. Hanford, CA 93230
583-7746

Instructor Contact Information

Charlie Abee
Woodlake High School
400 West Whitney Ave.
Woodlake, CA 93286
(559) 564-3307 Ext. 150
Email cabee@woodlake.k12.ca.us

Student Signature

Date

Parent Signature

Date

Charlie Abee Instructor
Phone (559) 564-3307
Woodlake High School

400 West Whitney Woodlake, CA 93286
Phone (559) 564-3307
E-mail: cabee@woodlake.k12.ca.us

Agriculture Power Systems

(Small Engines)

Instructor Mr. Abee

Course Outline: The Agriculture Power Systems course is designed to give instruction in the following areas:

• Shop and Personal Safety	• Shop Management Skills
• Two and Four Stroke Engine Operation	• Compression Systems
• Fuel Systems	• Governing Systems
• Electrical Systems	• Cooling and Lubricating Systems
• Engine Troubleshooting	• Engine Electrical Systems
• Fuels and Oils	• Engine Maintenance

Grading: Your Grade will be based on the following areas

- Shop Participation
- Quality of Work
- Written Assignments
- Tests /Quizzes
- FFA Participation
- Clean-up Responsibilities

Letter Grades will be earned for the overall percentages

100-90%= A 89- 80%= B 79- 70% = C 69-60%= D Below 60%=F

FFA Participation Students must participate in at least **three (3) FFA activities** per trimester and maintain a current record book in order to receive full credit for the FFA portion of their grade (10%)

Required Materials

1. Three Ring Binder (1-1 ½")
2. Pens Pencils
3. Calculator (Simple Cheap)
4. Combination Pad lock (Due by Monday 11/17) No Keys
5. Coveralls / or Shop Coat (Jeans with long sleeve shirts will do but they will get dirty)
6. Closed Toed Shoes
7. Clear Safety glasses (1st pair will be provided to you, You are required to wear glasses whenever you are in the shop)

Student Signature

Date

Parent Signature

Date

TCOVE Ag Power Systems (B)

Course Description: TCOVE Ag Power Systems is the upper level course to the Agriculture Power Systems Pathway. This course is designed to give students an understanding of 4 stroke gas and diesel engines, hydraulics, power transmission, and agricultural equipment management. Students will participate in CLASSROOM and LABORATORY activities. Students will also be expected to have an ongoing SAE Project and participate in at least 3 FFA activities for the trimester.

Course Grading: Students will be graded on the following criteria

- ❖ Classroom/ Laboratory- 50%
 - Shop Participation
 - Attendance
 - Discipline
 - Shop Clean up
- ❖ Tests/ Quizzes- 30%
- ❖ SAE- 10 %
- ❖ FFA 10%

Grades Students grades will be based on the following percentages.

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

Discipline Policy Due to the nature of this class a strict discipline policy must be followed. It is very easy for a student to be injured in the Agriculture Mechanics shop. This being said, the school discipline policy will be strictly enforced. Along with this **any student deemed to be a hazard in the shop will be removed immediately for the protection of other students.**

Course Requirements Students are required to wear a pair of ANSI Z87.1 safety glasses in the shop. They are also required to have closed toed shoes and long pants. A locker will be provided for students to store these items in students will need to provide their own combination lock.

Prerequisites General Ag Shop A & B and Ag Power Systems A & B.

I have read the above stated course syllabus and agree to the grading, discipline policy and course requirements.

(Student Signature)

(Parent Signature)

Instructor: Mr. Abee
E-mail: cabee@woodlake.k12.ca.us
Phone: (559) 564-3307 Ext. 150

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 Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

Certifying Instructor

Course Grade

Date

Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:

- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- | | | |
|-------|----|---|
| _____ | A. | To identify the importance of production agriculture. |
| _____ | B. | Identify the seven basic agricultural career areas. |
| _____ | C. | Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills. |
| _____ | D. | Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers. |
| _____ | E. | Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects. |
| _____ | F. | Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals. |
| _____ | G. | Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction. |
| _____ | H. | Demonstrate an understanding of the terminology associated with each species of livestock. |
| _____ | I. | Identify the common crops grown and understand their importance to California Agriculture. |
| _____ | J. | Identify plant parts and explain their functions for a variety of common agriculture plants. |
| _____ | K. | Explain the factors involved in plant growth and general production practices. |
| _____ | L. | Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment. |
| _____ | M. | Identify basic parts of common agriculture equipment. |
| _____ | N. | Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting. |

Woodlake Agriculture Department

Agriculture Welding Proficiency Standards

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the area listed below may be obtained by contacting the instructor.

General Shop Safety

Proper & Safe use of hand tools
Proper & Safe use of power equipment
Appropriate use of personal safety equipment

Billing Procedures

Estimating bill of materials
Estimating cost of materials

Principles of the Progress of Welding

M.I.G
Shield Arc
Oxygen Acetylene

Welds Completed

Flat bead Fillet
Butt Pad
Lap Thick to Thin
Vertical Pipe to Plate
Overhead Pipe to Pipe

M.I.G.
Flat bead
Fillet
Lap
Butt
Horizontal
Vertical

Oxygen Acetylene

Puddle
Fusion
Fillet with rod
Brazing
Cutting with Torch

Job Skills

Demonstrate responsibility and other desirable skills of a good employer

Project Construction

Demonstrate good fabrication skills from concept to completed project.

Woodlake Agriculture Department

Description of Facilities and Major Equipment

The Woodlake Agriculture Department consists of a 48 acre school farm, classrooms, and laboratory space. The department also has several pieces of equipment to augment and aid in the delivery of instruction to the students.

The school farm has been a work in progress for several years. The farm contains approximately 20 acres of Navel and Valencia Oranges as well as 8 acres of olives. The farm also consists of two barns for equipment and a small office within the mobile home located on the farm. The Woodlake Community Day School leases a classroom and a portion of the mobile home for the instruction of at-risk students. We are in the process of completing a new livestock barn on the property. This is a quanset style barn that is 45 by 80 feet. This will enable us to house livestock out of the weather.

The agriculture building on the main high school campus has just recently been modernized by the district. The classrooms now have dropped ceilings and air-conditioning. This has been a positive difference in the student's attitude towards the agriculture facility. The computer lab has been completed and houses 10 computers to be used by agriculture students. This is now a completely separate room to allow either instructor to use at any time. The agriculture building also contains two offices that are utilized as the instructors' office and a FFA office.

The agriculture building on the main campus also contains two mechanics chops. The larger shop is where all the metal work and welding is taught. This shop has been modernized and is in the process of organized for efficient use. The smaller shop is the location of the woodworking and small engine repair classes.

Directly behind the agriculture building, the agriculture department has a fenced work area that is used as an extension of the shops. We are also in the process of building a small greenhouse and shade structure to augment the plant science curriculum.

5 Year Facility and Equipment Acquisition Schedule

Woodlake High School Agriculture Department

The following is a tentative schedule for the acquisition of new equipment or the replacement of old non-repairable equipment. Included are tentative plans for upgrading, renovating or adding facilities to the agriculture department.

2010-11

- Install lights in barn at school farm
- Complete staff office in ag building
- Begin concrete work behind Ag shops
- Build welding trailer
- Complete farm improvement plan for school farm

2011-12

- Replace 2 computers in computer lab
- Purchase text books
- Purchase 6 replacement small engines
- Purchase new desks for Ag Mechanics Classroom
- Build Large arena area next to livestock barn

2012-13

- Replace 2 computers in computer lab
- Purchase text books
- Purchase 6 replacement small engines
- Purchase automated seeder for Ornamental Horticulture
- Complete Fencing around back farm area

2013-14

- Purchase additional horticulture equipment (shovels, rakes, hoes, picks, pots, media, etc.)
- Purchase 4 new arc welders
- Purchase new small engine text books
- Purchase materials to build a large flatbed trailer
- Purchase New Ag Truck

2014-15

- Acquire additional horticulture equipment (shovels, rakes, hoes, picks, pots, etc.)
- Acquire one new welding machine
- Update text books
- Update computer lab
- Update video library

AGRICULTURE DEPARTMENT

CHART OF RESPONSIBILITIES

PROJECT SUPERVISION	PARKER	BROWNING
Agriculture Mechanics		X
Beef	X	
Goat		X
Ornamental Horticulture	X	
Sheep	X	
Swine		X
Work Experience	X	X
JUDGING TEAMS AND CONTESTS		
Agriscience	X	
Agriculture Mechanics		X
Banking/COOP	X	
Best Informed Greenhand		X
Creed Speaking	X	
Extemporaneous Speaking		X
Judging Teams	X	X
Job Interview		X
Opening/Closing		
Officer	X	
Novice		X
Open		
Prepared Speaking	X	
FUNDRAISING		
Christmas Tree Sales	X	
Turkey Shoot		X
T-Shirt Sales	X	
Pig Scramble		X
Toyota Give-a-way	X	
REPORTS		
Facility Reports		X
Program of Work		X
Roster	X	
Incentive Grant/Budget	X	
R-2	X	
Program Plan	X	X
OTHER ASSIGNMENTS		
Ag Advisory Committee	X	X
Booster Club	X	
FFA Advisor	X	X
Department Chairperson	X	
Farm Laboratory	X	X
Proficiency Awards	X	
State Degree Applications		X
American Degree Applications	X	
CONFERENCES		
Greenhand Conference		X
Made for Excellence Conference	X	
Advanced Leadership Conference	X	
Chapter Officer Leadership Conference		X
Sacramento Leadership Experience	X	
State FFA Conference		X
National Convention	X	
Other Conferences	X	X

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 2009/10 School Woodlake Union High

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	X	
Attended Regional Meeting	X	
Attended Regional Leadership Conference	X	
Attended Greenhand Conference	X	
Attended Made for Excellence Conference	X	
Attended Advanced Leadership Academy	X	
Attended Sacramento Experience		X
Participated in Opening-Closing Contest - Sectional	X	
Participated in Best Informed Contest - Sectional	X	
Participated in Parliamentary Pro Contests - Sectional		X
Participated in Prepared Public Speaking - Sectional		X
Participated in Extemporaneous Speaking - Sectional	X	
Participated in Creed Recitation - Sectional	X	
Participated in Job Interview Contest - Sectional	X	
Participated in Agricultural COOP Quiz Contest - Sectional		X
Submitted State FFA Degree Application	X	
Submitted American FFA Degree Application		X
Submitted Proficiency Application - Sectional or Regional	X	
Submitted Chapter Award Application - Sectional or Regional		X
Participated in Project Competition - Sectional	N/A	N/A
Participated in any FFA Judging Activity (other than above)	X	
Participated in any other FFA Sectional Activity	X	
Participated in Local Leadership Activities (3 maximum - list below)		
Chapter Officer Leadership Conference	X	
Chapter FFA Meetings (10)	X	
Chapter Awards Recognition Banquet (2)	X	
TOTAL AREAS MET	18	

WAYS TO MAKE UP DAYS

1. **Attending 1 Unassigned Saturday School will make up 1 day.** There are approximately 9 Saturday Schools during the school year. Contact the office for dates of Saturday School.
2. **8 hours of Youth Service Learning will make up 1 day.** These are Youth Service Learning hours above and beyond the required 85 hours for graduation from Woodlake High School.

NOTE: Only 7 days per year can be made up using either or a combination of the above methods.

INDEPENDENT STUDY

To avoid Saturday School for unexcused absences of five days or more a student shall request Independent Study which covers school activities or trips as explained under warranted absences. Independent Study forms may be obtained from the Main Office.

GENERAL SCHOOL INFORMATION

ACTIVITIES

A student who is ineligible to participate because of grades or discipline may practice with a team, band or group with the coach's permission. However, that ineligible student may not travel with the team or group, wear a uniform or costume, or be on the sidelines during the activity. In order to be eligible you must:

1. Receive a minimum of 2.0 G.P.A. the previous grading term.
2. Be passing 15 units each quarter.
3. Have earned at least 15 units in the previous term.
4. Must have completed 17 hours of Youth Service Learning per year.

CO-CURRICULAR ELIGIBILITY POLICY

Students who become ineligible for the next term will have a three-week period in which to participate in the activity performance or trip (which was prepared in the classroom setting). Students who exercise this option will have a three-week ineligible period (at the end of the following term) in all co-curricular class activity regardless if they are eligible due to improved grades.

ASSEMBLIES AND RALLIES

All students MUST attend every rally or assembly, unless permission is given by administration. While at the rally or assembly, students are to go to the area designated and conform to the directions given by those in charge. Students are expected to be courteous, attentive and cooperative every way.

DANCES

Most school dances will end no later than midnight. Woodlake High School students are eligible to attend unless they are barred for a violation of school rules or have outstanding bills. Tickets will be **not** be sold at the door unless specifically stated in the School's Daily Bulletin. Guest passes must be obtained by Thursday at 4:00 p.m. prior to the event. Guests must be between high school (approximately 13 years old) and 20 years of age, approved by WUHS administration and must present a positive form of identification (something with their picture and name) upon entering the event. All rules governing WUHS students will be enforced including the dress code. No student will be allowed admission to the dance if more than an hour has passed after the door is opened to admit students. Students leaving the dance early must sign out. Once you leave the dance you may not return.

Woodlake Agriculture Department

Department Policies for Leadership Activities & SAE

It is the goal of the Woodlake Agriculture Department to provide a variety of leadership development activities and supervised agriculture experience programs to augment the students learning in agriculture courses. The following are the agriculture department's policies regarding leadership activities and supervised agriculture experience programs.

Leadership or FFA activities are an integral part of agriculture education. The Woodlake Agriculture Department's policy is to require all agriculture students to participate in at least four FFA Activities each semester of class. These activities must be attended in order for the student to receive the 10% of their grade for leadership participation.

The supervised agriculture experience program is another area that is integrated into the agriculture education program. All students are required to have an agriculture related experience project that is approved by an agriculture instructor. This portion of the student's grade will be evaluated through the completion of a record book and through project visits. Ten percent of the student's grade is determined by the effort they put into their project.

Woodlake Agriculture Department

Animal Husbandry Proficiency Standards

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the area listed below may be obtained by contacting the instructor.

Knowledge

Animal Physiology
Animal Health
Animal Disease & Pests
Animal Genetics & Reproduction

Practices & Procedures

Animal Health Treatment
Disease & Pest Control
Basic Commercial Skills
Animal Handling

Learner Outcomes & Competencies

1. The student will be able to demonstrate a general knowledge of job and lab skills.
2. The student will understand the major anatomical systems of large animals.
3. The student will understand the basic livestock diseases and their causes.
4. The student will be able to describe how animals develop and immune system.
5. The student will understand how diseases are prevented in animals.
6. The student will be able to demonstrate the proper care of livestock.
7. The student understands and will be able to demonstrate proper disinfecting techniques.
8. The student will be able to demonstrate an understanding of pharmacology.
9. The student will understand the importance of state regulations in the livestock industry.
10. The student will be able to demonstrate and understanding of the veterinary profession and career options.

Woodlake Agriculture Department

Floriculture/Horticulture Proficiency Standards

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the area listed below may be obtained by contacting the instructor.

- Plant Propagation
- Plant Fertilization
 - Plant care
- Plant transplanting
- Nursery operations and organization
 - Customer Relations
- Landscape Design and Construction
 - Floriculture Design Practices
 - Floral Industry Practices
 - Equipment Safety

Woodlake Agriculture Department

Agriculture Welding Proficiency Standards

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the area listed below may be obtained by contacting the instructor.

