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Golden West High School- Visalia, California

Agriculture Department Quality Criteria Narratives

Quality Criteria Narratives

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Agriculture Department Quality Criteria Narrative 1

1A.

The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.

The following courses are currently offered at Golden West High School: Ag Earth Science, Ag Biology, Introduction to Environmental Horticulture, Advanced Environmental Horticulture, Animal Science, Pre-Vet Science, Introduction to Agriculture Mechanics, Agriculture Mechanics II, Advanced Agriculture Mechanics. All students in the agriculture program are required to maintain a current Supervised Agriculture Experience project. The projects are documented in the student's FFA Record Book (paper back, irecordbook or AET) All students enrolled in agricultural classes are members of the FFA and are required to participate in a minimum of three activities per semester.

Agriculture Earth Science is a yearlong class that satisfies the graduation requirements for physical science. The course is designed as an introductory science course in for the college prep student. The course is designed to meet the State of California's academic standards for physical science. Curriculum is divided into eight major areas of study: studying the Earth, Composition of the Earth, history of the Earth, dynamic Earth, reshaping the crust, oceans, atmospheric forces, and space. The class aligns with other Earth Science classes on campus and students participate in the same district exams. This class is offered to freshmen students in the agriculture pathway.

Animal Science is a yearlong elective class currently offered to 11th graders. This course is designed to teach the basics of livestock production including but not limited to: the different livestock species and breeds, each species on a production level, leadership training (public speaking, judging teams, SAE projects), record keeping skills and career opportunities. This course leads into the capstone class for the Pre-Vet Science pathway.

Pre- Veterinary Science is a yearlong elective class and is the capstone class for the Animal Science Pathway. Curriculum covered in Pre-Vet science class includes: safety & sanitation, veterinary terminology, anatomy & physiology, clinical exams, hospital procedures, parasitology, office management, posology, laboratory techniques, animal nutrition, principles of disease, animals in society, career exploration and animal management.

1B.

The Career Technical Education Model Curriculum Standard for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.

When I started at Golden West High School (August 2012) the pathways offered to students were incomplete and lacked significant structure. There was only one clear-cut pathway offered and that was the Agriculture Mechanics pathway. Emmett Schultz has done a great job in setting up that pathway and it quickly became the model for our Animal Science and Plant Science pathways. Students in the Animal Science or Plant Science pathway did not really have a pattern of classes to follow. For example, I had a senior student who was in her fourth year in Advanced Horticulture. Working with my teaching partners, we restructured our Animal Science and Plant Science pathways to include the following:

Animal Science

Ag Earth Science → Ag Biology → Animal Science → Pre-Vet Science

Plant Science

Ag Earth Science → Advanced Enviro. Biology → Introduction to Enviro. Horticulture Horticulture

With the new pathways set, freshmen students will take either Ag Earth Science, Introduction to Ag Mechanics or both. Sophomores would take either Ag Biology, Ag Mechanics II or both. Our intention is to give our students their two-year science requirement in the Agriculture department and open up their junior and senior years for electives. Our Advanced Ag Mechanics, Animal Science and Introduction to Environmental Horticulture classes are junior level classes and our Advanced Ag Mechanics, Pre-Vet Science and Advanced Horticulture courses are our senior capstone classes.

Our current, three pathways meet the Career Technical Education (CTE) Model Curriculum for Agriculture and adhere to and closely align to the foundation standards. Each pathway addresses foundation standards 2.0- Communication, 3.0- Career Planning & Management and 9.0- Leadership & Teamwork.

1C.

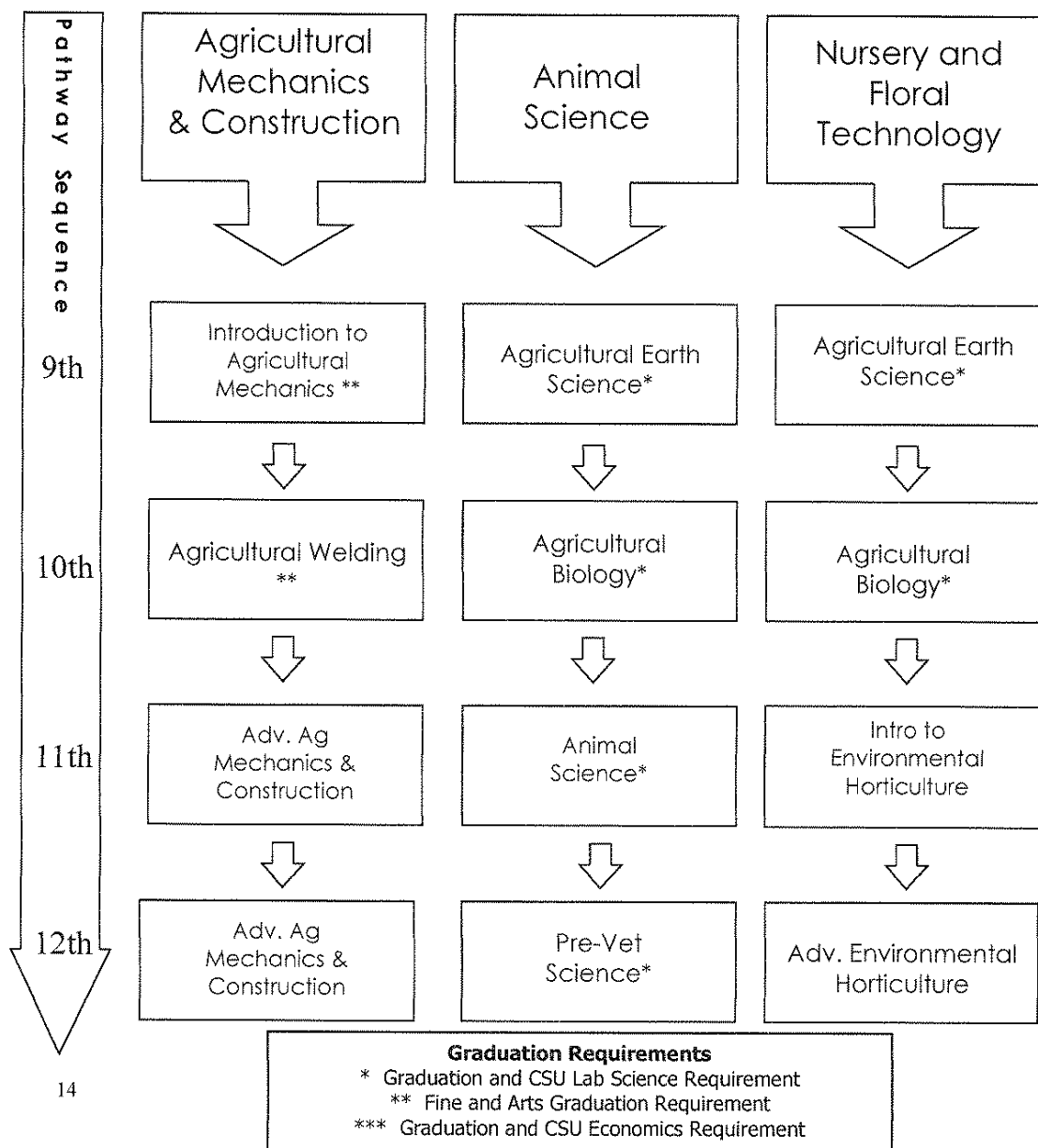
Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)

The following outline is for students who would like to attend a two/four year college or university directly after high school or who want to graduate with a strong background in agriculture. Following these guidelines will allow a student to have a broad understanding of the agriculture industry and enter into a two/four year college or university majoring in agriculture or directly into the agriculture industry.



Agriculture Department Pathways

The Golden West High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.



1D.

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

It is the goal that students at Golden West get the most out of their education and that they leave our school well-rounded and self-sufficient. Our past Vice Principal of Curriculum, Dave Whitmore, has tried extremely hard to ensure that courses in departments are scheduled to fit with the majority of students schedule. This is something we have to discuss with our new AP of curriculum. This allows students in the Agriculture Department to complete more than one pathway. Ag Biology courses are offered during the same periods as the regular biology courses. This allows our sophomores who are taking a regular biology course or AP biology the option to take an Agriculture class as well. Below is the 2015-2016 schedule for the Agriculture Department

TEACHER	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Schultz	Advanced Ag Mech.	Advanced Ag Mech.	Ag Mech. II	Prep	Intro to Ag Mech.	Intro to Ag Mech.
Castle	Intro to Hort.	Advanced Hort.	Intro to Horticulture	Ag Biology	Prep	Ag Biology
Slover	Pre- Vet Science	Prep	Ag Earth Science	Dept. Head Prep	Animal Science	Ag Earth Science

1E.

Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)

Each class in the Agriculture Department includes Career Awareness. Depending on the course, the Career Units are changed to fit the curriculum being taught.

In Ag Biology, career awareness is provided through several different means. Ag Biology students partake on a field trip to the UC Davis Veterinary Medicine Teaching and Research Center in Tulare with Animal Science and Pre-Vet Science classes. Additionally, they complete a job interest survey that goes into the student file in the Ag department.

Students in Introduction to Environmental Horticulture are presented with different agriculture careers through the different units of instruction. While working on insects and integrated pest management, a local PCA's and Ag advisory member is brought into class. Prior to our plant sale, students complete a retail nursery unit and become aware of the different aspects of owning and operating a nursery

The Pre-Vet Science classes have visited several local veterinary clinics throughout the year to increase their career awareness. I have dedicated an entire unit for veterinary science careers and college prep. In Advanced Horticulture students complete a job application, resume and cover letter and participate in mock interviews. Many of our upperclassmen use these tools when applying for part-time or summer work.

1F.

The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)

As of this year we have been privileged enough to have to chrome book carts in both Courtney's class and mine with a total of 70 chrome books. We were also given eight chrome desktops for the department. This has been an outstanding technology improvement for our students especially for keeping up on their record books. The only downfall that we have come across is that students are able to print. (Chrome books don't hook up to a printer) So, students then have to schedule in time to visit the library or save it on their Google drive and print at home. Even though printing is a bit of a challenge the overall experience of having access to laptops and the Internet on a daily basis has benefited our students in their academics.

1G.

The agriculture curriculum includes the use of computer-aided instruction by utilizing at least one of the following: (FS 4.2, 4.6)

- | | |
|-----------------------------------|------------------------------------|
| -Computerized Record Book | -Agriscience Fair Report |
| -Agriculture Term Paper | -Agriculture/FFA Speech manuscript |
| -Job Resume | -Job Cover Letter |
| -Portfolio Letter of introduction | -Other Agriculture Related Project |

Computers are used for the following items: Term Papers, Manuscripts, Job Resume, Job Cover Letter, SAE Proficiency Applications, and Semester SAE Projects. In Animal Science and Pre-Vet Science, students use computers to complete term papers on various livestock species and breeds while the Pre-Vet Science works on case studies. Advanced Horticulture class completes their cover letter and job resume on computers. This year, I worked with a student on her proficiency application in swine production. Additionally, all of my students complete a semester SAE project that requires them to download a proficiency application and complete the cover page, pages 2 and 3, and the six picture pages. All of this must be done on a computer and emailed to the instructor.

1H.

Recordkeeping is taught in all agriculture classes. Every student maintains and completes (Closes out) either an actual SAE Project or Mock Problem (FS 10.3, 11.0)

All students in the department are taught recordkeeping through the FFA record book. All students in our program maintain record book either a paper back that is filed in the Ag teachers' office, Irecord book, or AET. Graduate books are moved to their permanent file in the department. Students applying for their State Degree may transfer their written books to an IRecord book. Students update their record books on a monthly basis in all classes. They also can download the application on their cell phones so that they can continue to update their records as needed.

11.

Record books of all students are maintained in the Department files until one year following graduation.

My first year at Golden West was a challenge in regards to this specific area. Both new teachers, had stacks of record books in their classrooms with no rhyme or reason to the order. Over the past year and a half, we have gone through all record books and now have a filing system. At the beginning of the year, student files are updated or created in our filing cabinets in our classrooms and graduates' files and record books are moved to their permanent student file in our copy room. The permanent files contain a student's data sheet, home visit records, past record books and proficiency applications. Having the Irecord book and AET system has been a tremendous help and relief in terms of "finding" the record book. Our students are more technology savvy than a pencil and eraser so it has also help with their willingness to do a good job.

1J.

Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

All agriculture courses meet graduation requirements. For basic graduation requirements, students must have one year of life science and one year of physical science credit. Ag Earth Science counts for physical science credit and Ag Biology counts for life science credit. Our newest courses, Animal Science and Pre-Vet Science, along with Advanced Environmental Horticulture, all meet the A-G credit. We will work on making Introduction to Environmental Horticulture A-G in the 2015-2016 school year. Additionally, students need a total of 75 elective units for graduation requirements.

Agriculture Class:	Requirement Met:
Ag Earth Science	Graduation Science; A-G College
Ag Biology	Graduation Science; A-G College
Animal Science	Elective; A-G College
Pre-Vet Science	Elective; A-G College
Intro to Environmental Horticulture	Elective
Advanced Environmental Horticulture	Elective; A-G College
Intro to Ag Mechanics	Elective
Ag Mechanics II	Elective
Ag Mechanics III	Elective
Ag Mechanics IV	Elective



Agriculture Department
Quality Criteria
Narrative 2

2A.

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

The Visalia-Golden West chapter received its state charter in 1979, the year the school first opened. We are currently in our 37th year as a school and FFA chapter.

2B.

A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

Our Program of Work was completely redrafted in 2011 by Courtney Castle since there was not a current P.O.A. on file in the Ag Department or with the Regional Supervisor. The FFA officers and advisors created a new P.O.A. and at our retreat in July 2012, we updated the document for the current school year. The newest Program of Activities is currently on file with Mr. Charles Parker. Between Courtney and I we have been updating it on an annual basis.

2C.

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

Every Ag course in our department includes a grading scale that includes FFA as 10% of a student's grade. To meet the 10% requirement per semester, students must attend/participate in a minimum of 3 FFA activities during that semester. Activities may not be accumulated in one semester and used in the next. FFA activities are announced in classes, posted on our Facebook and website, announced in the campus bulletin and by flyers and word of mouth.

2D.

All students enrolled in agriculture classes are affiliated with the State FFA Association.

All students enrolled in an agriculture class are listed on the R-2 data report. The R-2 report is filled out and submitted electronically prior to October 15th annually. During the third week of the second semester (typically the end of January) the R-2 roster is updated to reflect students that have either added or dropped an Ag class.

2E.

Based on previous year's record, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

According to our Annual FFA Chapter Activities Check Sheet, our department participated in the following activities:

1.	State Leadership Conference
2.	Regional Meeting
3.	Greenhand Conference
4.	Made For Excellence Conference
5.	Sectional O/C Contest
6.	Sectional BIG Contest
7.	Advanced Leadership Academy
8.	Sectional Job Interview
9.	Sectional Creed
10.	Sectional COOP Quiz Contest
11.	State FFA Degree App.
12.	COLC
13.	Submitted Proficiency App.

14.	Sectional Chapter Award Applications
15.	Regional Banking Quiz
16.	Exeter Citrus Contest
17.	Tulare Citrus Contest
18.	Hanford Citrus Contest
19.	Mid Winter State Finals
20.	UC Davis Field Day
21.	Merced College Field Day
22.	Modesto JC Field Day
23.	Reedley Field Day
24.	Fresno State Field Day
25.	Cal Poly State Finals

2F.

A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intracurricular activities:

- | | |
|--|---------------------------------------|
| -Local Best Informed Greenhand Contest | -Local Creed Speaking Contest |
| -Local Opening & Closing Contest | -Local COOP Quiz Contest |
| -Local Program of Work Committee(s) | -Local Demonstration Fair |
| -Local Agriscience Fair Exhibition | -Local Public Speaking Contest |
| -Local Parliamentary Procedure Contest | -Chapter Meeting or Activity |
| -Any Section, Region, or State Activity | -Other Local Activities |

Over 80% of our members meet the requirement of three leadership development activities annually through a variety of activities. Our documentation of this can be found in an Excel spreadsheet for our Point Awards competition. The majority of our members attend monthly FFA meetings and participate on CDE teams.



Agriculture Department
Quality Criteria
Narrative 3

3A.

Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program.

Every student in our agriculture department is required to have a Supervised Agriculture Experience project as part of their grade. This is 10% of their grade. Students are required to keep records of their projects in their record books that are kept in the classrooms, on Irecord book, or AET. The most common types of SAE projects are Tulare County Fair projects (livestock, indoor Ag mechanics projects & plant projects) and home improvement projects such as mowing the lawn or planting and maintaining a garden.

3B.

First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan.

First year students jump right into SAE projects within our department. Incoming freshmen have the option of raising a market animal for the Tulare Fair. Students in Intro to Ag Mechanics enter woodworking, electrical and rope projects into the fair and students in Intro to Environmental Horticulture enter various plants into the fair as well. From their students develop plans to further their projects in these areas or create and start another SAE project. All Ag classes complete an SAE report the first semester and enter a local project competition the second semester. Both of these assignments require first year students to be engaged in an SAE project regardless of size or scope.

3C.

A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records.

All students in the department are required to fill out a California FFA Record book. The record book serves as our department records to verify the 80% minimum. Record books are updated and kept in every classroom in our department or online with Irecord book or AET.

3D.

Students with SAE projects are visited by the agriculture teachers at least twice per year as documented by Department records.

This past year, I made it a point to really record my visits to SAE projects. By doing so I have noticed that I visit livestock projects far more than I do other projects. For my lamb SAE visits, I use a lamb binder that contains a tab for each exhibitor. Each tab has a blank piece of paper where I record the date of each visit and what took place at the visit. With my egg co-op students and home improvement projects, I am not near as good with those records. All binders are kept in my classroom and updated annually. Notes from the visits then go into the students' permanent folder in our department.