General Shop Safety

Proper & Safe use of hand tools
Proper & Safe use of power equipment
Appropriate use of personal safety equipment

Billing Procedures

Estimating bill of materials
Estimating cost of materials

Principles of the Progress of Welding

M.I.G
Shield Arc
Oxygen Acetylene

Welds Completed

Flat bead Fillet
Butt Pad
Lap Thick to Thin
Vertical Pipe to Plate
Overhead Pipe to Pipe

M.I.G.

Flat bead
Fillet
Lap
Butt
Horizontal
Vertical

Oxygen Acetylene

Puddle
Fusion
Fillet with rod
Brazing
Cutting with Torch

Job Skills

Demonstrate responsibility and other desirable skills of a good employer

Project Construction

Demonstrate good fabrication skills from concept to completed project.

R2 Teacher Information
Woodlake HS, Woodlake
Year: 2010

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
Parker	Steve	A	Male	White	12	Agriculture Specialist	56794	5679	2000	0	Y
Browning	Mark		Male	White	11	Agriculture Specialist	55503	5550	2000	0	Y

Browning, Mark					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0810	Ag Mechanics	22	Ag Mechanics
1	2	915	TCOVE Ag Power Systems	22	Ag Mechanics
1	3	1030	Ag Mechanics	22	Ag Mechanics
1	4	1130	Ag Physical & Earth Science	28	Agriscience II
1	5	1310	Prep	0	Prep
1	6	1415	TCOVE Ag Mechanics	22	Ag Biology
2	1	0810	Advanced Ag Science	28	Agriscience II
2	2	0915	Ag Mechanics	20	Ag Mechanics
2	3	1030	TCOVE Ag Power Systems	9	Ag Mechanics
2	3	1130	TCOVE Ag Mechanics	13	Ag Mechanics
2	4	1130	Ag Mechanics	22	Ag Mechanics
2	5	1310	SAE	0	SAE
2	6	1415	Prep	0	Prep

Parker, Steve					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0810	Advanced Ag Science	28	Agriscience II
1	1	0810	Advanced Ag Science	28	Agriscience II
1	2	0915	Prep	0	Prep
1	3	1030	SAE Period	0	SAE
1	4	1130	Agriculture Biology	28	Ag Biology
1	5	1310	Agriculture Biology	28	Ag Biology
1	6	1415	Agriculture Biology	28	Ag Biology
2	1	0810	Advanced Ag Science	28	Agriscience II
2	2	0915	Agriculture Business & Econ	28	Ag Bus Mgt
2	3	1030	Agriculture Biology	28	Ag Biology
2	4	1130	Agriculture Biology	28	Ag Biology
2	5	1310	Agriculture Biology	28	Ag Biology
2	6	215	Agriculture Biology	0	Prep

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**R2 Teacher Information
Woodlake HS, Woodlake
Year: 2009**

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
Parker	Steve	A	Male	White	11	Agriculture Specialist	55503	5550	2000	0	Y
Abee	Charles		Male	White	2	Agriculture Specialist	42982	4298	2000	0	Y
Terry	Jean		Female	White	1	Agriculture Specialist	40063	4006	2000	0	Y

Abee, Charles					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0810	Prep	0	Prep
1	2	0940	TCOVE A Mechanics	22	Ag Mechanics
1	3	1055	Ag Mechanics	25	Ag Mechanics
1	4	1240	TCOVE Ag Power Systems	18	Ag Mechanics
1	5	1405	General Ag Shop	25	Ag Mechanics
2	1	0810	TCOVE Ag Power Systems	17	Ag Mechanics
2	2	0940	TCOVE Ag Mechanics	21	Ag Mechanics
2	3	1055	SAE	0	SAE
2	4	1240	General Ag Shop	20	Ag Mechanics
2	5	1405	Prep	0	Prep
3	1	0810	Prep	0	Prep
3	2	0940	TCOVE Ag Mechanics	15	Ag Mechanics
3	3	1055	Ag Mechanics	23	Ag Mechanics
3	4	1240	General Ag Shop	20	Ag Mechanics
3	5	1405	TCOVE Ag Power Systems	15	Ag Mechanics

Parker, Steve					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0810	Agriculture Biology	30	Ag Biology
1	2	0940	Prep	0	Prep
1	3	1055	SAE Period	0	SAE
1	4	1240	Advanced Ag Science	18	Agriscience II
1	5	1405	Ag Business/Economics	28	Ag Bus Mgt
2	1	0810	Ag Physical & Earth Science	30	Other Ag
2	2	0940	Prep	0	Prep
2	3	1055	Ag Physical & Earth Science	30	Agriscience I
2	4	1240	Agriculture Biology	27	Ag Biology
2	5	1405	General Ag Shop	20	Ag Mechanics

3	1	0810	Agriculture Business & Econ	23	Ag Bus Mgt
3	2	0940	Agriculture Biology	25	Ag Biology
3	3	1055	Ag Physical & Earth Science	27	Agriscience I
3	4	1240	Prep	0	Prep
3	5	1405	Ag Physical & Earth Science	29	Other Ag

Terry, Jean					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0810	Dog Assistance Program	10	Animal Science
1	2	0940	Dog Assistance Program	8	Animal Science
1	3	1055	Agriculture Biology	30	Ag Biology
1	4	1240	Prep	0	Prep
1	5	1405	Agriculture Math	20	Ag Bus Mgt
2	1	0810	Dog Assistance Program	8	Animal Science
2	2	0940	Dog Assistance Program	8	Animal Science
2	3	1055	Prep	0	Prep
2	4	1240	Agriculture Math	25	Ag Bus Mgt
2	5	1405	Agriculture Biology	30	Ag Biology
3	1	0810	Dog Assistance Program	8	Animal Science
3	2	0940	Dog Assistance Program	8	Animal Science
3	3	1055	Prep	0	Prep
3	4	1240	Agriculture Biology	30	Ag Biology
3	5	1405	SAE	0	SAE

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**R2 Teacher Information
Woodlake HS, Woodlake
Year: 2008**

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
Parker	Steve	A	Male	White	10	Agriculture Specialist	54212	5421	2000	0	Y
Abee	Charles		Male	White	1	Agriculture Specialist	41910	4191	2000	0	Y

Abee, Charles					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0810	TCOVE A Mechanics	18	Ag Mechanics
1	2	0940	Ag Mechanics	20	Ag Mechanics
1	3	10:14	Prep	0	Prep
1	4	1240	SAE	0	SAE
1	5	1405	General Ag Shop	0	Ag Mechanics
2	1	0810	TCOVE Ag Mechanics	18	Ag Mechanics
2	2	0940	Prep	0	Prep
2	3	1055	General Ag Shop	20	Ag Mechanics
2	4	1240	Ag Power Systems	18	Ag Mechanics
2	5	1405	General Ag Shop	20	Ag Mechanics
3	1	0810	TCOVE Ag Mechanics	15	Ag Mechanics
3	2	0940	Ag Mechanics	18	Ag Mechanics
3	3	1055	General Ag Shop	20	Ag Mechanics
3	4	1240	Ag Power Systems	18	Ag Mechanics
3	5	1405	Prep	0	Prep

Parker, Steve					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0810	Prep	0	Prep
1	2	0940	Agriculture Biology	37	Ag Biology
1	3	1055	Agriculture Biology	35	Ag Biology
1	4	1240	Ag Business/Economics	24	Ag Bus Mgt
1	5	1405	Ag Physical & Earth Science	31	Other Ag
2	1	0810	Floriculture	29	O.H./Floral
2	2	0940	Agriculture Biology	32	Ag Biology
2	3	1055	Prep	0	Prep
2	4	1240	Agriculture Business & Econ	21	Ag Bus Mgt
2	5	1405	SAE Period	0	SAE
3	1	0810	Agriculture Biology	25	Ag Biology

3	2	0940	Prep	0	Prep
3	3	1055	Floriculture	22	O.H./Floral
3	4	1240	Agriculture Biology	20	Ag Biology
3	5	1405	Ag Physical & Earth Science	32	Other Ag

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Woodlake Career & Technical Education Department

CTE Advisory Committee Minutes *October 5, 2010*

The Woodlake Career & Technical Education Advisory Committee meeting was called to order at 6:15pm. After a nice dinner provided by the Agriculture Department, each person in attendance introduced themselves and stated what CTE pathway they were representing. The following individuals were in attendance:

Steve Parker – Agriculture Science Instructor/Perkins Grant Coordinator
Brian Carlson – Business Instructor
Tori Johnson – Child Development Instructor
Mark Browning – Agriculture Mechanics Instructor
Nicole Glentzer – Woodlake High School Principal
Dale Christie – Ag Student representative/FFA Chapter President
Joe Hallmeyer – Agriculture Advisory Committee Chairman
Frank Tebeau – Agriculture Advisory Committee/COS Instructor
Gerald Whittaker – Agriculture Advisory Committee
Donna Whittaker – Agriculture Advisory Committee
Sally Pace – Business Advisory Committee

Sandy Crawford – Child Development Advisory Committee

Steve Parker explained the general purpose of the CTE Advisory Committee and their roles within our program. It was discussed that this committee is designed to give valuable feedback to the program on how the program could better prepare students for college or careers after graduating high school.

The item on the agenda was the overview of each CTE program at Woodlake High School. Mr. Parker discussed the agriculture science pathway, Mr. Browning discussed the agriculture mechanics pathway, Mrs. Johnson discussed the child development pathway, and Mr. Carlson discussed the business pathway.

Mr. Parker discussed the Carl D. Perkins grant and went over the allocation breakdown with the committee. The funding allocation breakdown is as follows:

Indirect Costs	\$ 943.00
Education, Child Development	\$ 3,142.00
Information Technology	\$ 6,284.00
Agriculture Sciences	\$ 9,741.00
Agriculture Mechanics	<u>\$11,311.00</u>
Total Allocated for Woodlake High	\$31,421.00

Mr. Parker then discussed some of the basic requirement that must be followed when spending allocated money from the Perkins Grant. It was discussed that Perkins funding can only be spent to improve or enhance a program. It cannot be used to maintain a program. Therefore, Perkins money cannot be used solely on consumables.

There was also discussion regarding the leadership component of the CTE program. The Perkins Grant requires that each program incorporate leadership into every CTE course that receives funding. Leadership is always part of the courses we teach, but now it must be a graded part of the class.

Mr. Parker then brought up information from the district office regarding an application for facility matching funds. The Woodlake High School District has applied for matching funds to assist with various facility projects started with the current bond funding. It is now state law that the CTE Advisory Committee acknowledge that the CTE program needs are currently being met before this funding can be allocated. After much discussion, Sally Pace made the following motion:

I move to notify the Woodlake High School Administration that the CTE Advisory Committee acknowledges that the facility needs for the CTE programs are currently being addressed and would like to suggest that the following three items be closely looked at with the facility funding received from the State of California. They are as follows:

1. Wiring is inadequate in the business computer lab. Constant tripping of the breakers has become an issue.
2. North side of the Ag shop continually becomes an issue during rain season. A concrete slab is also needed out of the classroom door. This could be an issue with a person who has a disability.
3. Ventilation in the welding shop is not adequate and should be addressed.

This motion was seconded by Gerald Whittaker. Discussion followed and the motion was passed unanimously.

Recognition was given to those who attended the committee meeting and everyone was informed that there would be at least one more meeting in the spring.

The meeting was concluded at 7:30 and the different pathways met in individual groups.

Minutes Submitted by:
Steve Parker

Woodlake Union High School Agriculture Advisory Committee

November 17, 2008

Members Present:

Joe Hallmeyer (Chairman)
Bob Percy
Gerald Whittaker
Charlie Abee
Steve Parker

Members Absent:

Frank Tebeau
Mike Rivas
Mark Taylor
Dave Lopes
Jean Terry
Donna Whittaker
Charlie Mills
David Dir

The meeting of the Woodlake High School Agriculture Advisory Committee was called to order at 6:30 P.M. in the Woodlake High School Agriculture Department by Chairman Joe Hallmeyer.

The Agriculture Incentive Grant Checklist was handed out to the members and the Program Plan was reviewed. Mr. Parker explained the only thing the Agriculture Department would be deficient in is the classroom size. The program lost \$2,000 last year for having too many students in both the Agriculture Science Classes and the Agriculture Mechanics Classes. According to the Agriculture Incentive Grant criteria 10A, shop and laboratory classes will have no more than 20 students enrolled. Classroom-based classes will have no more than 25 students enrolled.

Mr. Percy asked about Quality Criteria 12 and why it was checked as "No". Mr. Parker explained to the committee what Quality Criteria 12 was and referred them to the Quality Criteria 12 Check List. The only area the Woodlake Program falls short on is the number of State Degrees must be 5% of the students on the R-2 Form. It was figured that the program would need about 17 students to earn their State Degree this year if everything else was kept status quo in order to qualify for the Quality Criteria 12 money on next year's Incentive Grant Application.

Mr. Percy asked how the shop student's record books were kept. Mr. Abee explained he had the students keep track of their projects worked on in the shop in their record books. Mr. Percy explained that when he taught at Redwood High School the students recorded their hours worked on their projects every Monday, this would include shop hours and other hours outside of class. If the student was working on a project for the school the

expenses would be recorded as the students and then on paper the student would in turn sell the project back to the school at fair market value.

Mr. Percy also recommended that the Ag Department print out a state degree application for students their sophomore year and tuck inside of their record book. Then as the student goes along completing the year they can fill the degree application out. He also suggested that the Agriculture Department have a record book night for State Degree candidates to come in and fill out their record books.

Bob Percy moved to accept the Program Plan and the Agriculture Incentive Grant Checklist, Joe Hallmeyer seconded the motion and it was approved by a voice vote.

The next item on the agenda was the update on the farm plan. Mr. Abee reported that this trimester he has his SAE Project Period and he was going to use that period to work on developing this farm plan. His goal is to make the farm plan similar to a business plan. He presented the committee with information he printed off from the UC Small Farms Program Web site and explained he was going to follow that information as closely as possible because the school farm does qualify as a small farm. Once a list of resources is established a list of possible crops will be established that could be grown at the farm.

It was then asked what was in the farm account and how much was being paid to manage the oranges across the road. Mr. Abee explained the school is paying \$1500/ month to manage the oranges across the road. Mr. Abee presented the committee with a printout from the business office that showed the school farm had been in debt in the year 2006. At the end of 2007 the account had \$51,251 and the year ending 2008 it had \$14,862.

Everyone on the committee agreed that in order for the farm to function properly a farm manager needed to be in place. Mr. Hallmeyer reinforced the need for the farm plan and that a detailed job description should be included in that farm plan.

The next item on the agenda was the Departmental Goals for the Program. Mr. Abee Presented the one year plan with the people in charge of the making sure the goal gets carried out. One concern Mr. Hallmeyer brought up was the Poultry facility construction at the school farm. In order for that project to be successful their needs to be a full time farm manager out there at the farm. Mr. Percy explained when his students raised poultry and sold them it was a great project for students. It does take someone looking after the poultry all the time though.