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

Our agriculture department has three vehicles in our immediate possession. They include a 1991 Ford F-250 that is currently inoperable, a 2000 Ford F-350 and an 8-passenger Ford van. When we need additional vehicles for transportation we can request to borrow a school suburban. However, the suburban may only be used within a 75-mile distance. Often we do not get a suburban because of sports conflicts. This can cause limitations on the number of students able to attend events. We are currently in the process of purchasing a suburban for the department so that we can have more available seating.



Agriculture Department
Quality Criteria
Narrative 4

4A.

Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan

All agriculture teachers, Emmett Schultz, Courtney Castle, and Sammi Slover, hold a Single Subject Agriculture credential and an Agriculture Specialist credential.

4B.

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

Below is the list of professional development activities attended by each agriculture teacher.

August 13:	Staff Development Day
October 6:	Sectional CATA Meeting
October 15:	Staff Development
November 17:	Regional CATA Meeting
November 29:	Agriculture Advisory Committee Meeting
November 29:	Evaluation Meeting with Principal
December 3:	Regional CATA Roadshow
December 6:	Evaluation Meeting with Principal
January 17:	Evaluation Meeting with Principal
April 19:	Written Exam for Master's Degree
February 27:	Regional CATA Meeting
March 13:	Final Evaluation Meeting with Principal
April 10:	BTSA Meeting at District Office
April 15:	Oral Interview for Master's Degree
May 6:	Sectional CATA Planning Meeting
June 26-30:	CATA Summer Conference

4C.

The agriculture staff meets a minimum of twice per month

Our agriculture department does not hold formal staff meets but rather meets every day at lunch and in the mornings when needed. We have a great working relationship and the lines of communication between the three of us are extremely open and efficient. Additionally, we meet with our chapter officer team every Monday at lunch

4D.

A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan.

We do not have a written record of minutes for each meeting/lunch period. Usually, our notes consist of my to-do list and post-it notes with reminders. We do keep written minutes from each chapter officer meeting and those are kept in our department files.

4E.

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

All expenses that are incurred while participating in a board-approved activity is reimbursed after the conference attendance sheet and all itemized receipts are turned back into the office secretary. IF receipts are not included, the teacher must fill out an affidavit stating that the amount is true. If a conference attendance sheet is not filled out for an event, a teacher cannot be reimbursed for those personal expenses. A reimbursement check is usually given out a week after the conference attendance sheet and receipts have been turned in.



Agriculture Department
Quality Criteria
Narrative 5

5A.

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

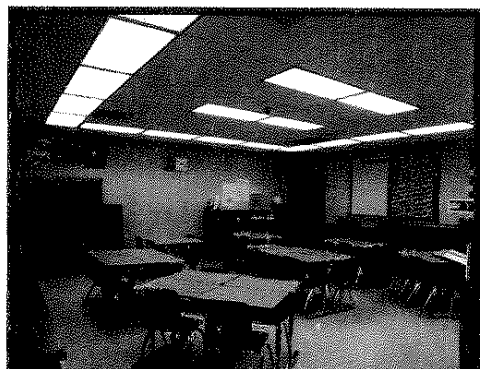
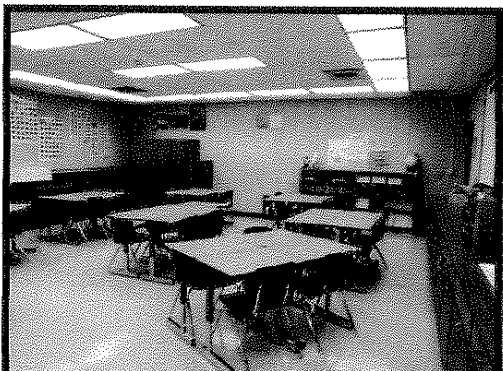
Facilities and equipment are modified when needed to meet the needs of students. The majority of all students in the agriculture department can function without the need of additional modification. However, accommodations have been made to ensure our two hard of hearing students can understand the content of videos shown in class by using closed captioning. Additionally, students with vision problems are allowed to move closer to the front of the classrooms for better seeing and/or printed materials. My of my past students, Kaden has autism and requires additional time on the daily warm ups. He can fully function in the classroom but does not want any part of the farm so he is allowed to go to his resource teacher during that time and complete the assignment

5B.

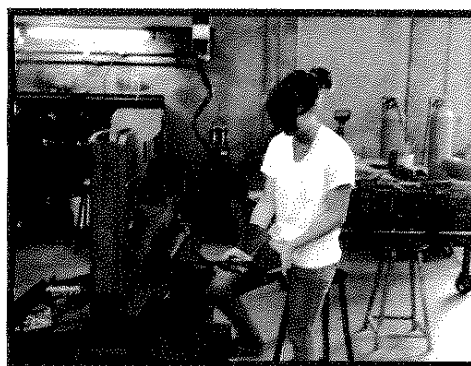
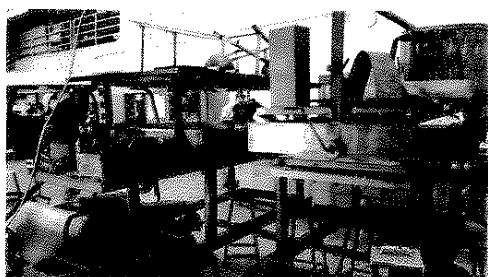
There is adequate storage space for materials, records, equipment and supplies.

Our department consists of a self-contained building that holds three classrooms, a copy/print room, department office, storage/kitchen space, Ag shop, and mezzanine that includes two enclosed rooms that span the entire length of the building. Additionally, we have two acres on campus that hold two tool sheds, eight cinder block stalls, a greenhouse, shade house, 50 tree orchard, raised garden beds, xeroscape, pheasant run, 3 sectioned chicken coop, open floor chicken house, poultry processing unit, mobile poultry unit and livestock barn.

Within the department, each classroom has two walls lined with cabinets and counters for additional space within the classroom. Student supplies, record books, lab supplies and equipment are typically stored in these. In the copy/print room, filing cabinets contain our student files as well as all printing materials (i.e. paper, labels, envelopes, ink cartridges). The department office includes built in shelving and five individual workstations with chrome desktops.



The shop holds various tools and equipment used for projects throughout the year. Permanent welding booths are located along two walls of the shop while work benches with student lockers underneath are found on the opposite side. The shop contains three tool rooms and two roll up doors for larger projects. Metal is stored horizontally in an outside cage located under the shop awning. Wood is stored in the mezzanine upstairs. The two enclosed rooms of the mezzanine are used for fair supplies storage, floral design container storage and food preparation storage (pots, pans, to go containers, etc.).



5C.

At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for the SAE project(s):

- School Farm Laboratory
- Greenhouse
- Growing Area
- Agriculture Shop

Our School Farm Laboratory is located on campus and is an enclosed two acre area that includes a newly built barn, chicken coop, pheasant run, small hoop house, shade house and greenhouse. Students interested in raising poultry or growing various horticulture projects may keep these projects at this site. Students constantly use the Ag shop to build a variety of SAE projects. Currently, a senior student is building a stock trailer in the shop. Other students build barbecues and fire pits throughout the school year as their projects. Students wanting to show a market hog, market lamb, market steer, or dairy heifer at the Tulare Fair can house their project at the VUSD School Farm. This thirty-five acre farm is shared by all four high schools in Visalia. Student's housing projects in any of the facilities are responsible for feeding, watering, daily cleaning and maintenance of all things related to their project. They are also financially responsible for all supplies and materials needed



5D.

The agriculture department has E-mail capabilities.

All agriculture staff has district emails and have access to their district email through Microsoft Outlook, which is installed on each laptop/desktop used by the teachers. We were also given a Google account this year, which provides a variety of technological resources that we use regularly with students.

5E.

The reviewer verifies that the agriculture facilities are neat, clean and orderly.

Each teacher is responsible for making sure his or her area of interest is neat, clean and orderly. Emmett is in charge of his classroom and shop and keeps them in proper working order throughout the year. Courtney is responsible for her classroom and the tool sheds, cinder block stalls, greenhouse, small hoop house, shade house., xeroscape, row crop area, fifty tree orchard. I am responsible for my classroom, the chicken coops, mobile poultry unit, pheasant run and livestock barn. Students in my Animal Science and Pre-Vet classes work regularly in these areas to ensure they are up kept. When I first arrived at Golden West, I can say that these facilities were far from neat, clean, and orderly. They were overgrown, damaged, messy and outright embarrassing. The past four years has brought significant challenges but these areas are completely transformed. They are clean, in working order and relatively neat, although there is still more work to be done.

5F.

Facilities and equipment are regularly maintained, repaired or replaced.

When I first started at Golden West, I was overwhelmed with the amount of repair and maintenance the OH unit needed. At times, I still feel like I will never have it completely done but there is a tremendous amount of support to make it happen. Emmett Schultz is our department "dad" and will repair and fix anything we need. We have recently added an additional 60 feet to our existing livestock barn to house all of our breeding stock and offspring that we have been growing over the past four years. Within the barn we are always needed the rakes, shovels, and pitchforks repaired. Flat tires on wheelbarrows are replaced or repaired by students in Emmett's Ag Mech classes. All my students know that if something breaks or is not working properly, they are to tell me immediately so that it can be fixed correctly.