The last item brought up was the fact that the counseling department would place students in ag classes that they have already had. Mr. Abee explained he has had problems with this when upper classmen would be placed in a Freshmen level course. Mr. Percy explained his experiences have been different. The students he has had repeat have been very helpful in preparing for classes and maintaining the shop facility. The students could even use this as a Record Book Entry.

The next meeting will be on February 25, 2010 at the School Farm. The big item on the agenda will be the farm plan. Mr. Abee plans to have a completed copy of the farm plan ready for review at that time.

The meeting was adjourned at 7:30 P.M.

Respectfully Submitted,

Charlie Abee

Advisory Committee Minutes

September 28, 2009

Members Present:

Frank Tebeau
Joe Hallmeyer
Mark Taylor
Gerald Whitaker
Donna Whitaker
Mike Rivas
Steve Parker
Charlie Abee
Jean Terry
Dave Lopes

Members Not Present

Bob Percy
Charlie Mills
David Dir

The meeting was called to order at 6:30 P.M. at the Woodlake Union High School Agriculture Department by Charlie Abee

Introductions were made around the table and Jean Terry was Introduced as the new Agriculture Teacher

Charlie Abee gave an overall purpose of the committee was to offer advise and support to the Agriculture Program at Woodlake Union High School

Charlie Abee the asked that the committee elect a chairman who would work in conjunction with the instructors to set meeting agendas and act as a voice for the committee. Joe Hallmeyer was elected as the Advisory Committee Chairman

Goals for the Advisory Committee was addressed but the committee explained their purpose was to help and advise. They explained their goals should be to help the agriculture department in pursuing their goals.

The three agriculture teachers explained their goals for the 1 5 and 10 year plan. Charlie Abee started off with explaining the department is working on a farm plan. Joe Hallmeyer suggested the department bring a rough draft to the next advisory meeting so that if the department were going too far from what the committee felt was necessary they could revise and redirect the department.

The next goal brought up was to revise and update the livestock show manual. This manual is a guide to students exhibiting livestock under the Woodlake FFA name regardless if it is the Tulare County Fair or the Cow Palace or any other show.

The next goal discussed was to pour concrete into the livestock barn at the farm and to install lighting. Charlie Abee explained that he talked to Steve Kannady the school electrician and there are some lights available that come out of the event center. They hang on a bracket. Charlie Abee said he would work on making a bracket.

Clarification was made that these goals were going to be completed at the end of the 2010 school year.

Jean Terry talked about how she wanted to incorporate the ASDEC Dog Program into the Agriculture Program. Frank Tebeau asked for clarification if the Program was going to be CTE based. Miss Terry and the Whitakers explained the dog program trains dogs for disabled citizens. The dogs are taught 90 different commands. They graduate 8 dogs a year from the program and there are 16 dogs that are being trained by students.

Charlie Abee explained that they would like to develop the staff office and store room. This room would serve the purpose of storing department documents and providing the department space for a student teacher.

Charlie Abee discussed that he would like to start pouring concrete behind the shop area. Frank Tebeau expressed this would be a great class project that could stretch over several years.

Mr. Parker explained he would like to finish the greenhouses this year out at the school farm. Mr. Hallmeyer asked about budgets for this. The agriculture department needs to sit down and make a budget for all of these goals.

Mr. Parker explained now that we are done with the Tulare County Fair that we need to replenish our show supplies.

Jean Terry shared her experiences in poultry with the group and expressed that there is an interest among students because the cost of the projects is not very much. We have set a goal to build a poultry facility at the school farm to house these animals.

Mr. Parker explained we have a gilt that we purchased as an extra animal for the fair and we plan on keeping it as a school breeding project. Mr. Hallmeyer asked about how much it would cost to keep the animal versus the income the animal would bring in. Mr. Parker said the animal should be self sufficient. Mr. Whitaker asked about the success of breeding with Artificial Insemination Mr. Parker said the last animal they had the success rate was good.

Charlie Abee explained his goal this year was to restore/repair the Ford 3600 tractor that belongs to the Agriculture Department. It was once at the farm then driven to the Maintenance Operation and Transportation department to be stored and possibly auctioned as surplus. After the Ford 3600 is repaired he would like to equip it with the front end loader Gerald Whitaker graciously donated to the program.

Charlie Abee explained again he would like to get his Power Equipment program EETC Accredited. One of the stipulations to this program is that for every 2 students the school must provide a running engine. There are engines at the MWE warehouse tagged for Woodlake High School. Mr. Abee explained that the money for the engines was to come from TCOVE but after no response from the Director of TCOVE as to whether or not to spend this money Mr. Abee is ready to use Perkins funds. Mr. Hallmeyer expressed that there is a Workforce Investment Board that he currently serves on. Mr. Abee should contact Dr. Louanne Waldner about how to go about asking for these funds. Mr. Hallmeyer suggested Mr. Abee ask for \$5,000 from the board. Mr. Abee expressed that all engines sold in California now had to meet California SMOG and Emission Standards even if they were for a classroom setting and would only be run for maybe an hour a year.

Miss Terry and the Whitakers expressed the ASDEC Program desperately needed a full time caretaker. Currently Gerald and Donna are doing all of the caretaking of the dogs currently. They would like the employee to have some training in the VET Tech area or would like to provide the person with training. The person would be compensated room and board for taking care of the animals.

Mr. Parker expressed he would like to develop a sequencing of courses that will work with the counseling department. Currently there is a course sequence available that isn't followed very closely. He has problems with freshmen and sophomores ending up in his junior senior level floral class. Mr. Abee was asked about the problem he explained there is an issue. One route he was taking was educating the students as to which Ag Mechanics course they should take. Mr. Tebeau asked if this was an issue the Advisory Committee needed to campaign on behalf of the Agriculture Department for. Mr Parker said not at this time because there has been a drastic improvement over the last several years. Mr. Hallmeyer expressed he would like to see a copy of the course sequencing page before any campaigning was done.

This ended the first year goals. Mr. Abee asked if the committee had any other suggestions for one year goals. Mr. Hallmeyer would like to see names of people responsible for seeing out the goals and initial budgets for the projects. Mr. Taylor would like Mr. Abee to give him something in writing where it says that schools are not allowed to use non E-1 engines or engines that don't meet the CARB regulations. It was suggested that Miss Terry talk to Zacky Farms about possibility of donating funds or acquiring birds.

The next item discussed was the departments 5 year plan. The first item on the five year plan was the computers needed to be replaced in the computer lab. Mr. Hallmeyer stated he would like to see a budget for equipment that becomes outdated such as computers so then they could be replaced over a period of time.

Mr. Parker expressed the department would also like to acquire new Ag Biology Textbooks the books being used to teach Agriculture Biology are 13 years old. Mr. Hallmeyer suggested talking to Mrs. Glentzer to find out when the science book

replacement cycle is to happen. If there is no plan to replace the Agriculture Biology Textbooks Mr. Hallmeyer would talk to Mrs. Glentzer.

The next goal Mr. Abee talked about was to install a pipe fence around the school farm in order to beef up security. Mr. Hallmeyer and the rest of the committee agreed that this would be a costly project and would limit the usability of the school farm. The agriculture department agreed to rethink this goal.

Charlie Abee talked about the desire to acquire a C-Train to put behind the shop to store metal in to prevent it from rusting and to increase security. Mark Taylor asked about the practicality of this goal because steel is heavy and there is no good way to get a forklift in the C-Train. The advisory committee did agree though that the Agriculture Department could use a C-Train for storage. Mr. Hallmeyer asked if this goal had been conveyed to administration because there are some C-Trains that the district owns that could possibly go towards the Agriculture Departments goal.

Mr. Abee talked about the next goal of acquiring a 10 foot tandem wheel disk. We currently own a four foot 3 point disk that has limited success and we borrow Bill Ferry Jr. pull behind offset wheel disk.

The next three goals were chunked together by Mr. Parker. We would like to install the irrigation system at the school farm, plant grass in the pastures at the farm, finish the steer pen facilities and construct a new sheep facility. It was agreed upon that these are great goals but they should be put into the farm plan.

The next goal Mr. Parker talked about was the fact that the Agriculture Department Truck was 10 years old and that it was going to be time to start looking for a newer truck. Mr. Hallmeyer suggested that this purchase be expedited so that when the Agriculture Department start running into problems with the old truck they would already have the new truck. This is the last year the department had to pay on the suburban so the department owns both of the vehicles now.

The next item discussed was the construction of a new Agriculture Facility. The school is applying for a Proposition D-1 CTE Grant in the amount of \$349, 910. The school will have to match that amount with their own funds. The grant will be used to construct three classrooms to create laboratory and technology facilities. Frank Tebeau moved to approve the CTE Grant Application with the stipulation that the facility is to be priority to the Agriculture Department. Donna Whitaker seconded and the committee approved unanimously.

Miss Terry talked about her goal of acquiring grooming and veterinary supplies for the Dog Program. These tools would help expand the program and would allow her to train a Specialty Animals Judging Team. Miss Terry explained to the committee what a specialty animals judging team is. Dave Lopes also explain that he used to chair the Reedley College Specialty Animals Contest. Some names that were given by Mr. Tebeau and Mr. Lopes for Miss Terry to contact about help for the contest were Roy Brown,

Cindy Brown, and Mary Beth Hearne. Mr. Hallmeyer suggested that if students were to come out of the program with a certification stating they passed certain curriculum Miss Terry should ask the Workforce Investment Board for these funds.

The next three goals Mr. Abee talked about was the fact he is working towards getting his Ag Power Systems Program EETC Accredited. He would like to get his 2 and 4 stroke Accreditation. After completing this accreditation he would like to acquire a classroom set of diesel engines and start plans for becoming EETC Accredited in Compact Diesel Engines.

Mr. Abee would also like to in the next 5 years purchase a Lincoln Power Mig 350 to introduce students to a multi-process machine that is on the cutting edge of welding technology.

Mr. Parker talked about the next goal of removing the mobile home from the school farm property and replacing it with another building. It was discussed another mobile home would be nice so that someone could live on the premises. It was also brought up that having bathroom facilities available to students that use the farm would be beneficial as well.

Mr. Parker discussed the department needs to update its video library. Mr. Hallmeyer would like to see a certain portion of the Ag Departments annual budget set aside to replace outdated videos on an annual basis.

Mr. Abee would like to implement a PALS Program with the Woodlake FFA. This is a program where high school students mentor and teach younger students about the importance of agriculture.

Mr. Parker discussed he would like to see an increase in the scope of Supervised Agriculture Experience Projects. He said there are a lot of the typical yard maintenance projects which he would like to see changed to something on a larger scope. It was discussed that farm would be a great opportunity to allow these students the ability to expand their scope. Mr. Hallmeyer expressed his concern not to discount the yard maintenance projects too much because they are valuable projects and there are people who do well with yard maintenance.

The 10 year plan was discussed next.

In the next ten years the department would like to drill a new well with higher capacity. It would also like to establish a flock of 5 to 6 Ewes at the farm along with 2 or 3 breeding beef projects.

This concluded the goals of the Agriculture Department. Mr. Taylor expressed it sounds like a very aggressive plan for this next year and asked if there is something that may need to get moved. Mr. Abee explained he may consider moving the concrete and lighting in the barn to the 5 year plan.

The schedule of meetings was discussed and everyone approved the next three meetings of November 17, February 25, and April 28. The November 17th meeting will be to discuss and review that Program Plan and Incentive Grant, the February 25th Meeting will be used to discuss the Farm Plan and will be held out at the farm and the April 28th meeting will be used to review that goals set forth by the Agriculture Department this year and plan for the upcoming year.

Mr. Hallmeyer expressed we need to let the other members not present know about what was discussed and make sure they know when the next meeting is.

The meeting was adjourned at 8:25 P.M.

Respectfully Submitted,

Charlie Abee Agriculture Teacher



WOODLAKE AGRICULTURE DEPARTMENT

400 W. Whitney Ave., Woodlake, Ca. 93286

Vocational Education Advisory Committee Minutes April 28th 2009

The Vocational Education Advisory Committee Meeting began on April 28th, 2009 at 6:26 pm at the Woodlake High School Library. The following individuals were in attendance at the meeting:

Charlie Abee- Agriculture Instructor
Steve Parker- Agriculture Instructor
Charlie Mills- School Board Member/Local Agriculturalist
David Dir- Community Member/ Local Agriculturalist
Frank Tebeau- COS Industrial Art/ Agriculture Teacher
Joe Hallmeyer- Business Owner/ Community Member

Mr. Parker gave a department overview the first item discussed was the R-2 report which is a report on the number of unduplicated students that go through our agriculture program. We have 179 unduplicated students that go through our program out of a school that has an ADA of 796 students.

The next item covered was the Carl Perkins grant which is a federal funding source for vocational programs. The school receives \$34,314 overall and \$13,000 will go to the agriculture mechanics side and \$9,000 will go to the Agriculture Science side.

The next item was the agriculture incentive grant which is in the amount of \$18,000. This year we lost \$2,000 because the numbers in our classes are too high. The requirements stipulate no more than 24 in a shop class and no more than 30 in a science lab class.

Mr. Parker discussed the class number for his science classes, which are too high. He then expressed wanting to move his classes away from the A-G requirement which, are requirements set forth by the University of California that make a class college preparatory. This would allow for more freedom to teach more traditional agriculture skills. The committee suggested surveying the students to see how many of our students move on to the University of California level or the CSU level to determine the need of the requirements.

Mr. Abee reported on his agriculture mechanics courses. He is teaching two General Ag Shop classes, one TCOVE Ag Mechanics class, one Ag Mechanics class and one Ag Power Systems class.

He then expressed his desire to make the Ag Power Systems program EETC Accredited which would provide students with a certificate from industry if they passed 80% of the curriculum. The committee agreed they would like to see this program implemented. Mr. Hallmeyer asked when the projected date this would happen. Mr. Abee explained he would like for the accreditation process to be finalized by August 2012 so that students coming into the program would be able to be certificated.

Mr. Abee reported in the Ag Mechanics shop the department has purchased a CNC plasma cutter. This machine will help bridge technology with Ag Mechanics to help keep students on the cutting edge of technology.

The school farm was the next agenda item. Mr. Abee and Mr. Parker reported that the barn has 4 more sections until it is constructed to its full length and then the sides had to be added. The plan for the barn was discussed. The department would like for it to be a multipurpose facility so that hogs or sheep can be raised in it. The committee suggested setting the barn up so that there wasn't anything permanent in it.

Mr. Parker reported his classes have been going out and working on the greenhouse and shade structure at the farm. The shade structure now has shade cloth across the top of it and the greenhouse is getting a water wall installed on it.

The future goals of the department are to get a livestock trailer for the department. The department had a grant approved for the trailer then the state budget was approved and the department lost the money due to cuts. There is a third apportionment of Proposition D-1 funding for Career and Technical Education facilities available the department would like to apply for. There were several ideas presented. Mr. Abee presented a quote done by Fruit Growers Supply for an irrigation system out at the farm to replace the old one, which is made of metal pipe that is long past repair. The advisory committee suggested that the grant be applied for.

The advisory committee would also like to see a master plan with dates of projected completion to the projects. They also suggested getting this plan board approved and then presenting it to the community members so that the community was aware of what the plans for the farm are.

The last item discussed was the upcoming fair projects. We are expecting 7 steers 11 hogs and 3 sheep for the fair this year.

The meeting was adjourned at 8:05 P.M.