Agriculture Department
Quality Criteria
Narrative 6

6A.

The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual."

The Agriculture Advisory Committee has been a vital part of our department since I began the 2012-2013 school year. When I first started at Golden West, I was informed that prior to 2011-12 school year the most recent Advisory minutes that were on file were from 2005. We currently hold a minimum of two advisory meetings per year. Our committee is comprised of the following members from the Visalia community:

Johnny Jameson: Mr. Jameson owns and operates De Leo Olive Company that grows and produces olives for the purpose of olive oil. Johnny has strong ties to the community and is currently serving as our committee chair. He has had all four daughters in the FFA program at Golden West, two currently enrolled, and another two that have already graduated.

Leslie Gardner: Leslie is an alumna of Golden West High School and was extremely active when she went through the program. She has two sons that have both gone through the program as well. She is the current Executive Director for Happy Trails Riding Academy and a member of California Women in Agriculture.

Tom Gruber: Mr. Gruber is a local farmer and owns Gruber Farms. He currently farms citrus and nuts. His only child is a sophomore in our program.

Tom Polich: Tom works for All-Flex ear tags and travels throughout California selling livestock tags. His family raises and breeds Dorset sheep and he has connections to pharmaceutical veterinary supplies through his wife and works closely with Emmett to maintain the VUSD school farm.

Bret Morse: Mr. Morse is a local PCA and co owners with Tom Gruber with G & M spraying. He has been invested in the program for the past 10 years since both of his children have gone through the program.

Russell McKeith: Russell is the new Animal Science instructor at College of the Sequoias. With attempting to incorporate the 2+2 agreements he is able to help align courses that align at our local junior college.

Fernando Fernandez: Mr. Fernandez is the ornamental horticulture instructor at College of the Sequoias. Fernando has been at COS for many, many years and has been a huge help with our every growing ornamental horticulture classes and in the greenhouse.

6B.

The Agricultural Advisory Committee meets at least twice each year, (Minutes available to verify meetings.)

Our Advisory committee met in September and November and we are planning on scheduling to meet for a third time this school year in April 25. Minutes for each meeting sent to all advisory members and teachers after the meeting.

6C.

The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidence in the Ag. Advisory Committee minutes.

- Job Market Description
- Total Program Goals & Objectives
- Course Subject Matter Outlines
- 5 Year Facility & Equipment Acquisition
- Graduate Follow Up
- Targeted Occupations
- Program Description

- Courses, SAE, FFA

- Program Completion Standards
- Current Year Budget
- List of Active Placement Sites

At the November advisory meeting the following components of the Comprehensive Program Plan were discussed: Total Program Goals & Objectives, Course Subject Matter Outlines, 5 Year Facility & Equipment Acquisition, and Program Description. At the April meeting the committee plans to evaluate the following: Job market description, Graduate follow up, Targeted occupations, Program Completion standards, and Active placement sites.

6D.

The Contact information of the Advisory Committee Chair has been provided on the cover of this checklist.

Our current Advisory Committee Chair is Johnny Jameson. His information can be found on the cover of our AIG checklist submitted to Charles Parker in November.



Agriculture Department
Quality Criteria
Narrative 7

7A.

Students are counseled regarding: (FS3.0)

- Career opportunities in Agriculture and Agribusiness
- Agriculture and academic course necessary to complete career pathway offerings
- Post-secondary education and training options.

Through curriculum presented to students in class, they are taught about the career opportunities available to them based on the pathway they chose to pursue through the agriculture department. In addition, students meet with their counselors between March and April to enroll for the upcoming school year. Prior to this, students are counseled in class about which classes they can take for the upcoming school year. Through the different career presentations and curriculum students gain an understanding of what post-secondary education and options are needed.

7B.

All students have a completed career plan (Student Data Sheet) and it is updated annually.

Student Data Sheets are completed in every agriculture class by October 1st annually. Students that are returning members fill out a new sheet each year and all sheets are added to each student's permanent folder in the department. Those that have an Irecord book will update theirs on the internet using our chrome books.

7 C.

Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e. 2+2+2 articulation agreements).

Currently there are no articulation agreements with community colleges or universities. The last record of an articulation agreement was from 2003 for Ornamental Horticulture and the College of the Sequoias. One of our goals as a department is to get our current electives A-G approved for elective credits. Once we have done that we would like each one of our capstone courses to be articulated with our local junior college. We looked into articulating our Pre-Vet science class but the closest college to articulate with would be one located in Southern California since the veterinary technician program fell through at COS. I believe having College of the Sequoia instructions on our advisory committee we will be able to strengthen our relationship with them and soon be able to work something out in terms of articulations.



Agriculture Department
Quality Criteria
Narrative 8

8 A.

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

Courtney developed a program brochure that highlighted our plant science, animal science, and agriculture mechanics pathways, as well as FFA and SAE activities and events. The brochure has been used at our local middle school recruitment visits, as well as our Back to School Nights and 8th Grade Parents night. The brochure is available digitally and in hard copy and in color and black and white. The brochure was emailed to local feeder schools prior to high school registration to also help with recruitment. One way to increase the efficiency of our brochure would be to make a Spanish version. To accomplish this, I would need to work with one of Spanish teachers, counselors or Assistant Principal.

8B.

Students have alternative means of overcoming financial barriers to participate in program actives. (Includes: FFA, SAE, Leadership Activities)

We are fortunate to have a supportive community that will help students with financial barriers. The Tulare County Farm Bureau has launched the Blue Jacket Bonanza. Students that are unable to purchase an FFA jacket on their own, would fill out an application and interview through this program to earn their own jacket. Supporters, such as Groppetti Automotive, Peter Alvetri, and Chuck Brown will pay for students to attend conferences. When the Ag Mechanics team went back to Kentucky to compete in the National Contest for the second time, Mr. Alvetri and Mr. Brown made donations that would pay for all the students' flights and hotel rooms. Also we do give students that are unable to fund for some activities to "work" for a portion of the required amount. For example if students cannot state conference then we give them so many hours worked in the OH unit to compensate for their pay. In regards to fair projects, students can apply for a loan through Rabobank.

8 C.

The Agriculture Department conducts recruitment activities with local feeder schools.

There are various activities that are held or attended in order to recruit for the agriculture program. For the past couple of years we have set up a couple days each semester during lunch time at Valley Oak Middle School focused our visits on the following four areas: FFA, Ag Mechanics, Animal Science and Plant Science. Recruitment brochures and postcards were passed out at each lunchtime visit. This year we have been invited a few times each semester during Valley Oak Middle Schools built in hour every other Thursday to give a variety of recruitment workshops to small groups of either 7th graders or 8th graders. This has seemed to be much more beneficial because the students are in a class setting and willing to participate. (Lunch time was just open to whoever wanted to come and see what we had to offer) In addition to FFA officers attending these visits, current freshmen attended as well. Our hope was that they would know the current 8th graders and be able to help recruit them into our program. At each pathway visit, projects geared towards the curriculum of each pathway were brought with us. For example, at the Ag Mechanics visit, a BBQ and toolbox went with us to Valley Oak; at the Animal Science visit, a baby goat, goose and lamb went to the school with us. Over that past four years of recruiting at our local feeder school, each year seems to be more and more effective. (We have our freshmen take a survey at the beginning of the school year to see if it was the recruitment that helped them make those choice to be in Ag.)

In addition to targeting incoming freshmen, we also engage younger students each year through our Petting Farm. In May, we invite pre-school through second graders to our School Farm Laboratory and rotate them through various livestock and plant stations. This is a huge hit with these small students and their teachers. Our goal is that we plant the seed early on and then by middle school when they see a few times each semester during their built in hour, it is yet another reminder to join the agriculture program in high school.



Agriculture Department
Quality Criteria
Narrative 9

A Comprehensive Program Plan is on File with the Regional Supervisor and a copy is retained in the locale department file.

There is a current comprehensive program plan on file with the Regional Supervisor. Courtney updated our 10 year old Comprehensive plan when she was completing her Master's project. We now just update it annually so that it stays current and isn't a missing component for the AIG. There is also a hard copy that stays here within our department and the electronic version that is in our Google drive.

9 B.

Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: 1. Five Year Acquisition Schedule; 2. Chart of Staff Responsibilities; 3. FFA program of Work; 4. Advisory Committee Roster, 5. Advisory Committee Minuets.

Although a complete Comprehensive Program Plan hard copy file is not always updated annually with our Regional Supervisor, we still ensure that our information for the five areas are updated and on file with Mr. Parker. Below is a Word document that was sent out by Chuck in November which shows that all of our component updates were met.

Duncan Poly	11,306	OK	X	X	X				X						111	109	
El Diamante	11,600	OK	X	X	X	X	X	X	X	X	X	X	X		252	272	
Exeter	18,755	OK	X	X	X		X	X		X	X				430	424	
Farmersville	19,646	OK	X	X	X							X	X		203	200	
Firebaugh	15,582	OK	X	X	X										536	372	
Foothill	30,158	OK	X	X	X		X	X		X	X	X	X		272	292	
Fowler	9,665	OK	X	X	X							X	X		240	198	
Frazier Mt.	7,896	OK	X	X	X										70	30	V-Y
Frontier	11,397	OK	X	X	X										430	438	
Golden Valley	10,126	OK	X	X	X										326	320	
Golden West	19,920	OK	X	X	X	X	X	X	X	X	X	X	X		273	268	
Granite Hills	8,565	OK	X	X	X										119	92	
Hanford	40,669	OK	X	X	X	X	X	X	X	X	X	X	X		975	1054	
Highland	9,998	OK	X	X	X		X	X	X	X	X				270	299	
Independ	6,317	OK	X	X	X										128	126	
Kerman	31,155	OK	X	X	X			X				X	X		427	382	
Kern ROC	NA	NA	X	X	NA										4	16	
Kern Valley	15,563	OK	X	X	X		X	X		X	X				216	223	
Kingsburg	17,939	OK	X	X	X		X	X	X	X		X	X		201	216	
Laton	13,062	OK	X	X	X										98	88	
Lemoore	28,177	OK	X	X	X	X	X	X	X	X	X	X	X		438	488	

9 C.

A follow-up system is used which gathers the following information from program completers:

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

We do not currently use a paper method to gather information from program completers. We gather the information via phone or email or by asking current students what the program completer is currently doing. This method worked 'ok' for us when we had less than 200 members enrolled in the program, now that we have over 300 members it is not nearly as effective. While this has never been an ideal method and does not give us any feedback in regards to value or relevance of the program or improvement suggestions, it does work for collecting status of employment or school enrolled within. Working with Emmett and Courtney we are developing an online survey that we can email out to our recent graduates that will gather information on all areas. We are planning to launch the survey with our 2017 graduates.

9 D.

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

Using the information gathered from recent graduates and current members, we successfully entered information for twenty-three graduates by the October 15th deadline.

9 E.

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

During the 2011-2012 school year prior to me being hired at Golden West the department recognized that the current classes and pathways offered in the Agriculture program were not conducive to retention. They were losing a large amount of the juniors because they only had one class to offer. The next school year, also my first year the new pathways and two years of science were being offered in the department. We struggled with our counseling department and the placement of students within the Ag Earth Science class. Our freshmen class was not as strong as we would have liked to have seen. However, we do have very supportive administrators that have made it a point to fill our classes with quality students in the years to come to build up our program. We then re-evaluated the current course offerings at the end of the 2013-2014 school year to see how our change to the pathways has impacted our retention.

9 F.

The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

For the past two years I have been the department head for the Agricultural and Industrial Education programs so therefore submitting the above documents by the October 15th deadline is my responsibility. With the help of Courtney we submitted the AIG Expenditure Reports as well as the R-2 and FFA Roster.



Agriculture Department
Quality Criteria
Narrative 10

10 A.

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

If we count first year students as .5 then we meet the above class sizes. If we count all students per class then we exceed both of these class size numbers. Our shop classes max out at twenty-two students and our classroom-based classes are capped at twenty-eight students. Administration and our counselors are very diligent at staying within those maximums. In my past four years at Golden West, I have not exceeded twenty-eight students in a single class period.

10 B.

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

We currently have 353 students enrolled in our program. Out of the 353, 107 are first year members. The math below shows that each teacher is below 75 students per teacher.

$$353 - 107 = 246$$

$$107 \times .5 = 53.5$$

$$246 + 53.5 = 299.5$$

$$299.5 / 4 = 74.9 \text{ students per teacher}$$



Agriculture Department
Quality Criteria
Narrative 11

11 A.

A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2000

Each teacher in the agriculture department is given an FFA stipend that exceeds the \$2000 minimum as well as an additional 35 contract days throughout the school year.

11 B.

During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to al teacher in the school. This requirement may also be met if a period is not available financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

Our school, nor our district meets the criteria. The district does not give agriculture teachers project supervision periods. We are not compensated for the loss of the project period either. This has been the norm since I first started and after talking to other agriculture teachers in the district, this has been common practice for numerous years now. Project supervision, for most agriculture teachers in our district, takes place after school or on the weekends.



Agriculture Department
Quality Criteria
Narrative 12

12 A.

The Agriculture Program meets the requirements of Program Achievement (attach checklist)

Based on the Criteria 12 checklist below, we do not meet 12 B. This year we will hopefully be closer if not meet the 12B requirement.

**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
QUALITY CRITERION 12**

Agricultural programs meeting all of the required Quality Criteria (Criteria 1–9) and Criterion 12 may qualify for an additional \$7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on August 31, 2014.

Number of Students on Previous Year's R-2 Report: 348

12A Leadership and Citizenship Development

Number of activities on the approved FFA Activity list in which the local chapter participated (must participate in at least 80 percent of the 25 activities)

12B Practical Application of Occupational Skills

Number of students who received the State FFA Degree (must be at least 11.5 percent of the R2 number)

12C Qualified and Professional Activities

Number of teachers who attended a minimum of five professional inservice activities (must attach approved Inservice Activities Verification 4 Page)

12D Community, Business, and Industry Involvement

Number of meetings held by the local Agriculture Advisory Committee 3 (must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: Johnny Jameson

Phone Number of Agriculture Advisory Committee Chair: (559) 909-5848

12E Retention

Number of students from the 2010 Freshman cohort who completed 3 or 4 years of Agriculture Education courses must be at least 30% of the 52 2010 Freshman cohort

12F Graduate Follow-Up

23 Number of program completers graduating last year

Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up report

20



Sammi Lee Slover

Golden West High School- Visalia, California

AGED 539 Project Report

Improvements and Modifications to the
Livestock Barn

Background

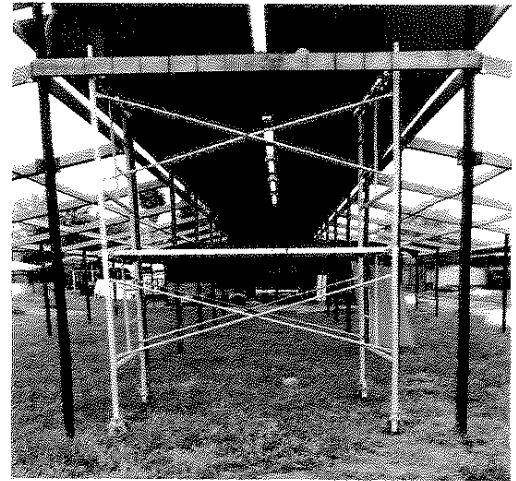
The Golden West Agriculture Department was established in 1979, the same year the school opened. The department has always had three full time agriculture instructors, although the courses taught have changed numerous times. During the history of the department, two acres on campus were devoted to an onsite-learning laboratory. Originally, the onsite farm housed a greenhouse, shade house, and tool sheds. Over time, the original greenhouse was torn down and a larger greenhouse and pole barn with cinder block stalls were added. The area was also fenced in with security paneling added within the last ten years. Currently our onsite farm is now 3 acres and most commonly referred to as the OH unit, which contains two tool sheds, a greenhouse, a shade house, an orchard, raised garden beds, row crop area, xeroscape, cinder block stalls under a pole barn, a chicken coop with 3 separate sections, an open floor chicken house, a mobile poultry unit, a poultry processing unit, pheasant run and barn.

When first starting at Golden West High School in July 2012, I was offered the position of the animal science instructor and told that I had the opportunity to use our onsite farm as a hands-on learning tool. I eagerly accepted the position knowing its great potential, since I had just finished my student here at Golden West.

After receiving keys and signing my contract I went out to explore what and where I would start with the available land and run down animal housing structures. An overflow of emotions overwhelmed me as I walked through an overgrown, weed infested, worn down and partially completed projects in OH unit. I knew instantly that I would be able to change it and that is where the many class-involved projects began. The juniors and seniors that are fully invested in the program are more than just proud of their accomplishments over the past few years but are our biggest advocates when it comes to revamping or making any improvements that will better our facility and their hands on learning experiences.

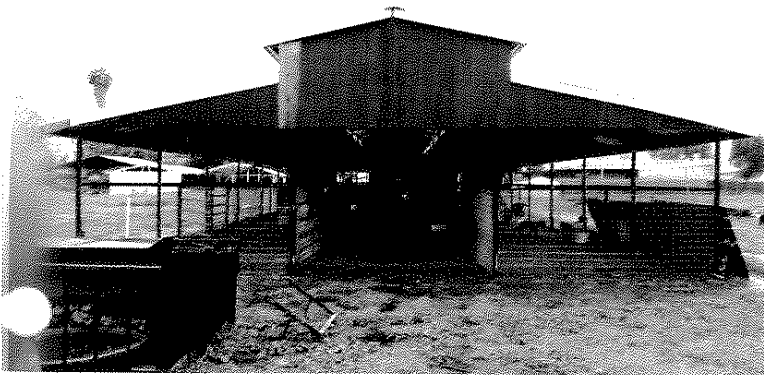
These pictures show the Barn August 2012, at the start of my first year teaching.