Respectfully submitted

Charlie Abee

WOODLAKE AGRICULTURE DEPARTMENT

2010-2011 AGRICULTURE INCENTIVE GRANT BUDGET

<u>Description</u>	<u>Amount</u>	<u>Category Amount</u>	<u>Balance</u>
Starting Balance as of 7/1/09			\$19,028.00
State Budget Reduction of 11.21%	\$0.00		\$19,028.00
Conventions/Meetings		\$3,725.00	\$15,303.00
National FFA Convention	\$0.00		
State FFA Convention	\$800.00		
State CATA Conference	\$2,500.00		
CATA Regional Road Show	\$100.00		
CATA Fall Regional Meeting	\$75.00		
CATA Spring Regional Meeting	\$75.00		
CATA Fall Sectional Meeting	\$50.00		
CATA Spring Sectional Meeting	\$50.00		
State FFA Awards Banquet	\$75.00		
Transportation		\$6,000.00	\$9,303.00
Rental Vehicles	\$1,500.00		
New Suburban	\$0.00		
Fuel	\$3,000.00		
Oil Changes	\$500.00		
Repairs	\$500.00		
Miscellaneous	\$500.00		
Chapter Operations		\$2,500.00	\$6,803.00
Officer Retreat Expenses	\$500.00		
Office Supplies	\$2,000.00		
Classroom Supplies		\$3,803.00	\$3,000.00
Instructional Supplies	\$3,803.00		
Books			
Computer Programs			
Magazines			
Workbooks			
FFA Membership Dues	\$2,000.00	\$2,000.00	\$1,000.00
Reserve amount	\$1,000.00	\$1,000.00	\$0.00



College of the Sequoias
2+2 ARTICULATION AGREEMENT

Date Drafted: October 28, 2009

COS Course: OH 111:Floral Design Secondary Course:

College of the Sequoias School:
915 South Mooney Blvd. Address:
Visalia, CA 93277

A. COLLEGE COURSE DESCRIPTION:

OH 111 is an introductory course in commercial floristry that covers the various phases of floral design. Through floral design, students shall develop an awareness of ways in which people throughout the ages and in different cultures have used floral arrangements to enhance their lives through artistic expression. Material and design as they relate to cultural practices will be integral to this course.

B. UNITS: 3 units

HOURS/CREDITS: 10 CREDITS

C. PREREQUISITES:

D. REQUIRED CONTENT FOR ARTICULATION (edit as appropriate):

1. Introduction to the floral industry
2. History of floral design
3. Care and handling of cut flowers
4. Materials and supplies used in floral design
5. The principles and elements of floral design
6. Mechanics of floral design
7. Dried and silk floral designs
8. Themes and accessories
9. Corsages
10. Foliage plants
11. Dish gardens
12. Floral orders
13. Pricing of floral designs
14. Use of technology in floral industries

E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

1. Correctly condition and handle cut flowers, greens, and foliage plants used in the floral industry
2. Select and correctly use florist tools, equipment and materials
3. Identify flowers, greens, and foliage plants used in the floral industry
4. Demonstrate and understanding of basic floral design theory
5. Construct basic floral products for display or resale
6. Construct a minimum of five different kinds of floral arrangements
7. Construct a minimum of five different kinds of corsages
8. Describe floral designs and styles from different historical periods
9. Select containers appropriate for flowers and floral design
10. Decorate foliage plants in a manner that meet industry standards
11. Demonstrate the correct care and handling of foliage plants

Agreement Tracking # _____
[Office use only.]



College of the Sequoias

ARTICULATION AGREEMENT END OF COURSE ASSESSMENT PROCEDURES

Study Guide Worksheet

COS COURSE TITLE: Ornamental Horticulture 111 – Basic Floral Design

DATE DRAFTED: October 28, 2009

1. Topics to be covered by exam or students will be expected to show proficiency in:

See attached by C.O.S. Instructor with revisions.

2. Method of Assessment – (i.e. What will students do to show proficiency?)

Check method that applies. (Edit as appropriate)

- ☒ Practical (visual observation of performance) Describe:

Every class students actively participate in lab projects. Their performance is visually observed. *and graded with a rubric*

- ☒ Multiple Choice Exam, Describe:

As Benchmark assessments
Multiple Choice and fill in quizzes are given ~~once every 5 weeks and mid-term and final~~

- ☒ Combination of Multiple Choice and Practical, Describe:

~~Outside reading assignments~~

SEE ABOVE

~~Web search and project development tasks are assigned~~

Additional Information, if needed:

Fin Rose
Cabinets
661-725-0720
educational experience.

Rural Treats
in Lindsay
562-3110

Leslie Cook
Floral
wife (Rose)

Upon completion of this course students should be able to:

1. Correctly handle and care for cut flowers, greens, and ~~pot plants~~ used in flower shops.
2. Select and correctly use florist tools, equipment, and materials.
3. Identify flowers, greens, and plants used in the Floral Industry. *Principles & elements*
4. Demonstrate an understanding of basic artistic Floral Design theory.
5. Construct basic floral products suitable for resale.
6. Explain the marketing methods and practices of floral industry to meeting cultural demands of our society.
7. Explain the history of floral design.
8. ~~Explain floral design as it is used by different cultures.~~

C. Topics Covered in the Class:

1. Basic Introduction *Revised Introduction*
 - A. ~~Floristry defined~~
 - B. Equipment and accessories necessary for class
 - A. The Floral Industry—past, present, and future
 - C. Careers in the Floral Industry
 - D. History of floral design.
 - E. ~~Cultural influences on floral design.~~
 - C. Cut Flower production & shipping
2. Care and handling of cut flowers
 - A. Picking/HARVESTING - POST HARVEST CARE
 - B. ~~Handling, cleaning, stem preparation~~
 - C. ~~Water preparation~~ Evaluation & Selection of cut flowers
 - D. ~~Conditioning~~ Plant Physiology
 - E. Storage/SANITATION
 - F. Rotation
3. Materials and supplies used in the Floral Industry
 - A. Wire-uses and sizes
 - B. ~~Chenille stems~~
 - C. Ribbon-uses, sizes, and types
 - D. Nets, tulle, aqua net ~~filter~~ & Accessories
 - E. Flora tape, velvet leaves, etc. Adhesive & Tapes
 - F. Corsage and boutonniere pins, bags, and boxes
 - G. Florist foams and frogs ~~care & use~~
 - H. Containers-sizes, types, and uses
 - I. Miscellaneous items

LORALT @ S. EDU
Send Copies of test questions
include \$5
phone
11/6
BY

Principles & Elements of Design

- A. Line
- B. Shape
- C. Form
- D. Space
- E. Texture
- F. Color

Principles of Design

- A. Balance
- B. Proportion
- C. Scale
- D. Harmony

Color Unit
Properties of Color
Color Wheel
Application of Color

~~Cut flowers available in California markets~~

- ~~A. Names of flowers and seasons~~
- ~~B. Purchasing of flowers-bunch, bundle, dozen, or individual~~
- ~~C. Care and cleaning of flowers~~
- ~~D. How to set flowers for display in refrigerator case~~

5. Corsage Flowers

- ~~A. Names of corsage flowers~~
- ~~B. Local grown, imported, seasons~~
- ~~C. Purchasing of corsage flowers-box, dozen, or each~~
- ~~D. Care of corsage flowers~~
- ~~E. Evaluation of corsage flowers~~
- ~~F. Wiring techniques and Design styles~~
- ~~G. Corsage bow, net, and accessory construction~~
- ~~H. Greens (foliage) used in corsages~~

6. Types of corsages that may be made in the course

- ~~A. Carnation~~
- ~~B. Elegance~~
- ~~C. Roses~~
- ~~D. Gladiolus~~
- ~~E. Chrysanthemum~~
- ~~F. Orchid~~
- ~~G. Gardenias~~
- ~~H. Nosegay~~
- ~~I. Camellia (in season)~~
- ~~J. Feathered Carnation~~
- ~~K. Novelty~~
- ~~L. Boutonniere~~

7. Artistic principles and theories

A. Types of flowers

- 1) Line
- 2) Mass
- 3) Form
- 4) Filler

B. Basic Shapes

- 1) Triangle
- 2) Right Triangle
- 3) Vertical

- 4) *Horizontal*
- 5) *Crescent*
- 6) *Round*
- 7) *Hogarth Curve*

- C. *Height/Container relationship*
- D. *Flower placement*
- E. *Color use*
- F. *Cultural variation*

8.) *Artistic types of arrangements that may be made in class*

- A. *Symmetrical*
- B. *Asymmetrical*
- C. *Triangle*
- D. *Horizontal*
- E. *Vertical*
- F. *Round*
- G. *Bud Vase*

H. *Corsage* } *Flowers to wear*
I. *Bout* } *Flowers to carry*
J. *Seasonal Theme*

10.) *Foliage Plants*

- A. *Care and handling*
- B. *Wrapping*
- C. *Displaying*
- D. *Common varieties used in the Floral Industry*

College of the Sequoias
ARTICULATION AGREEMENT
END OF COURSE ASSESSMENT PROCEDURES

Study Guide Worksheet

COS COURSE TITLE: Weld 161: Oxyacetylene

DATE DRAFTED: October 28, 2009

1. Topics to be covered by exam or students will be expected to show proficiency in:

- 18g vertical up Square groove, Complete fusion, industry standards shall be quality Criteria for successful evaluation of Competency
- 10g vertical up bevel groove, Complete fusion, industry standards shall be quality Criteria for successful evaluation of Competency.

2. Method of Assessment – (i.e. What will students do to show proficiency?)

Check method that applies. (Edit as appropriate)

☒ Practical (visual observation of performance) Describe:

☐ Multiple Choice Exam, Describe:

☐ Combination of Multiple Choice and Practical, Describe:

Additional Information, if needed:

~~At~~ Submit to COS staff for evaluation
Once a year

College of the Sequoias

ARTICULATION AGREEMENT END OF COURSE ASSESSMENT PROCEDURES

Study Guide Worksheet

COS COURSE TITLE: ~~162~~: Weld 162: Shielded Metal Arc Welding

DATE DRAFTED: October 28, 2009

1. Topics to be covered by exam or students will be expected to show proficiency in:

Students must satisfactorily complete a $\frac{3}{8}$ open root beveled vertical up complete fusion with E7018 welding rod, visually inspected to current welding industry standards.

2. Method of Assessment – (i.e. What will students do to show proficiency?)

Check method that applies. (Edit as appropriate)

☒ Practical (visual observation of performance) Describe:

☐ Multiple Choice Exam, Describe:

☐ Combination of Multiple Choice and Practical, Describe:

Additional Information, if needed:

Submit to COS staff for Evaluation
once a year.

R. GRADUATE FOLLOW UP

- | | |
|---------------|---|
| Step 1 | Develop a format you will use to follow up on your graduates. |
| Step 2 | Be sure the information you choose to follow up on will be a direct benefit to your program. |
| <hr/> | |
| Step 3 | Create a list of questions to be mailed out or phoned to your program completers one year after they have graduated. |
| Step 4 | Once you have surveys completed, compile a summary of your findings. |
| Step 5 | Share this information with your advisory committee, principal and regional supervisor. |
| Step 6 | Discuss these results with your department and make necessary changes or improvements. |
| Idea's | <p>You are more likely to get results if you call graduates rather than mail them a survey.</p> <p>Contact graduates as they are completing their first year of college so you can get a hold of them prior to their summer jobs.</p> |
| Note | Make sure you keep the parents phone numbers and addresses after the students graduate so you always have a way to find out where they are. |

**Woodlake Union High School Ag Department
Graduate Follow-up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school

_____ Full-time

_____ Part-time

_____ Working

_____ Full-time

_____ Part-time

_____ In the military

_____ Not working

_____ Looking for work

_____ Homemaker

_____ Not looking for work

_____ Other _____

2. In what type of business or industry are you employed?

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the vo-ag program at WHS.

_____ I am using some of the skills I learned in the vo-ag program at WHS.

_____ I am not using any of the skills I learned in the vo-ag program at WHS.

5. What type of school are you currently attending?

_____ High school

_____ Trade/technical school

_____ 4-year college

_____ Private business school

_____ Adult education

_____ Other _____

6. What is your major course of study?

7. How would you rate the training received in the WHS vo-ag program?

_____Excellent _____Good _____Fair _____Poor

8. How do you rate the career guidance and counseling you received in vo-ag?

_____Excellent _____Good _____Fair _____Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.

_____Officer and committee chairman experience
_____Judging contests
_____Advanced degree and proficiency awards
_____Participation in chapter activities, working with others
_____Livestock raising, shows, fairs, etc.
_____Other –please describe_____

2. What were the most valuable aspects of the SOEP (supervised projects)?

_____Learning skills related to future ag employment
_____Development of responsibility
_____Learning record keeping
_____Other-please describe_____

3. Please rate the facilities and equipment used at WHS for the vo-ag program:

Facilities: _____Overcrowded _____Adequate space provided
 _____Modern _____Out-of-date

Equipment: _____Modern _____Out-of-date
 _____Well-maintained _____Poorly maintained
 _____Adequate amount of equipment for all students in class

_____Other-please describe_____

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.

**Woodlake Union High School
Agriculture Department**

Program Completer Follow-up Results for '94, '95, '96"

The following indicates information gathered from Program Completers of the Woodlake Agriculture Department.

Percent of
Students agree
With statement.

Which statement best applies to the students present occupation.

- _____ I am using **most** of the skills I learned in the vo-ag program at WHS.
_____ I am using **some** of the skills I learned in the vo-ag program at WHS.
_____ I am not using any of the skills I learned in the vo-ag program at WHS.

How the students rated the training & career guidance/counseling they received in the WHS vo-ag program.

Training

- _____ Excellent
_____ Good
_____ Fair
_____ Poor

Career guidance/counseling

- _____ Excellent
_____ Good
_____ Fair
_____ Poor

Which activities in the FFA program that the students thought were valuable.

- _____ Officer and committee chairman experience
_____ Judging contests
_____ Advanced degree and proficiency awards
_____ Participation in chapter activities, working with others
_____ Livestock raising, shows, fairs, etc.
_____ Other: Leadership Conference, National Convention, Overall experience

What were the most valuable aspects of the SOEP (supervised projects) ranked by the past students.

- _____ Learning skills related to future ag employment
_____ Development of responsibility
_____ Learning record keeping
_____ Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at WHS for the vo-ag program.

Facilities

- _____ Overcrowded
_____ Modern
_____ Adequate square space
_____ Out-of-date

Equipment

- _____ Modern
_____ Well-maintained
_____ Poorly maintained
_____ Out-of-date
_____ Adequate amount of equipment
_____ For all students in class.

- _____ Other: Not adequate equipment.

Graduate Follow-up Report

Year=2009

CA0271 Woodlake
Woodlake HS
400 W. Whitney
Woodlake, CA 93286-1240

Printed: 11/17/2009 9:26:47 AM

Total Seniors (Year=2008):	55
Total Seniors having completed 3 or more years of Ag Instruction:	28
Program Completer Status	
Two Year College Ag Major	8
Two Year College Non-Ag Major	7
Four Year College Non-Ag Major	5
Employed - Fulltime Ag Job	3
Employed - Fulltime Non-Ag Job	1
Location or Position Unknown	4

[CalAgEd Home](#) | [R-2 Home](#) | [R-2 Online Home](#) | [Roster](#) | [Teacher](#) | [FAQ](#)
| [Help](#) | [Log Out](#)

Site developed and maintained by [ATI Net](#), California State University, Fresno with
funds from the [California Department of Education](#), Agricultural Education Unit.