Livestock Barn

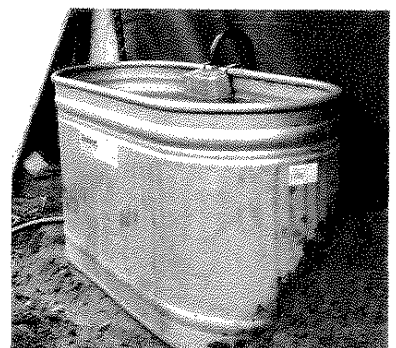
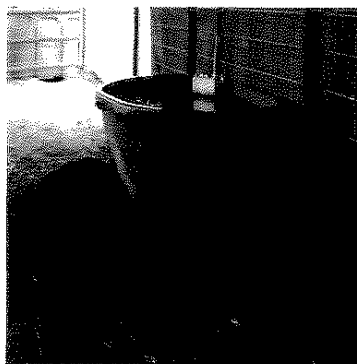
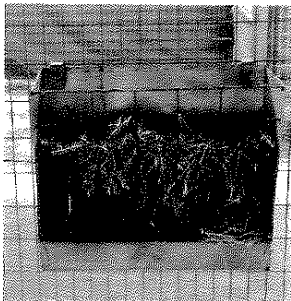
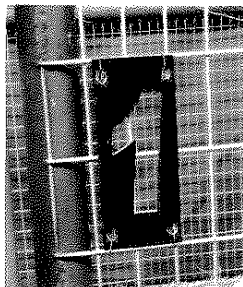
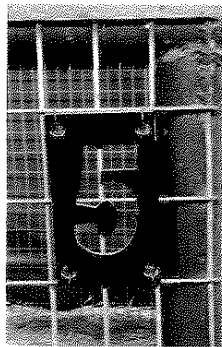


The above pictures show the progress of the barn at the start of the 2012-2013 school year. The previous advanced mechanics students had begun on the barn when I was here as a student teacher. So first thing we did as a new department was set "goals" on when we wanted things to be accomplished. It was my goal to get the barn finished in ample time in order to have the opportunity to house livestock here on campus.

Barn Progress



The pictures of the barn progress were taken at the beginning of the 2013-2014 school year. Not only was majority of the structure complete but most of the pens and gates were installed. We did not have the funding to complete all electrical and plumbing at this time so we had to make due with what was available. You can see that we have old drums cut in half for feed and water. This is not the most ideal set up but we did manage to have a successful lambing season.



Goal

At the start of my career here at Golden West High School my goal was never to get my Master's degree but rather to have a working, operational Farm unit that my students and I could be proud of. As we spent the first year cleaning and modifying the existing facilities in the OH unit, I began to realize that there was no "quick fix" in getting our farm up to par in just a semester let alone a year but rather it would be a work in progress over the next few years.

With this in mind, I focused my Master's project on Quality Criteria 3: Practical Application of Occupation Skills and Quality Criteria and 5: Modification of facilities and equipment. The overall goal of this project was to improve the Barn/ Farm unit at Golden West High School. This goal would be accomplished through three objectives:

- 1: Designing and assisting in the installing of a wind barrier, automatic watering system, and stall feeders.
- 2: Understanding production principles and livestock management through hands-on learning activities.
- 3: Utilize the existing barn to increase production and efficiency during lambing seasons and overall herd health in our breeding ewes.

Objective 1: First design where we want each automatic water and trough to be placed in the barn and pasture area as well as decided which style we would like to install. Secondly design a functioning wind barrier that can be rolled up daily and easily removed on our lambing pens. Lastly design stall feeders that would accommodate sheep, lambs and goats.

For the past couple years, I have worked with Emmett Schultz (my teaching partner here at Golden West High School) on getting our barn up to a standard functioning livestock barn.

The only part of the barn that had been completed when I first accepted the position here at Golden West was the structure. It was just a matter of time and funding before we could create something of our very own that would benefit not only the agricultural mechanic students nonetheless my veterinary and animal science students would reap endless benefits. Despite Emmett's plans for the barn prior to me getting hired he was more than willing to add or change anything that I felt would help with the flow of livestock. Before I was hired Golden West never had livestock animals here on site so it was my plan to begin a sheep-breeding project for market lamb projects.

To begin with the barn enrichments, I had made them into class projects where I involved all of my students to take part in the improvements and growth of their outdoors "classroom". First project students were broken into three groups: Wind barrier, Watering system, and Stall Feeders. Within each group they had a task and were to come up with the most effective and affordable product. Once each group had narrowed it down to their final two picks then we had a class got to vote on which we all thought would work best for our livestock barn. Then I would present it to Emmett and he would give me feedback on what he thought was going to work or what we should rethink. This was a great experience being able to bounce ideas off of co-workers and students and in the end come up with the absolute best for our on site barn. Furthermore, it was beneficial being the department head and having an idea of how much funding was available. Finally once we had the type of automatic stall waters, troughs, floats, wind barriers and stall feeders I was able to present it to the rest of my department and get their approval on spending the funds and ordering the material. Having students see that their work does matter and the large amount of money that it took to fund the project has allowed them some sense of entitlement.

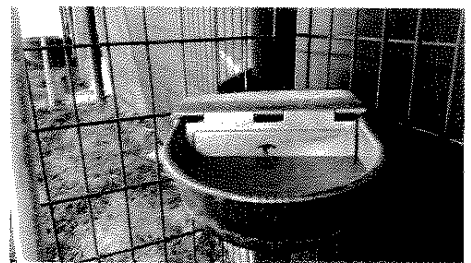
The list of materials parts is listed below:

(Ag Mechanics students helped on the materials needed since they were the one who would construct the project.

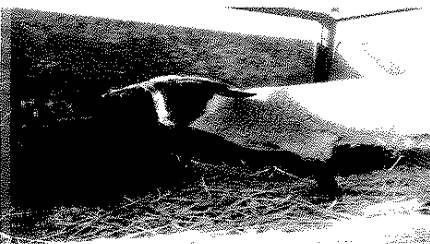
- 10 automatic waters (stalls)
 - plumbing required
 - brackets for water pan
 - valves
- 10 stall feeders with bottom pan
 - Sheet metal
 - Welded wire
- 4 10X20 double thick tarps
 - 8 2X4X2
 - 8 S hooks



Top Left picture- A student is hanging up the new wind barrier on the outside of the lambing pens. They now can be rolled up during the day for the sun to shine in. Also they can be removed at any time because they are on a 'S' hook. Bottom 2nd and 3rd picture-Wind barrier example of OSB board tie wired to the welded wire. This method did not allow sunlight in to dry out pens, so we were often faced with foot rot. Also the tie wire was always poking out and catching on the students or sheep.



(Right pictures). Water trough with float is very nice when you have 40 animals drinking out of it. Automatic Water pans for each stall. Bottom picture is the repurposed drum. Students would have to walk in the middle of the pasture and pull 60ft of hose to fill waters in the barn.



In the barn we now have plumbing to every stall and have installed automatic water pans. This has been a huge step on the managing side in terms of efficiency. Not much time is spent “watering” anymore because it only takes a couple minutes to make sure all floats are working. Before watering could take an entire fifty-eight minute class period. The Wind barrier has been wonderful. It goes from the top of the barn to the ground so it has eliminated all cross winds and we now have access to roll it up to dry out the stalls during the day.

Objective 2: Livestock management skills and organizing the flow of the barn.

During the spring of 2015, students in Emmett’s Ag Mechanics class cut out stall numbers using the torchmate and I had my Animal Science students place them on the fence of the given stall. I also talked to our head facility keeper, Fred about potentially getting a used whiteboard that I could put out in the barn. By the end of the day Fred had found an old whiteboard that would be a great asset to the barn, especially during lambing season. Adding stalls numbers and the white board has helped communicate with students when I am not out there. The whiteboard is taped off per each stall and creep feed. This allows students to see who is in each pen, what they are to be fed, and any other medical information that is pertinent to that animal.

Objective 3: Creating a creep feeding area, pasture pens for both Ewe’s and lands, and implementing a veterinary recommended vaccine and deworming protocol for all livestock.

Over the past couple years we have really grown our sheep breeding herd with the generous donations from community members. We currently have fourteen ewes and one ram which allows us to lamb out anywhere from twenty to twenty five lambs a season. With the

growing demand of market lambs needed here at Golden West we are fortunate for the success but with success always brings other obstacles. Some of those obstacles include the housing of offspring, parasitic infestations, and other viral or bacterial complications. So again I go back to the advanced classes and present them with some of our reoccurring issues and guide them on how we will resolve some of these issues. The first issue being that we now have over twenty lambs that need to have access to feed at all times while the ewes do not. Questions arise, where we will want the "creep feeder" to be, how big does it need to be and how are the lambs going to get in and not the ewes. Once all questions were addressed we spent the next class period and wondered around the barn and pasture areas to determine the best place to set up a creep feeder. After much thought and consideration they students and I decided it must be in the barn so the would have shelter, electricity (for heat lamps), and it was next to their lambing stalls, therefore it would be a familiar area.

Second project that needed to be addressed was to set up fencing to pasture off some of our current land. We do not have permanent pasture at this time but with the rain and sunshine we have an abundance of vegetation that the sheep could eat and benefit from the nutritional intake. Materials that would be needed would include a roll of sheep wire fencing and t posts, which we already had here in the department. Students were able to put in all t posts and wire fencing in just about one week. The areas were small to begin with since our sheep had been in the barn for the last four weeks and we did not want them to bloat. Again this is just a temporary fence until we can design as well as fund permanent fencing. The barn and pasture area is an on going project as we continue to improve a few infrastructures in and around it on an annual basis. Being on a high school site has made some modifications and or upgrades a little challenging but with time and funding we will have the barn and pastures just as we envision them.

At the start of the 2016 school year, our district has finally agreed to have a local veterinarian contracted within Visalia Unified School District. This has been something that the four comprehensive high school agriculture departments have been pushing for. It is always a positive notion to have a professional guide you in any medical necessities when dealing with a variety of species of animals. The majority of problems arise in the summer and beginning of the school year because that is when our students have their SAE livestock projects. Our country fair is in September so the students are responsible for the care and overall health of their animal(s) for approximately five months. As agriculture instructors have gone through schooling for the seven agricultural pathways but not necessarily in veterinary medicine, so it has been an encouraging thought of having a relationship with a local veterinarian.

Over the past few years I have came up with my own protocols for vaccinating, castrating, docking, deworming and other prophylactic measures by using a variety of local veterinarians. Each doctor has their own preferences and some recommendations by one Dr. are not agreed upon by another, so I have ran into a few issues on what is best for our herd here at school. So having the opportunity to have one doctor that will make regular herd health checks and a standardized protocol has been helpful in our breeding project. This will also cut down on illness at the school farm because every animal will have a required vaccine and deworming protocol prior to being penned at the farm. Biosecurity is a huge issue when you have hundreds of people in and out of a barn on a daily basis. Having Dr. Lindsey Eby contracted through our district has increased our success in our breeding project, brought in an invested community member and has allowed students to see someone in the veterinary profession so passion for what the students are doing at the high school level.

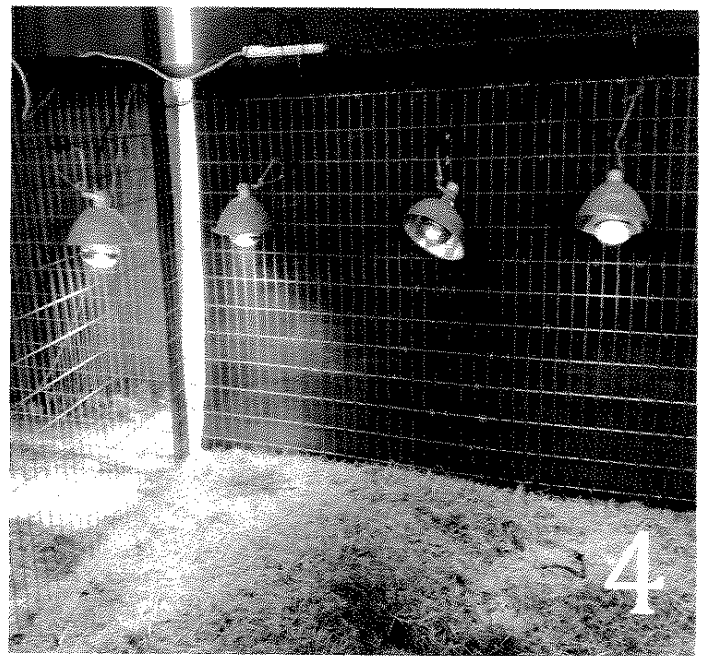
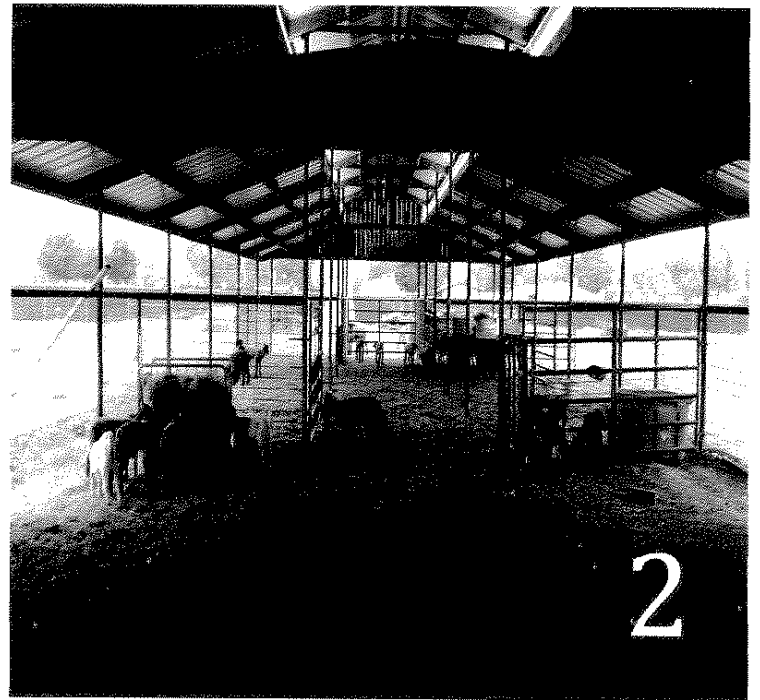


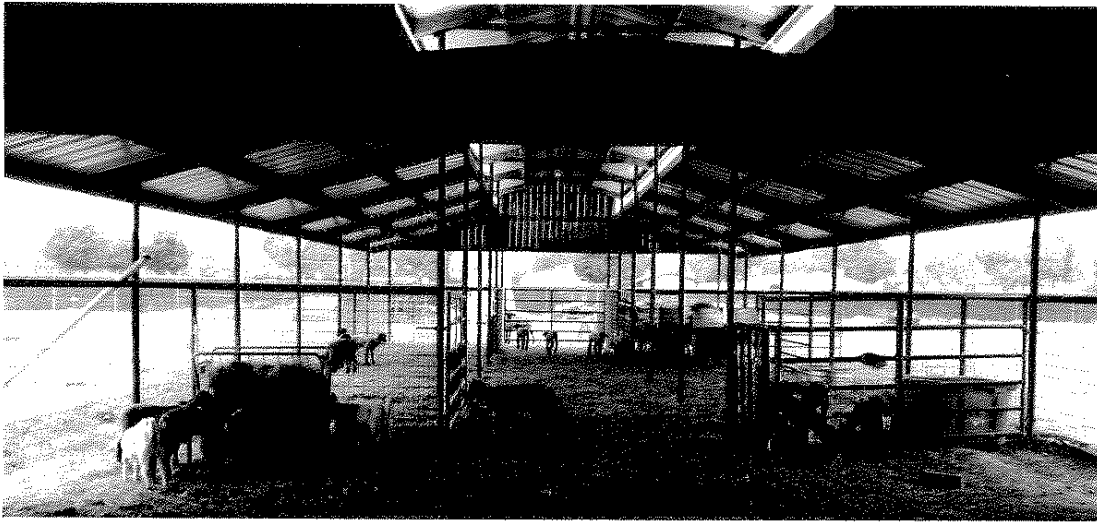
Photo 1 - Is our creep feeding gate. The measurements took us a couple tries to get it right so that NO ewes would be able to squeeze through. The final width ended up being 7 inches.

Photo 2- Is the openness of the barn where all lambs and goats can have access to feed at all time while the ewes are not able to get in.

Photo 3- Students vaccinating a lamb. CD-T and Case Bac

Photo 4- Heat lamps set up in creep feeding area for babies to lie under. Also we keep the tarp down on this side to act as a wind barrier for the cold nights.