Supervised Agricultural Experience

SAE is a place where the classroom and reality merge together creating an experience for students like no other. Students have the opportunity to raise livestock to exhibit at the fair to growing plants or building something in the agriculture mechanics shop. This facet teaches students to budget, keep records and to deal in business like affairs.

- SAE Opportunities
- Livestock
- Ag Mechanics
- Horticulture
- Placement (Jobs)

"Cultivating Change in the Lives of Students"

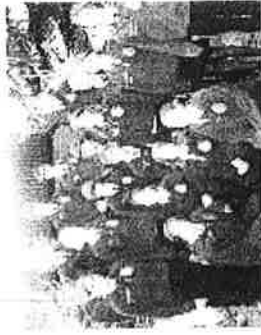


Woodlake High School
Agriculture Department

400 W. Whitney
Woodlake, CA 93286

Phone: 559-564-3307 Ext. 134
E-mail: cabee@woodlake.k12.ca.us
E-mail: sparker@woodlake.k12.ca.us

Woodlake High
Agriculture
Department



*"Cultivating
Change in the
Lives of
Students"*



Instructors
Charlie Abbee
Steve Parker
Jean Terry

Agriculture Education in the state of California uses a unique model in educating students in the field of Agriculture. This model is called the "Three Circle Model" with FFA, Classroom Instruction and SAE all represented by a circle.



Each of these circles providing students with a facet of knowledge when all three combined will translate into a well rounded student. Let's discuss each circle individually:

Classroom Instruction

The classroom is the environment where the student is influenced and seen on a daily basis. This is where the student is going to gain skills in either area of Agriculture Mechanics or Agriculture Science. Here is a list of Agriculture courses available to students at Woodlake High School and the year in which they should take these classes:

Agriculture Mechanics



Agriculture Mechanics

Students have two career pathways in which they can go in Agriculture Mechanics. The first is the Agriculture Mechanics Construction Route for students wishing to gain skills in building, fabrication and welding.

Freshmen	General Ag Shop A & B
Sophomores	Agriculture Mechanics A & B
Juniors	TCOVE Agriculture Mechanics
Seniors	TCOVE Agriculture Mechanics

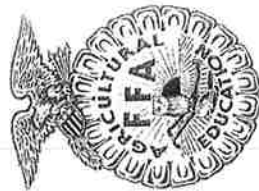
The second career pathway available to students is the Agriculture Power Systems Pathway. This pathway is for students interested in working in the area of power mechanics.

Freshmen	General Ag Shop A & B
Sophomores	Agriculture Power Systems A & B
Juniors	TCOVE Agriculture Power Systems
Seniors	TCOVE Agriculture Power Systems

Agriculture Science

Students interested in the science aspect of Agriculture can complete both their life science requirement and physical science requirement through the Ag Program

Freshmen	Agriculture Biology
Sophomores	Agriculture Physical/Earth Science
Juniors	Floral Design/Landscape Design
Seniors	Agriculture Economics/Business



FFA

The FFA the worlds largest youth organization that helps students develop their potential for premier leadership, personal growth and career success. The Woodlake FFA Provides students with many opportunities for success through competitive teams, leadership training, scholarships and many other areas.

Activities Available to Woodlake

FFA Members

- Speaking teams (Creed, Extemporaneous, Prepared, Job Interview and Opening and Closing Ceremonies)
- Judging Teams (Farm Power, Citrus Judging, Small Engines, Ag Mechanics)
- FFA Officer Team
- Leadership Conferences

Phone: 559-564-3307 Ext. 134
E-mail: cabee@woodlake.k12.ca.us
E-mail sparker@woodlake.k12.ca.us

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 2009/10 School Woodlake Union High

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				
	Parker	Abee	Terry		
Fall Region Meeting	X	X	X		
Region In-service Day	X	X	X		
Spring Region Meeting	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X			
Section In-service*		X			
Section In-service*					
Summer Conference	X	X			
University AgEd Skills Week		X			
Professional Development **					

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

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

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



WOODLAKE AGRICULTURE DEPARTMENT

400 W. Whitney Ave., Woodlake, Ca. 93286

September 2, 2009

The Woodlake High School Agriculture Department met at 6:45 A.M. on September 2 2009. All teachers were present.

The first item discussed was the Tulare County Fair. Show supplies had been ordered through Mr. Rivas that the Alumni association was going to pay for. We planned the agenda for the livestock meeting that was held Wednesday night.

Items for the Advisory Committee meeting were discussed and the question was brought up if the meeting could be changed from the 29th of September to the 28th of September due to the rescheduling of the pool party. Each teacher will need to provide Individual goals to be presented at the Advisory Committee. The department needs to establish departmental goals and a 5 year plan to present at the advisory committee meeting as well.

Mr. Parker discussed he will be taking students to the Future in Horticulture Event held at Monrovia Nursery.

The October Buyers dinner was discussed and a menu was set. It was decided that Mr. Abee would be in charge of the meal, Mr. Parker would be in charge of the awards and Miss Terry would be in charge of the program. The proposed menu is deep pit beef rice pilaf, beans salad and rolls. We would like the kids that showed at fair to bring desserts for the dinner and this will be talked about with them at the livestock show meeting.

The final thing that was discussed was the Program of Activities which we will ask for approval on at the October 14th board meeting..



WOODLAKE AGRICULTURE DEPARTMENT

400 W. Whitney Ave., Woodlake, Ca. 93286

Department Meeting Minutes August 26, 2009

The Woodlake High School Agriculture Department met at 6:45 on Wednesday August 26, 2009. Mr. Parker, Miss Terry and Mr. Abee were all present.

The first item discussed was the Tulare County Fair. We have 19 students going with animal projects and we anticipate only 6 of the driving so we will be using both the suburban and the truck to go back and forth from the fair. We will be having a mandatory meeting for all exhibitors on Wednesday September 2, 2009 at 6:00 P.M. at the school farm.

The next item discussed was fundraisers. We are planning on doing five fundraiser for the entire year through FFA. There will be 2 Turkey shoots one held November 7 and the other held March 13, Mr. Abee will be in charge of both of these events. The next fundraiser we will participate in will be the football concession stand which will be October 16 and we will be sharing the booth with Maya club, Miss Terry will be in charge of this fundraiser. The final fundraisers we will do are the Christmas tree sales and the Three Rivers Lions Roping Pig Scramble Mr. Parker will be in charge of these. In regards to Christmas trees we only plan to order 20 to 30 more trees than we presale to prevent having so many extra trees. Our Alumni Association is looking into getting tree transportation donated.

Finally Mr. Parker discussed when doing purchase order requests he needs a copy of them to keep on file along with receipts when purchases are made.

The meeting was adjourned at 7:30 A.M.

Respectfully submitted,

Charlie Abee

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week: _____

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Woodlake Agriculture Department

Weekly Meeting Minutes

Date: _____

In Attendance: _____

Activities for the Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Upcoming Activities for the Month:

Vehicle Needs for this Week:

Miscellaneous Department Information:

Agriculture Department Equipment Inventory

School Name:	Woodlake Union High School Agriculture Department							
	Equipment ID #	Funding Source (AIG, District, VEA, ROP, Other)	Acquisition Date	Acquisition Cost	Equipment Location (Building & Room #)	Current Condition (good, fair, poor)	Date Last Inspected	Reason for Transfer, Replacement, Disposition
Equipment Description								
2010 Eby Livestock Trailer		Donation	10/1/09	0.00	Ag Department	Good		
1999 Ford F150 Truck	130	AIG	1998/1999	28,000.00	Ag Department	Fair	6/31/09	
2004 Chevrolet Suburban	131	AIG	2004/2005	31,000.00	Ag Department	Good	6/31/09	
Quad		AIG	2000/2001	4,500.00	Ag Department	Good	6/31/09	
New Holland Tractor		Dist/Grant	2001/2002	18,000.00	Ag Department	Good	6/31/09	
Magnavox 32" Color TV	74006352	Perkins	2003/2004	375.00	Ag Classroom	Good	6/31/09	
Zenith DVD/VCR Player	74006353	Perkins	2003/2004	200.00	Ag Classroom	Good	6/31/09	
Floral Cooler	86108540-368	Perkins	2001-2002	75.00	Ag Classroom	Poor	6/31/09	Disposed - Compressor Out
Milk Vending Machine	82610078 CB	FFA	2003/2004	1.00	Ag Building	Good	6/31/09	
Gateway Computer	74006257	District	2003/2004	1,500.00	Ag Classroom	Good	6/31/09	
Compaq Laptop Computer	1V02DCHCH6P2	AIG	2000/2001	1,300.00	Ag Office	Fair	6/31/09	
Gateway Computer	74005622	AIG Grant	2001/2002	1,200.00	Ag Comp Lab	Poor	6/31/09	
Gateway Computer	74005623	AIG Grant	2001/2003	1,200.00	Ag Comp Lab	Poor	6/31/09	
Gateway Computer	74005624	AIG Grant	2001/2004	1,200.00	Ag Comp Lab	Poor	6/31/09	
Gateway Computer	74005625	AIG Grant	2001/2005	1,200.00	Ag Comp Lab	Poor	6/31/09	
Gateway Computer	74005626	AIG Grant	2001/2006	1,200.00	Ag Comp Lab	Poor	6/31/09	
Gateway Computer	74005627	AIG Grant	2001/2007	1,200.00	Ag Comp Lab	Poor	6/31/09	
Gateway Computer	74005628	AIG Grant	2001/2008	1,200.00	Ag Comp Lab	Poor	6/31/09	
Gateway Computer	74005629	AIG Grant	2001/2009	1,200.00	Ag Comp Lab	Poor	6/31/09	
Gateway Computer	74005630	AIG Grant	2001/2010	1,200.00	Ag Comp Lab	Poor	6/31/09	
Gateway Computer	74005631	AIG Grant	2001/2011	1,200.00	Ag Comp Lab	Poor	6/31/09	
HP Laserjet 4100N	74005572	District	2003/2004	650.00	Ag Comp Lab	Good	6/31/09	
HP Officejet 7130	74006204	AIG	2003/2004	500.00	Ag Classroom	Fair	6/31/09	
HP Color Laserjet				400.00	Ag Office	Good	6/31/09	
HP Photosmart 7660		AIG	2003/2004	250.00	Ag Office	Good	6/31/09	
Drill Press	110091					Good	6/31/09	
Table Saw	PO353-07416					Good	6/31/09	
Scroll Saw	48324070756		2004/2005	150.00		Good	6/31/09	
Jet Drill Press	110091		2004/2005	350.00		Good	6/31/09	
Rigid Drill Press	AM035022510					Good	6/31/09	
Jet Bench Grinder	1040975					Fair	6/31/09	

Agriculture Department Equipment Inventory

School Name:		Woodlake Union High School Agriculture Department						
Equipment Description	Equipment ID #	Funding Source (AIG, District, VEA, ROP, Other)	Acquisition Date	Acquisition Cost	Equipment Location (Building & Room #)	Current Condition (good, fair, poor)	Date Last Inspected	Reason for Transfer, Replacement, Disposition
Foot Sheer	NA					Fair	6/31/09	
Jet Box Break	79017750116					Fair	6/31/09	
Mig Welder	JJ320432					Fair	6/31/09	
Arc Welder	JD726286					Fair	6/31/09	
Power MG255	NA					Good	6/31/09	
Arc Welder	42607					Fair	6/31/09	
Power MG255	NA					Good	6/31/09	
Arc Welder	86271					Fair	6/31/09	
Arc Welder	86271					Fair	6/31/09	
Mig Welder	JD678712					Fair	6/31/09	
Power MG255	NA					Good	6/31/09	
Arc Welder	86271					Fair	6/31/09	
Air Compressor	DC88159-14253					Good	6/31/09	
Arc Welder	KB154583					Fair	6/31/09	
Arc Welder	10426-203					Good	6/31/09	
Arc Welder	10426-203					Good	6/31/09	
Arc Welder	10426-203					Good	6/31/09	
Arc Welder	10426-203					Good	6/31/09	
Arc Welder	10426-203					Good	6/31/09	
Arc Welder	10426-203					Good	6/31/09	
Arc Welder	10426-203					Good	6/31/09	
Arc Welder	10426-203					Good	6/31/09	
Arc Welder	JJ371996					Fair	6/31/09	
Arc Welder	AC285573					Fair	6/31/09	
Arc Welder	JK612087					Fair	6/31/09	
Drill Press	9111245					Fair	6/31/09	
Drill Press	D2000286					Fair	6/31/09	
Grinder	109-4428					Fair	6/31/09	
Grinder/Buffer	68-165-11					Fair	6/31/09	
Band Saw	AM034514698		2004/2005	350		Good	6/31/09	

Woodlake Agriculture Department

Program Plan Documentation

School Site: Woodlake Union High School

Year: 2009-2010

Agriculture Courses Meeting Alternative Credits

	Meets Graduation Requirements						UC Entrance Requirements		
Course Title	Life Science	Physical Science	English	Math	Fine Arts	Other	"D"	"F"	"G"
Ag Biology	X						X		
Ag Physical & Earth Science		X							
Advanced Ag Science	X								
Floriculture					X				
Ag Business/Economics						Econ			X
Ag Math				X					
ASDEC						X			
General Ag Shop						X			
Ag Mechanics					X				
Ag Power Systems						X			
TCOVE Ag Mechanics						X			



Supporting Material 13: Advisory Committee Meeting Agendas, Minutes, Constitution, and By-Laws

The Agriculture Department holds an Advisory Committee Meeting at least twice a year. The agendas are emailed out two weeks prior to the meeting asking for suggestions or other areas of topic that need to be included. Minutes are generated and emailed out within the week after the meeting.



AGRICULTURE ADVISORY BOARD

BY-LAWS

ARTICLE I - NAME

The name of this board at Woodlake High School in Woodlake, CA of Tulare County shall be the Academy of Agriculture Advisory Board ("Advisory Board").

ARTICLE II - PURPOSE

The Advisory Board functions in an advisory capacity to Agriculture Academy at Woodlake High School. The Advisory Board is an integral part of the learning experience for all academy students, bridging the world of the classroom with the world of college and careers.

ARTICLE III - OBJECTIVES

The primary objectives of the Advisory Board are to:

1. Collaborate with the academy to prepare students for success in college and careers
2. Review academy data, participate in the NAF Academy Assessment, and provide input on the academy action plan
3. Provide teachers with curriculum support and professional development
4. Assist students with classroom projects
5. Provide students with a sequence of work-based learning experiences, including paid internships, based on the academy work-based learning plan
6. Serve as advocates for the academy
7. Provide and solicit financial support from the community to ensure academy sustainability

ARTICLE IV - MEMBERSHIP

Section 1. Membership

1. The Advisory Board shall consist of at least 6 members and include representation from business related to the academy theme, higher education, parents, students, academy directors and school/district administration. NAF recommends 80% of advisory board membership is from the business community.

Section 2. Membership Requirements

1. Members must be nominated by a member in good standing of the Advisory Board and approved by a majority vote of its members.
2. The selection of members shall be made without respect to race, color, creed, national origin, age, handicap, sexual orientation or gender.
3. Members of the Advisory Board shall receive no compensation for their services as Advisory Board members.
4. New members should participate in an orientation process to better understand NAF, the academy and the Advisory Board members' roles and responsibilities.
5. Members must commit to and/or assist with raising \$1,000 for the academy program.



6. Members must commit to contributions.
7. Members must commit to internship positions.

providing \$100 through in-kind
securing contacts and student

Section 3. Membership Term

1. Advisory Board membership will be for a term of 3 academic years (beginning on or about September 1, and ending on or about August 31) which may be renewed by a majority vote of the members of the Advisory Board.
2. Any member may resign from the Advisory Board by giving written notice to the Chairperson. The resignation will be effective immediately upon receipt of such notice.
3. Any member of the Advisory Board who shall fail to attend 10% of advance notice meetings of the Advisory Board in any academic year shall be asked to resign from the Advisory Board. A member will be deemed to have attended a meeting if a duly qualified substitute attends on behalf of the member.
4. Any Advisory Board member may be asked to resign from the Advisory Board at any time, for any reason, by a majority vote of the members of the Advisory Board.

ARTICLE V - OPERATIONS

Section 1. Meetings

The Advisory Board shall meet at least quarterly (except during summer months). The Advisory Board Chair (or Co-chairs) will collaborate with the Academy Director to coordinate meetings and develop the agenda.

Section 2. Strategic Planning

The Advisory Boards shall hold a full Advisory Board strategic planning meeting prior to the launch of each academic year which will establish the goals, committees and advisory board leadership.

Section 3. Committees

The Advisory Board shall operate defined committees that advise the program of study and may meet more frequently than the full Advisory Board. The Advisory Board committee goals will be determined by the outcomes of the annual strategic planning meeting.

Section 4. Quorum

A simple majority of the Advisory Board members shall constitute a quorum for conducting Advisory Board business.

Section 5. Voting



Each active member of the Advisory any issue presented to the Advisory attendance at a meeting may vote on votes are allowed.

Board shall be entitled to vote on Board. A duly qualified alternate in behalf of a member, but no proxy

Section 6. Minutes

The Chairperson will designate a person to record and distribute the minutes to all Advisory Board members, typically the Secretary or Advisory Board intern. Minutes will be distributed to all members at least one week prior to the next Advisory Board meeting.

ARTICLE VI - OFFICERS

Section 1. Chairperson

The Advisory Board shall consist of 1 Chairperson(s) (Chair(s)). The Chair(s) shall be elected by the members of the Advisory Board for a term of 3 years. The Chair(s) duties shall include, but not be limited to, preparing for all meetings, facilitating all meetings, ensuring that members are pursuing the purpose of the Advisory Board, and working to ensure the continuous development and sustainability of the Advisory Board.

Section 2. Secretary

A Secretary shall be elected by the members of the Advisory Board for a term of 3 years. The Secretary shall record and distribute the minutes of all Advisory Board meetings. The Secretary shall also keep a current list of Advisory Board members' names and contact information. The Secretary shall supervise the Advisory Board Intern(s).

Section 3. Treasurer

A Treasurer shall be elected by the members of the Advisory Board for a term of 3 years. The Treasurer shall record and report to the Advisory Board on any fundraising efforts or other financial activity at each Advisory Board meeting.

All officers shall participate on at least one Advisory Board committee.

ARTICLE VII - AMENDMENTS

These by-laws may be altered, amended, or repealed. New by-laws may be adopted by a majority vote of the Advisory Board at any regular meeting or special meeting.



WOODLAKE HIGH SCHOOL

400 W. Whitney Ave.
Woodlake, CA 93286
(559) 564-3307
www.whstigers.org

Vision:

A Place where every student will experience:

- Rigorous Academics
- Career-based learning in the classroom
- Work-based learning in real-world workplaces
- Personalized support

Mission:

Students graduating from Woodlake High School will be college, career, and life ready. Our district will foster a caring, creative, and challenging environment that emphasizes the social, emotional, physical, and intellectual development of each student. Students will leave empowered to pursue their postsecondary goals.

Ag Academy Mission:

The Ag academy at Woodlake High School engages students in relevant agriculture classroom instruction and provides them with the skills to be competitive in college and careers.

Our pathway teachers will collaborate with our community partners to develop personalized work to project based learning for students.

and

- Fine out for goats

* Fernando
Fernandez
© COS
Store roses

* dyed carnations to
sell before any
school event

* Tracy for floral Carns
© local florist



Woodlake Ag Academy Budget Overview



2015-2016

Proposed Budget

Overall Budget = \$205,849.37

Category	Amount	Description
Staffing	\$60,849.37	Staff coverage/ Stipends
Training/Travel	\$35,000.00	Conference fees and expenditures
Classroom Supplies	\$35,000.00	Classroom materials/supplies
Equipment/Project	\$70,000.00	Equipment needed to support PBL
Support Services	\$5,000.00	Tutoring/Support

Staff Percentages by Codes

Year	Academy Staff	% Covered by Codes (010901680)
2015-16	Charlie Abee	100% Ag Mechanics (code = 71212)
2015-16	Lauren Moss	50% Ag Mechanics/50% Natural Resources
2015-16	Jason Ferreira	100% Natural Resources (code = 71239)
2015-16	Amy Parreira	50% Ag Mechanics/50% Natural Resources
2015-16	Antonio Lopez	50% Ag Mechanics/50% Natural Resources
2015-16	Mike Burchett	50% Ag Mechanics/50% Natural Resources
2015-16	Rick Rodriguez	50% Ag Mechanics/50% Natural Resources
2015-16	Drew Sorensen	50% Ag Mechanics/50% Natural Resources
2015-16	Carmita Peña	50% Ag Mechanics/50% Natural Resources
2015-16	Francesc Lopez	50% Ag Mechanics/50% Natural Resources

*Staffing Tentative 2015-2016 Budget



Agriculture Advisory Board Agenda February 3, 2016

6:00 – 6:05 pm	Welcome and introductions	All Present
6:05 – 6:10 pm	Approve November Minutes	Academy Chair
6:10 – 6:20 pm	Pacing Calendar/ Classroom Sign Ups for Members	Academy Staff
6:20 – 6:25 pm	Update on CTE Grant Available <i>* \$103,000 for grant</i>	Academy Staff
6:30 – 6:35 pm	Update on Expenditures/Budget for Academy Program	Academy Team
6:35 – 6:50 pm	Year 2 PBL Planning/Design <i>* Ag Issues Forum</i> <i>end of first semester</i>	Academy Teachers
6:50 – 6:58 pm	Comments/Questions/Agenda Items for next Meeting	Advisory Board Members



WHS Ag Academy Advisory Meeting
February 3, 2015

- I. Meeting called to order 5:59 by Julie Hawes
- II. Introductions were done
- III. Minutes were reviewed by all members Jared Marr moved to approve Moss seconded, minutes were approved with a voice vote.
- IV. The pacing calendar for students was reviewed. Members were given sign up sheets to sign up for judging the AgriScience fair entries
- V. The budget was reviewed, and expenditures, including for Promethean boards, were noted.
- VI. Jason Ferreira discussed potential changes to the Academy projects students will get in future years. Currently, students do an AgriScience Fair Project. Next year, students may participate in an agriculture related debate.
- VII. Students gave a presentation of the boards and presentations for 8th graders to join the academy.
- VIII. The next meeting will be held on April 6, 2016.
- IX. Allison Ferry-Abee moved to adjourn meeting, adjourned at 7:03 P.M.



Agriculture Advisory Board Agenda April 6, 2016

6:00 – 6:05 pm	Welcome and introductions	All Present ✓
6:05 – 6:10 pm	Approve February Minutes	Academy Chair ✓
6:10 – 6:25 pm	Articulation Agreements	Academy Staff ✓
6:25 – 6:35 pm	Update on Expenditures/Budget for Academy Program	Academy Staff ✓
6:35 – 6:45 pm	Job Shadow Opportunities/ Class Debate 5/26-27	Academy Team ✓
6:45 – 6:50 pm	Review of Academy Presentation	Academy Teachers ✓
6:50 – 6:58 pm	<i>* feedback day of, preview of who judging</i> <i>* must have notebook & paper</i> <i>* formal setting</i> PBL Y2 Planning <i>project based learning</i>	Advisory Board Members ✓
6:58 – 7:00 pm	Questions/Agenda Items Next Meeting June 15, 2016 (at 6:00 PM)/ Closing call to action	Academy Chair

WEID 162
 TEST AT
 Weld
 ↓
 pass
 CLASS
 4 units
 Weld cert.

nonmon
 offers for
 College
 *interest

Thursday & Saturday selling fruit

Woodlake Ag Academy Advisory Board Meeting Remaining 2015-2016

Date	Time	Event	Location
6-15-2016	6:00 to 7:00 PM	Ag Academy Advisory Board	Rm. 10



Agriculture Advisory Board Recruitment Minutes June 15, 2016

List the names of those who attended the meeting:

Charlie Abee	Amy Parreira
Osvaldo Robles	Sally Pace
Carmita Peña	Frank Tebeau
Joe Hallmeyer	Jason Ferreira
Julie Hawes	

Meeting called to order: at 6:01 PM

Old Business: Approval of February minutes. Motion: Joe Hallmeyer

Second by: Julie Hawes

Motion carried

New Business:

- 1) Review of events in the Ag Academy Planning Calendar
 - a. 7/11/2016, planning next year's projects
 - b. 8/3/2016, recap of Year 1 projects
 - c. 11/30/16, grading Year 1 projects
- 2) Discussed potential field trips for 2nd year of the Year 1 Cohort
 - a. Potential college tours, COS and Reedley
 - b. Terminus Damn tour
- 3) Will change future meeting time to 5:00-6:00pm (rather than the current time of 6:00-7:00 PM)
- 4) Will need industry partners to be available for the Professional Training Day to help with job professionalism, resume and interview skills
- 5) Review of the Ag Academy Event Calendar
 - a. the Ag Issues Debate has been scheduled for April 5 and 6 (for Cohort 1, Year 2 students)
- 6) Job Shadowing: would like help from Advisory Board members for job shadowing opportunities
- 7) Review of recognition in the news media for FFA
- 8) Review of budget
 - a. Motion to approve the budget by Frank Tebeau
 - b. Motion to second by Allison Ferry-Abee



- c. Motion carried
- 9) Sally pace noted that September 23-25, celebration of Woodlake High School 100th Anniversary, it would be nice to contribute a history of FFA at Woodlake

Meeting adjourned: 7:04 PM



Agriculture Advisory Board Agenda August 3, 2016

Welcome and introductions	All Present
Approve June Minutes	Academy Chair
Review/Update Board Bi-laws	Academy Staff
Review Advisory Board Mission & Goals	Academy Staff
PBL Y2 Planning	Academy Team
Update on Scholarship	Academy Teachers
Planning for Professional Career Development Event/ Be Future Ready Dec. 2nd 9-2pm	Advisory Board Members
Questions/Agenda Items Next Meeting Nov. 30 2016 (at 5:00 PM)/ Closing call to action	Academy Chair

C. 2016
banquet date

NAF

TCOE

9-2pm

NOV 30th



• generate list of activities & dates for board members to buy

* Marsha Ingrail → talk to Gerald for McCracken for planting garden @ school farm
* get involved in community groups
↳ Kiwanis, 3 Rivers Garden Club





Agriculture Advisory Board Minutes September 9, 2015

List the names of those who attended the meeting:

Jason Ferreira	Scott Carlisle
Charlie Abee	Osvaldo Robles
Carmita Peña	Lauren Moss
Sally Pace	Allison Ferry-Abee

Meeting called to order: at 6:01 PM

Old Business: Review of minutes from the April 27, 2015 meeting. Motion to approve the minutes made by Sally Pace and second by Scott. Reviewed advisory board standards and goals so that new members would understand their role as an Ag Academy Advisory Board Member.

New Business:

1. Welcome and Introductions – Every member present introduced themselves.
2. Charlie Abee presented information on the Integrated Project for the Academy will be an Agriscience Fair Project. Ms. Moss noted that students can advance to the national level with their project.
3. Ms. Pena--September 23, teachers will be working on the curriculum for the Ag Academy, all board members are welcome to attend and provide industry input.
4. Mr. Ferreria discussed the pacing calendar for students to time projects. At the next meeting, Mr. Ferreria will provide a sign-up sheet for timing of committee members to provide input to the students.
5. Mr. Ferreria gave an overview of the field trips planned for Academy students—one per month, which cover potential ag careers and current ag issues. Committee members are invited to attend all or part of the field trips.
6. Mr. Ferreria noted that over \$3,200 profit was made from the cookie dough fundraiser that will go to the Ag Academy
7. Mr. Abee provided information on the Agricultural Education Incentive Grant Checklist, which is due for review by the Advisory Committee this year. Mr. Abee asked to go over the checklist to determine whether the school meets these standards. Mr. Abee provided class syllabi for several ag classes and explained the general agricultural class options to students and structure. **All specific goals and sub-goals were confirmed by the committee as having met requirements for all except:**



- a. 3C—"A minimum of 80% of continuing students have been engaged in an SAE project(s)...—Mr. Abee and Mr. Ferreria asked the committee for their help to facilitate SAE projects
 - b. 3E—"A school vehicle is available to each agricultural teacher for all SAE activities..." There are currently only 2 vehicles shared among 3 ag teachers.
 - c. 10A
 - d. sally pace made motion to approve, Allison Ferry Abee seconded,
- 8. Ms. Pena noted that the t-shirts for the Ag Academy will be available soon. The design was approved by the committee. Shirts will be available to students for \$25, or students can check them out (as with sports uniforms).
 - 9. Invitation for board members to attend one or more of the Linked Learning Consortium events.
 - 10. Next meeting will be on November 9, 2015.

Meeting adjourned: 7:02 PM



Supporting Material 14: Proficiency Standards

Each of our Agriculture Courses have proficiency standards associated with them. These standards can be located in our Comprehensive Program Plan, under Tab “L”.



Supporting Material 15: Teaching Credentials

I hold the following teaching credentials:

- Single Subject Teaching Credential in Agriculture
- Specialist Instruction Credential in Agriculture
- Single Subject Teaching Credential in Science, Biology (expected January 2017)

All credentials are expected to be cleared through the "Teacher Induction Program"
(May 2017)



**COMMISSION ON
TEACHER CREDENTIALING**
Ensuring Educator Excellence

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MOSS, LAUREN > Document:

New Search

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

Last Name: MOSS

First Name: LAUREN

Middle Name: ELIZABETH

Last Known County of Employment: TULARE
COUNTY
OFFICE OF
EDUCATION

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.

Adverse and Commission Actions Indicators:

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

◀ 1 - 3 of 3 ▶

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 150150812	Single Subject Teaching Credential	Preliminary	Valid	7/22/2015	8/1/2020			
> 150151685	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/22/2015	8/1/2020			
> 120013627	Certificate of Clearance		Valid	1/20/2012	2/1/2017			

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. The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also	AGRI	Agriculture	MAJ	
ELAS		NONE		MAJ	



Supporting Material 16: Calendar of Activities

The Calendar of Activities is planned out by the FFA Advisors and Chapter Officer Team and is finalized at our Chapter Officer Retreat. It is passed out to each student on the first day of school, uploaded to our Chapter Website, entered onto the AET calendar, and entered onto a Google Calendar that is also shared with all administration, officers, and the public.

Student Copy of Woodlake FFA Activities Calendar 2016-2017

Date	Event	Location
July		
26-28	FFA Officer Retreat	Shaver Lake, CA
August		
3	Agriculture Academy Welcome Back Pool Party	WHS
12-13	San Joaquin Regional Boot Camp	Camp San Luis, San Luis Obispo, CA
17	Mandatory Pre-Fair Meeting	WHS
31	Ice Cream Social	WHS
September		
1-20	FFA Cookie Dough Fundraiser Sales	WHS
11-18	Tulare County Fair	Tulare, CA
21	Greenhand Leadership Conference	Tulare, CA
24	Chapter Officer Leadership Conference	Farmersville High School
27	Mt. Whitney Invitational Opening/Closing Contest	Mt. Whitney High School
October		
10	Tulare County Fair Buyers Dinner	Running P Ranch, Woodlake
12	Sequoia Section FFA Opening/Closing Contest	Tulare, CA
20	FFA Zumba Meeting	Crawford Center
27	Drive Through BBQ	WHS
28	Reedley CC Freshman Field Day	Reedley Community College, CA
November		
1-15	Poinsettia Sales	WHS
4	College of the Sequoias FFA Field Day	COS Tulare, CA
10	Woodlake FFA Greenhand/Chapter Degree Banquet	WHS
12	West Hills Field Day	West Hills College Coalinga, CA
29	FFA Citrus Practice Begins	WHS
December		
1	Poinsettia Pick-up	WHS
2	Canned Food Scavenger Hunt Flyers Placement	Woodlake, CA
3	FFA Boosters Turkey Shoot Fundraiser	Woodlake Lions Rodeo Grounds
6	Canned Food Scavenger Hunt	WHS
8	Regional Banking Quiz	Hanford, CA
10	Woodlake Christmas Parade	Woodlake, CA
17	Exeter Citrus Judging Contest	Exeter, CA
January		
6	Woodlake FFA Winter Officer Retreat	Sequoia National Park
12	Job Interview, Prepared, Extemp, Impromptu Meeting @ lunch	Ag Department
18	State FFA Conference Interest Meeting @ lunch	Ag Department



Supporting Material 17: Professional Growth and Development

For the past two years, I have participated in each of the following events:

- CATA Summer Conference
- New Professionals Institute
- CATA Roadshow
- Weekly, Professional Learning Community Meetings
- All Sectional and Regional CATA Meetings
- Weekly, Teacher Induction Program (TIP) Meetings
- Faculty and Staff Meetings

Additionally, I have participated in the following:

- NAAE Conference
 - Kagan Workshop
-



Supporting Material 18: R-2

Our Department Chair is responsible for submitting the R-2 Report. This report keeps track of the students in our program and classes.

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

Select a school: << Select a School >>

Data for Year: 2016-2017

School:

CA0271 Woodlake
Woodlake HS
400 W. Whitney
Woodlake, CA 93286-1240
[Get Map](#)

Teachers: 0

Courses Offered:

<u>Type Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u>	<u>UC Credit</u>
TOTAL	0		
Average Class Size			

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
	0

FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
Total	0

FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
Total	0
Average Years	

Freshman Persistence:

Cohort Year: 2013-2014

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	3	16%
2	8	42%
3	8	42%
Freshman Cohort Students	19	
Average Years Completed	2.3	

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

[View Ed Data](#)

Congressional District	22
Assembly District	26
State Senate District	14
County	Tulare
County-District-School Code	54722805436282

Site developed and maintained by the California FFA Association.



Supporting Material 19: Travel Requests

Each time we take our students on a trip, the following paperwork must be submitted:

- Field Trip Request Form: Due at least two weeks prior to the board meeting before the trip has been scheduled.
 - Permission Slips for each student
-

WOODLAKE UNIFIED SCHOOL DISTRICT

STUDENT TRIP REQUEST

District Office Authorization

All overnight/out-of-county field trips must have prior approval of the Woodlake Unified Governing Board. The Student Field Trip Request Form must be submitted as an agenda item at least two weeks prior to the regularly scheduled board meeting before the date of the overnight/out-of-county field trip. Field trips within Tulare County will be approved by the Superintendent. Two week advance notice is still required.

1. Teacher: _____ Class: _____ Room #: _____
No. of Students: _____ No. of Adults (if known): _____
2. Destination: _____ Date of Trip: _____
Hour of Departure: _____ a.m. ☐ p.m. ☐ Hour of Return: _____ a.m. ☐ p.m. ☐
3. Purpose of Trip: _____
4. Upon approval of trip, parent consent slips must be sent out. THESE SIGNED CONSENT FORMS MUST GO WITH YOU ON THE FIELD TRIP IN CASE OF AN EMERGENCY. ☐ YES ☐ NO ☐ N/A
5. At least one parent for every ten students should go with the class and not more than one parent/adult for every five students.
Number of parent(s)/adult(s) going: _____
6. Trip arrangements are finalized and confirmations/reservations are completed? ☐ YES ☐ NO
7. Study trip meets the needs/requirements of specific curricular areas (needed for categorical expenditures). ☐ YES ☐ NO
8. Other teachers/classes participating: Teacher: _____ Class/Grade: _____
9. Has Cafeteria/Food Service been notified regarding meals? ☐ YES ☐ NO
10. Has a meal form been completed and returned to the Food Service Department? ☐ YES ☐ NO
11. Have arrangements been made for those students not attending the field trip? ☐ YES ☐ NO
12. Contact person for those students: _____
13. Request for school transportation is complete? ☐ YES ☐ NO
14. Outside transportation is arranged? ☐ YES ☐ NO Explain: _____
15. How will this trip be funded? _____
16. Funding Amount: \$ _____

Please Note: There must be one adult to supervise for every ten students at all times during the entire trip. Unfortunately, if the adults do not show up, the trip will have to be canceled. Transportation, however, will be charging a two hour show-up fee to cover the bus driver. All students must be cleared with all teachers and the principal or designee two days before the trip (if applicable to your school site).

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Business Manager's Approval: _____ Date: _____

Superintendent's Approval: _____ Date: _____



Request to Attend Conference

Name: Lauren Moss Site: WHS Dept./Position: Ag Teacher
Location of Conference: Tenaya Lodge Yosemite Date(s) of Conference: Nov. 18-19, 2016
Title of Conference: San Joaquin Region CATA Board Goal: Goal #5 staffing

Estimated Cost

Actual Cost (Out of Pocket)

Attach all back up documents (i.e. Conference flyer, registration form, hotel pricing, parking receipt)

REGISTRATION: \$ 95.00 129 \$ _____
☒ Prepay - Requisition Number 170571 Vendor Name San Joaquin Region CATA ☐ Reimburse Employee

LODGING: \$ 165.39 129 \$ _____
(Return Hotel Check-Out Receipt) (Return Hotel Check-Out Receipt)
☒ Prepay - Requisition Number 170570 Vendor Name Tenaya Lodge ☒ Reimburse Employee

TRAVEL COSTS: Total: \$ 59.40 Total: \$ _____
☒ Personal (Miles 110 x Rate .54) \$ 59.40 ☐ Rental Vehicle \$ _____
☐ Airfare (Receipt required) \$ _____ ☐ Other (Details Required) \$ _____

MEALS: and AG Vech in Shop for repairs Total: \$ 22.00 Total: \$ _____ (No receipts required)
☐ Not Applicable ☐ Included with Registration ☐ As follows: (See tables below)

Meals	Los Angeles, Orange, Ventura, San Diego, Sacramento, Santa Clara and San Francisco Counties	All Other Counties
Breakfast	\$10.00	\$9.00
Lunch	\$12.50	\$11.00
Dinner	\$23.50	\$21.50
Total	\$46.00	\$41.50

Date	Breakfast (7:00-9:00)	Lunch (11:00-2:00)	Dinner (4:00-7:00)	Full Day	Total
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Depart Date/Time: 11/18/16 8:00

Return Date/Time: _____ / _____

OTHER COSTS (Receipts Required): \$ _____ \$ _____

TOTAL COST: \$ 341.79 \$ _____

BUDGET NUMBER FOR REIMBURSEMENT ITEMS:
☐ 010-35500-0-38000-10000- 52000-0401329 100%
Fund - Resource - Project Year - Goal - Function Object Site - Type
☐ _____ -52000- _____ %
Fund - Resource - Project Year - Goal - Function Object Site - Type

APPROVAL TO ATTEND CONFERENCE

I hereby authorize the District to deduct from my paycheck any amounts paid in advance in the event that I do not attend said conference or reduce the days attended. I hereby acknowledge that no district funds will be used for alcohol consumption.

Lauren Moss 8/22/16
Employee Signature Date

[Signature] 8/22/16
Principal or Director Signature Date

[Signature] _____
Business Official Signature Date

REQUEST FOR REIMBURSEMENT (ACTUAL COSTS)

I hereby certify that the above expenses are actual and were necessarily incurred in the performance of my official duty and further, that no part of the above claim has been paid. I hereby certify that no alcoholic beverages were included in the above claim.

Employee Signature Date

Administrative approval required for any reimbursement over estimated costs of any category.

Principal or Director Signature Date

Original copy will be returned to employee following approval.

WOODLAKE PUBLIC SCHOOLS
400 West Whitney Avenue
Woodlake, California 93286

Dear Parents/Guardians of W.H.S. Student:

_____ is going on a field trip with the Woodlake High School Agriculture Department/FA in the 2016/2017 school year as per our FFA and Agriculture activities calendar.

- We will be leaving from school at time to be determined per activity. Bus meets in front of the main office.
- We will return to school between time determined per activity.

All students are to bring additional permission forms and money (if required). Please fill out the bottom portion of this letter and return it to the school with your child.

Name of Teacher

Name of Student

.....
My child _____ has permission to go on the field trip. YES ___ NO ___

EMERGENCY INFORMATION

I give my consent to Woodlake High School to secure medical aid and ambulance service for my child _____ in case of an emergency.

Date: _____ Phone #: _____ Emergency Phone #: _____

Family doctor: _____ Doctor's Phone #: _____

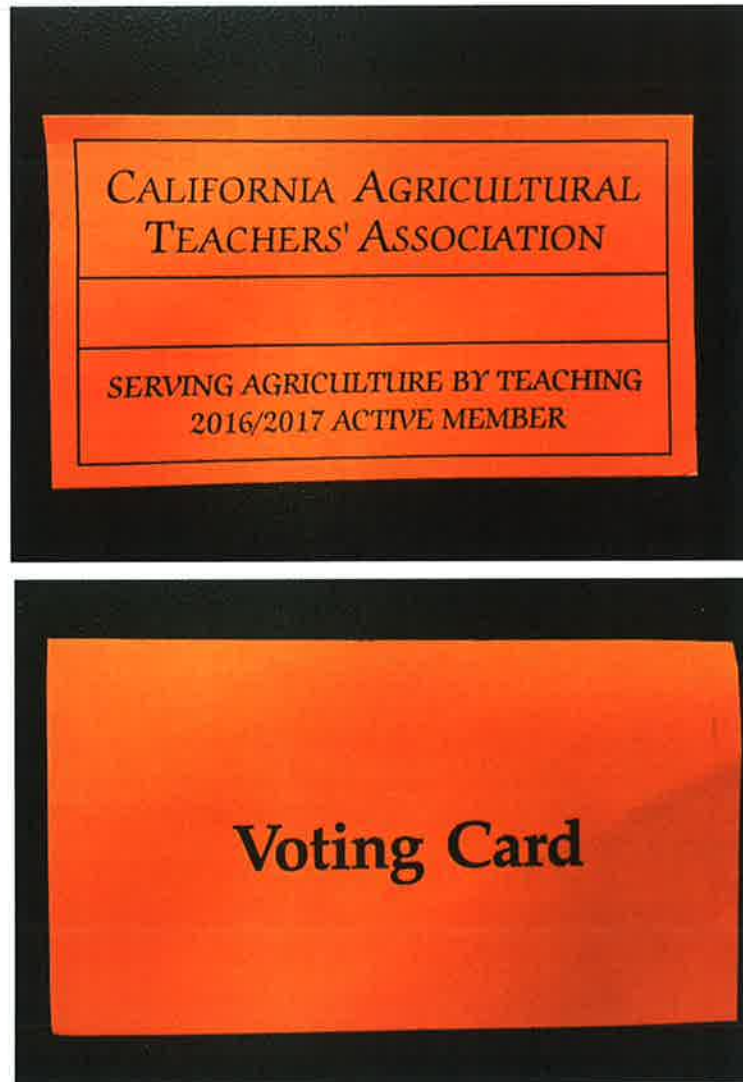
Preferred hospital: _____

Known allergies: _____

Parent/Guardian Signature: _____

Supporting Material 20: CATA Membership Card

I have been a member of the CATA since 2015. My dues are paid through the 2016-2017 school year.





Supporting Material 21: Report to Administration

This year, two of our Chapter Officers presented our Program of Activities to our Principal and School Board. In doing so, they discussed the benefits and opportunities that are available to all students within our program.



Supporting Material 22: Five Year Acquisition Plan

Our five year acquisition plan outlines the purchases for program growth that we would like to see over the next five years. In order to create this list, we met as a department and discussed what growth we would like to see in each pathway. Our five year acquisition plan is attached.

5 Year Facility and Equipment Acquisition Schedule

Woodlake High School Agriculture Department

The following is a tentative schedule for the acquisition of new equipment or the replacement of old non-repairable equipment. Included are tentative plans for upgrading, renovating or adding facilities to the agriculture department.

(2016-17)

- Chicken Coop Behind Ag Department
- Floral Cooler
- Garden Project
- Projector Screens for Mr. Abee and Ms. Moss' classrooms
- Trophy Case for Hallway of the Ag Department
- Greenhouses
- Purchase additional Meat Pen Rabbit equipment (cages, feeders, waterers, etc.)

(2017-18)

- Purchase additional horticulture equipment (shovels, rakes, hoes, picks, pots, media, etc.)
- Finish Steer Pens at School Farm
- Install irrigation in pasture at school farm
- Purchase new small engine textbooks
- New Agriculture Department Van
- Acquire new incubation chambers for poultry projects
- Large walk in floral cooler for Floral Program

(2018-19)

- Build soil bins/compost
- Buy 5 replacement small engines

(2019-20)

- Acquire new shade structure for horticulture facility
- Acquire an advanced hydraulic circuit trainer

(2020-2021)

- Acquire a metal lathe



Supporting Material 23: Department Operating Budget

Departmental budgeting was established by our department chair, Charlie Abee, during the summer prior to the school year beginning. Each department member reports to Charlie on what their needs will be during the school year, and he does his best to allocate monies accordingly. During the summer Chapter Officer Retreat, students help develop the FFA budget. This budget must be submitted to the high school ASB office for approval. Attached are the current operating budgets for the Agriculture Incentive Grant, Career Technical Education Incentive Grant, Perkins Grant, and the FFA (ASB) Account.

2016-2017 Club Budget

Club Name: FFA

Budget Line: 2027

Beginning Balance: \$ 3,331.23

Outstanding 2015-2016 Items:

Total Outstanding Expenses: \$0.00

2016-2017 Actual Beginning Balance: \$ 3,331.23

2016-2017 Potential Fundraisers:

<u>Proposed Activity</u>	<u>Start Date</u>	<u>Estimated Cost</u>	<u>Estimated Income</u>	<u>Estimate Profit</u>
Cookie Dough	September	\$ 4,932.00	\$ 7,500.00	\$ 2,568.00
Drive Thru BBQ	September	\$ 1,163.91	\$ 2,000.00	\$ 836.09
Poinsettias	November	\$ 1,375.00	\$ 2,500.00	\$ 1,125.00
Tamales	January	\$ 350.00	\$ 800.00	\$ 450.00
Sweetheart	February	\$ 400.00	\$ 1,600.00	\$ 1,200.00
Donkey Basketball	February	\$ 1,082.00	\$ 2,500.00	\$ 1,418.00
Placemat Ads	May	\$ 200.00	\$ 2,000.00	\$ 1,800.00
Totals:		\$ 9,502.91	\$ 18,900.00	\$ 9,397.09

2016-2017 Expenses:

Vendor:	Estimated Cost	Expense Description
California FFA	\$5,000.00	State Convention, MFE/ALA
Woodlake Growers	\$750.00	Misc. Supplies
Banquets	\$1,250.00	Food, Venue, Supplies

Estimated Total Expense: \$7,000.00

Beginning Balance: \$ 3,331.23
2016-2017 Income: \$ 9,397.09
Total Income: \$ 18,900.00
Total Expense: \$ 16,502.91
Ending Balance: \$ 3,236.33

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2016-17 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2016)

DATES OF PROJECT DURATION - JULY 1, 2016, TO JUNE 30, 2017

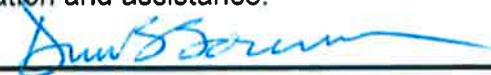
Woodlake High School

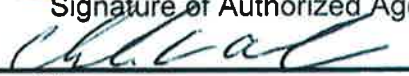
(School Site)

Woodlake Public Schools

(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


 Signature of Agriculture Teacher
 Responsible for the Program

Superintendent

Title


 Signature of Principal

Contact Phone Number: (559) 564-3307

Date of Approval of Local Agency Board:

7/13/2016

Funds Requested - Part I

\$5,000.00

Part II

\$1,992.00

Part III

\$6,000.00

Part IV

\$0.00

Total

\$12,992.00

Number of Different Agriculture Teachers at Site:

3

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

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

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	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2015-16 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	249	\$1,992.00

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

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

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

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

Charlie Abee

4.

Lauren Moss

5.

Jason Ferreira

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	0	\$0.00
Criterion 11A - Year-Round Employment	3	\$6,000.00
Criterion 11B - Project Supervision Period	0	\$0.00
TOTAL FUNDS REQUESTED PART IV		\$6,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

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

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		7,492.00		7,492.00
2			Subtotal for 4000	\$7,492.00		\$7,492.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel	2,000.00		2,000.00
4			2. Transportation	2,000.00		2,000.00
5			3. Conference	1,500.00		1,500.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	\$5,500.00		\$5,500.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.			
10			2.			
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	\$0.00		\$0.00
4			Total for 4000–6000 Lines 2, 8, 13	\$12,992.00		\$12,992.00

TOTAL 2016–17 Incentive Grant Allocation:

\$12,992.00

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:



Program Grant Management System (PGMS)

Woodlake Unified

2016-17 Application

Budget Detail Report

Line Item	Budget Sector	Carrier Pathway	Object Code	Description	Budget Category	Narrative	Amount
	Agriculture and Natural Resources	Agricultural Mechanics	4000 Books/Supplies	Instructional Materials	(A) Instruction	Materials to build projects for the school farm, fences, gates, pens, tillage equipment.	\$3,357.00
	Agriculture and Natural Resources	Agricultural Mechanics	4000 Books/Supplies	Instructional Materials	(C) Curriculum Development	Materials to build out of position welding booths to allow students to develop their 3G plate welding skills in order to articulate with the local community college.	\$5,000.00
	Agriculture and Natural Resources	Agricultural Mechanics	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	This is to help develop new curriculum or enhance old curriculum. This could be used for CATA Conference and other professional organization conferences to assist in professional development.	\$2,500.00
	Agriculture and Natural Resources	Agricultural Mechanics	5000 Services/Operating Expenses	Travel & Convention	(D) Transportation	Field Trips to the school farm to maintain orchard, fences, greenhouses and other temporary crops.	\$2,000.00
	Agriculture and Natural Resources	Agriscience	4000 Books/Supplies	Instructional Materials	(C) Curriculum Development	Materials for Developing new labs and improving labs already offered. These materials will include items such as pH meters, soil testing equipment, weather meters and other ag science related curriculum pieces.	\$2,000.00
	Agriculture and Natural Resources	Agriscience	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	Professional Development for the Agriscience Teacher to develop new curriculum and enhance courses already taught. Can be used for CATA Convention Regional Road show or other events.	\$1,000.00

	Business and Finance	Business Management	4000 Books/Supplies	Computer Software	(A) Instruction	This is to provide the teacher with site licenses for programs to instruct students.	\$3,000.00
Across All Sites	Agriculture and Natural Resources	Animal Science	4000 Books/Supplies	Instructional Materials	(E) Special Populations	Equipment for Animal Projects, blowers clipper, scales, cages and other supplies used to raise animals as supervised agriculture experience projects. These projects are helping our special population students get hands on agriculture experience either at home or at our school farm facility.	\$2,000.00
Across All Sites	Agriculture and Natural Resources	Ornamental Horticulture	4000 Books/Supplies	Instructional Materials	(A) Instruction	Pots, plant material, seeds, growing containers, irrigation supplies for the greenhouse management course.	\$2,500.00
Across All Sites	Agriculture and Natural Resources	Ornamental Horticulture	5000 Services/Operating Expenses	Field Trips	(E) Special Populations	Field trips to the school farm to use the horticulture facility on the school farm as well as a Field Trip to the LA Flower Market.	\$4,000.00
Across All Sites	Agriculture and Natural Resources	Ornamental Horticulture	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	Professional development activities to help enhance curriculum and develop new curriculum. This could be used for CATA Activities such as New Professionals, State Conference, or other professional development activities.	\$2,500.00
					Total		\$29,857.00

Export to Excel

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Supporting Material 24: Budget Processes

For ASB purchases, they are coordinated through our ASB secretary, Mari Villegas, with each purchase order needed approval before a purchase can be made. If it relates monetarily to our Agriculture Academy then all monies are coordinated through our Academy Budget Lead, Carmita Pena, who keeps a record of the amounts we have available to spend, etc. If it relates to the Agriculture Incentive Grant, Career Technical Education Incentive Grant, or Perkins Grant then all monies are coordinated through our school secretary, Christy Castillo. Purchase requisitions are passed on for administrative approval and then to the District Office where a purchase order number will then be generated. Upon receipt of the items ordered using the purchase order number, receipts must then be submitted back to whichever of the three ladies to be processed for payment.

☐ Elementary ☐ High School

Vendor: _____

[illegible]

Approved by Project's Director: _____



Woodlake High School

"A place of Purposeful Teaching and Relevant Learning."

400 West Whitney Avenue Woodlake, California 93286

Phone: (559) 564-3307 FAX: (559) 564-3320

www.whstigers.org

ASB PURCHASE ORDER REQUEST

To:

P.O. Number: _____

Vendor Name:

Vendor Address:

Item Number	Description	Quantity	Unit Price	Total Amount

Requested by: _____

Subtotal: _____

+ Estimated Sales Tax: _____

+ Estimated Shipping Charges: _____

Total of this purchase order: _____

NOTICE TO THE VENDOR

Please mail the invoice in care of the ASB bookkeeper at the address at the top of the purchase order. Please indicate the purchase order number on the invoice.

CERTIFICATION (this section must be completed)

Budget(s) to be charged: _____

We certify that this request has been approved and recorded in club minutes

Club Name: _____

Club Representative Signature: _____

Advisor Signature: _____

Balance verified by: Mari Villegas, ASB Secretary Initials _____ Date _____

Site Administrator or Designee: _____

Rick Rodriguez
Principal

Mike Burchett
Assistant Principal

Carmita Pena
Coordinator of College &
Career Programs

Cassandra Ledesma
Head Counselor



Supporting Material 25: Chairperson's Duties and Responsibilities

Our department currently does not have a Department Chairperson. After Charlie Abee left us in August, the administration decided a Department Chair was not needed. We gain information about cabinet meetings through the science and electives department chairperson.



Supporting Material 26: Chart of Responsibilities

Each year before the school year begins, our department sits down and discusses the chart of responsibilities. During this time, we elect who will be the “lead” advisor for each of our events.

	Moss	Ferreira	Carmita
SAE Projects			
Hogs	X		
Sheep		X	
Goats		X	
Beef	X		
Poultry		X	
Rabbits		X	
Ag Mechanics			
Work Experience	X	X	X
Floral/OH projects	X		
Facilities			
Farm	X	X	
Shop			
Greenhouse	X		
Chicken Coop		X	
Floral Cooler	X		
Fundraisers			
Turkey Shoot	X		
Drive Thru BBQ	X		
Cookie Dough		X	
Poinsettias	X		
Sweetheart Competition		X	
Donkey Basketball	X		
FFA Apparel		X	
Leadership			
Conferences			
Boot Camp	X	X	
COLC	X	X	
Fall Regional Mtg	X	X	
GLC		X	
MFE/ALA	X	X	
SLE	X	X	
State Convention	X	X	
National Convention	X	X	
CDE Teams			
Opening and Closing Greenhand		X	
Opening and Closing Officers		X	
Opening and Closing Open	X		
Citrus Team		X	
Spring			
Ag Banking		X	
Ag Computers		X	
Marketing Cooperative		X	
Parliamentary Procedure	X		
Food Science and Technology		X	
Creed		X	
Impromptu	X		
Job Interview	X		
Prepared	X		

	Moss	Ferreira	Carmita
Soils and Land Evaluation		X	
Community Service			
Blood Drive	X		
Canned Food Drive		X	
Christmas Float		X	
Department Responsibilities			
Ag Incentive Grant			X
Department Budget			X
Ag Advisory Meetings	X	X	X
Ag Boosters Liason	X		
Program Plan	X	X	
R-2 Report	X	X	
Ag Mechanics Shop Maintenance			
Ag Science Classroom Maintenance	X		
Horticulture Maintenance	X		
Ag Truck/Van Maintenance	X		
Chapter Banquet Advisor		X	
Summer Officer Retreat	X	X	
Winter Officer Retreat (1 Day)	X	X	
Applications			
State Degrees	X		
American Degrees	X		
Proficiency	X	X	
Star Administrator		X	
Star Counselor		X	
Star Supporting Staff		X	
Star Reporter		X	
Star Advisor	X	X	
Band/Choir		X	
Nominating Committee		X	
Sectional Officer		X	
Regional Officer		X	
National Convention Delegate	X		
FFA Meetings/ Activities			
August Meeting 8/25	X	X	BBQ
September Mtg 9/30	X		Photo Scavenger Hunt
October Mtg 10/30	X		Alumni Luncheon
November Mtg 11/12		X	GH Chapter Degree Banquet
December Mtg 12/2		X	Canned Food
January Mtg 1/21		X	Bowling
February Mtg 2/22-2/26	X	X	FFA Week
April Mtg 4/28			Elections/Talent Night
National FFA Week	X	X	
Banquet 5/26			
Officer Meetings Tuesday 7 A.M.			
Department Meeting Tuesday 7 A.M.			

	Moss	Ferreira	Carmita
Sectional Activities			
McDermott Field House	X		
Capture the Flag		X	

Officer Duty Advisors

Officer

Scrapbook		X	Clarissa
National Chapter Application	X		Pia
Program of Activities	X		Edith
Newsletters			Clarissa
Website		X	Calrissa
Tiger Times Articles		X	Clarissa
Facebook	X	X	
Instagram	X	X	
Minutes/Special Projects	X		Kiara
Bulliten Announcement	X	X	Kiara
Posters			
Officer Room			All



Supporting Material 27: Substitute Teacher Procedure and Plans

The policy for obtaining a substitute teacher is as follows:

- Create an absence using “AESOP”, our online system
- Make sure our Administrative notes are complete for approval

I take pride in leaving organized, detailed sub plans each time I am away from my classroom. My sub plans are left in a bright blue folder labeled for the day that they will be subbing for me. If there are worksheets associated with the lesson, then they are left in the folder behind the sub plans. Attached is an example of my sub plans and a behavior sheet.



400 W. Whitney Ave. Woodlake, CA 93286

September 29, 2016

Good morning and thank you for subbing for my class. They are all aware of all expectations and procedures when I am not present. Please feel free to take notes and write names down. **Do not let anyone use the restroom** unless they have a bathroom pass to go. Please make sure all chromebooks are returned by the end of each period and that each of them is plugged in to charge. The Chromebook cart code is **1932**, please do not let any students know the code or try the lock.

Prep (Period 1)

Agriculture Biology (Periods 2, 3, & 4)

- *Alexis Brogan is my TA in 2nd period, she is allowed to do homework or any other school work during this time. Make sure she checks in with you at the end of the period before leaving.*
- **Bell Ringer (3 minutes. These will need to be written on the board.)**
 - Bio Bit: How has your week been thus far?
 - Learning Objective: SWBAT complete the solutions webquest within the period.
- **Solutions Webquest (50 minutes)**
 - Please pass out one packet to each student and have them follow the step by step directions to complete the webquest within the period.
- **Extra Time?**
 - Students will need to organize their binders and make sure their table of contents is up to date.

Art & History of Floral Design (Period 5)

- **Study Hall (50 minutes)**
 - Students will have the period to work on assignments from other classes or anything else they may complete within my class.

Greenhouse Management (Period 6)

- **Study Hall (50 minutes)**
 - Students will have the period to work on assignments from other classes or anything else they may complete within my class.

Please complete at the end of each class period. Use backside if additional space is needed.
Rate performance on a scale of 1-10, 10 being perfect and 1 completely unacceptable.

Per.	Work Habits	Behavior Issues	Work Accomplished by the End of the Period?	Other Notes (Helpful Students)
2	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>		
3	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>		
4	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>		
5	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>		
6	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>		

Name:

Contact Number:



Supporting Material 28: Program Completer

Currently our requirement for program completers is that they have been active in our program for all 4 years. My goal is define this requirement for next school year. All program completers receive an FFA cord to wear at graduation.



Supporting Material 29: 2+2 Agreements

We currently do not have any 2+2 agreements on file between College of the Sequoias and Woodlake Agriculture Department. As a department, we are working to create and align with COS in order to have a 2+2 agreement established. We are discussing agreements with Greenhouse Management, Art and History of Floral Design, and Tulare County Occupational Vocational Education (TCOVE) Welding. If we are successful with these agreements, then we would have three classes to offer our students college credit.



Supporting Material 30: Reimbursement Process

There are two ways that you are able to be reimbursed within our school district. The first is through our ASB accounts. All expenses associated with a club must be pre-approved in the official club minutes with additional minutes for the request of the check. Our second option to be reimbursed for conference expenses or travel expenses will be paid through the district account. This type of reimbursement requires paperwork and approval prior to and after the trip. Each person is allotted a certain amount of money to spend on food each day in addition to having the conference expenses, parking, lodging, etc. covered.