2016 Lambs



Conclusion

After two years of work in the Livestock Barn, I feel that my students and I have set a foundation for future years. There have been noticeable changes and modifications to the unit and I can really begin to see my future ideas and plans start to become reality. There is still so much to be done in the Barn and the rest of the Farm unit but I am so proud of everything accomplished thus far. Although we have finished the objectives outlined in this report; in the next one to three years the following items within the Farm unit will be also be completed:

- Split 10 x 30 lambing pens with a permanent divider
- Install Livestock fans
- Re-gravel the drive back to the barn
- Add electrical outlets above each pen
- Implement a rotational grazing system
- Permanent Pasture fencing
- Articulation Animal Science class with COS and/or Reedley Junior College

Supporting Completion Materials

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7. School Board-Approved Policy (FFA)
8. FFA Program of Activities
9. Recruitment
10. FFA Chapter Scrapbook
11. Summer Activities Calendar
12. Graduate Follow Up Surveys
13. Graduate Follow Up Survey Results
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32. Program Completer
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1. Student Data Sheets

STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female ☒

C. Date: 3/29/2016

D. Year in Agriculture Program:

2

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

E. Grade Level in School:

10

(9, 10, 11, 12)

F. 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)

G. 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.

H. Hispanic: Yes No ☒

Race: (Select Only One)

☒ White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email:

J. 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.

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

Plan Updated: 2015-10-05

Student Number: 1216628

Pratt, Audra

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
	Advanced Horticulture		

3/29/2016

AGRICULTURAL EDUCATION

	English 2 H		
	Algebra 2 H		
	3D Art		
	Spanish 2		
	Ag Biology		

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Farming Tango Tees

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

TCF Work Day

Tulare County Fair

O/C Contests

Happy Trails Fundraiser

Drive Thru BBQ

STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female ☒

C. Date: 3/29/2016

D. Year in Agriculture Program:

1

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

E. Grade Level in School:

12

(9, 10, 11, 12)

F. 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)

G. 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.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☒

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email: alyssaaford8@yahoo.com

J. 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.

(Ultrasound Technician/ Registered Nurse)

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

Plan Updated: 2015-10-21

Student Number: 1281591

Ford, Alyssa

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
		Spanish 2	Vet Science

STUDENT CAREER DATA SHEET

A. Name _____
 Last Name _____ First Name, MI _____
 B. Gender: Male _____ Female ☒
 C. Date: 3/29/2016
 D. Year in Agriculture Program: 4
(1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 12
(9, 10, 11, 12)
 F. 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)
 G. 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.
 H. Hispanic: Yes _____ No ☒
 Race: (Select Only One)
☐ White
☐ Asian
☐ Asian Indian
☐ Cambodian
☐ Chinese
☐ Hmong
☐ Japanese
☐ Korean
☐ Laotian
☐ Vietnamese
☐ Black
☐ American Indian
☐ Native Hawaiian/Pacific Islander
☐ Filipino
☐ Guamanian
☐ Samoan
☐ Tahitian
☒ 2 or More
 I. Locator Data:
 Street Address: _____
 Phone Number: _____
 Parent/Guardian Name (Print Full Name For Each)
 Mr. _____
 Miss/Mrs./Ms. _____
 Email: RonnieAlvarado21@gmail.com
 J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, please explain.
I would like to travel the world continuing to learn about different culture, ways of life, and new languages
 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
 Plan Updated: 2015-10-05
 Student Number: 1117152

Alvarado, Veronica

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
			Student Store
			Spanish 4 AP
			Advanced Horticulture
			Civics and Economics
			AP English Literature

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	Size	S.A.E	Size

3/29/2016

AGRICULTURAL EDUCATION

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Welcome Back BBQ

Fall Movie Night

Fall Extravaganza

OH Judging

STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female ☒

C. Date: 3/29/2016

D. Year in Agriculture Program:

3

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

E. Grade Level in School:

12

(9, 10, 11, 12)

F. 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)

G. 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.H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☐ White☐ Asian☐ Asian Indian☐ Cambodian☐ Chinese☐ Hmong☐ Japanese☐ Korean☐ Laotian☐ Vietnamese☐ Black☐ American Indian☐ Native Hawaian/Pacific Islander☐ Filipino☐ Guamanian☐ Samoan☐ Tahitian☒ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email: anaya_arlene@icloud.com

J. 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.

fashion designer

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

Plan Updated: 2015-10-05

Student Number: 1117148

Anaya, Arlene

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
			AG earth science

3/29/2016

AGRICULTURAL EDUCATION

			AG bio
			Intro to OH

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
						Chickens	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
			Welcome back bbq
			Fall movie night
			Fair grounds clean up day

STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female ☒

C. Date: 3/29/2016

D. Year in Agriculture Program:

4

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

E. Grade Level in School:

12

(9, 10, 11, 12)

F. 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)

G. 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.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

☒

2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email: johnellefigueroa@yahoo.com

J. 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.

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

Plan Updated: 2015-10-06

Student Number: 1119048

Figueroa, Johnelle

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
			Vet Science

3/29/2016

AGRICULTURAL EDUCATION

			Teachers Aid
			EWRC
			Algebra 2
			Art 2

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Egg Processing

1

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Welcome back BBQ

Fall Movie Night

STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ XFemale ☐

C. Date: 3/29/2016

D. Year in Agriculture Program:

3

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

E. Grade Level in School:

11

(9, 10, 11, 12)

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

Plant & Soil Science (4010)

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

G. 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.H. Hispanic: Yes ☐ No ☒ X

Race: (Select Only One)

☐ White☐ Asian☐ Asian Indian☐ Cambodian☐ Chinese☐ Hmong☐ Japanese☐ Korean☐ Laotian☐ Vietnamese☐ Black☐ American Indian☐ Native Hawian/Pacific Islander☐ Filipino☐ Guamanian☐ Samoan☐ Tahitian☒ X 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email:

J. 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 am planning on being a police officer)

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

Plan Updated: 2013-10-14

Student Number: 1188754

Avilez, Ulysses

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

3/29/2016

AGRICULTURAL EDUCATION

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
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STUDENT CAREER DATA SHEET

A. Name _____

Last Name _____ First Name, MI _____

B. Gender: Male ☒ Female _____C. Date: 3/29/2016D. Year in Agriculture Program: 2
(1st, 2nd, 3rd, 4th)E. Grade Level in School: 10
(9, 10, 11, 12)

F. 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)

G. 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.H. Hispanic: Yes _____ No ☒

Race: (Select Only One)

☐ White☐ Asian☐ Asian Indian☐ Cambodian☐ Chinese☐ Hmong☐ Japanese☐ Korean☐ Laotian☐ Vietnamese☐ Black☐ American Indian☐ Native Hawaiian/Pacific Islander☐ Filipino☐ Guamanian☐ Samoan☐ Tahitian☒ 2 or More

I. Locator Data:

Street Address: _____

Phone Number: _____

Parent/Guardian Name (Print Full Name For Each)

Mr. _____

Miss/Mrs./Ms. _____

Email: jayco.ag6248@vusd.us

J. 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.

aerospace or chemical engineering

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 _____

Plan Updated: 2015-10-06

Student Number: 1216721

Aguayo, Jaycob

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
spanish 1	spanish 2		

3/29/2016

AGRICULTURAL EDUCATION

drivers ed/health	bio		
english	ag mech		
chemistry	wood		
math	english		
ag mech	math		
prefirst PE			

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

chicken

railcar/trailer mangement

STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ Female

C. Date: 3/29/2016

D. Year in Agriculture Program:

3

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

E. Grade Level in School:

12

(9, 10, 11, 12)

F. 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)

G. 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.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☒ White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email: kcchamplin@yahoo.com

J. 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.

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

Plan Updated: 2015-10-05

Student Number: 1218505

Champlin, Kc

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
			vet science

3/29/2016

AGRICULTURAL EDUCATION

			intro to horticulture
			agriculture mechanics
			english
			teachers assistant
			civics/economy

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

lwood delivery
buiessness

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

fall movie night

winter wonderland party

taco truck

STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female ☒

C. Date: 3/29/2016

D. Year in Agriculture Program:

1

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

E. Grade Level in School:

9

(9, 10, 11, 12)

F. 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)

G. 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.H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☐ White☐ Asian☐ Asian Indian☐ Cambodian☐ Chinese☐ Hmong☐ Japanese☐ Korean☐ Laotian☐ Vietnamese☐ Black☐ American Indian☐ Native Hawaiian/Pacific Islander☐ Filipino☐ Guamanian☐ Samoan☐ Tahitian☒ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email: patricia.cruz87@gmail.com

J. 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.

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

Plan Updated: 2015-10-07

Student Number: 1286136

Cruz, Cynthia

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Spanish I			

3/29/2016

AGRICULTURAL EDUCATION

English			
Math			
Intro to video			
Pe			
Ag Science			

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Feeding sheep and
horses

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Welcome Back BBQ

Movie Night

STUDENT CAREER DATA SHEET

A. Name _____
 Last Name First Name, MI

B. Gender: Male _____ Female ☒

C. Date: 3/29/2016 _____

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

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

F. 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)

G. 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.

H. Hispanic: Yes _____ No ☒

Race: (Select Only One)

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

☒ 2 or More

I. Locator Data:

Street Address: _____

Phone Number: _____

Parent/Guardian Name (Print Full Name For Each)

Mr. _____

Miss/Mrs./Ms. _____

Email: kiana.ca7181@vusd.us

J. 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.

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

Plan Updated: 2015-10-06

Student Number: 1281488

Cabasa, Kiana

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
			Statistics

3/29/2016

AGRICULTURAL EDUCATION

			AP Literature and Composition
			AP Environmental Science
			AP Government
			Choir

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Chickens

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Welcome Back BBQ

STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ XFemale ☐

C. Date: 3/29/2016

D. Year in Agriculture Program:

1

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

E. Grade Level in School:

9

(9, 10, 11, 12)

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

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

G. 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.H. Hispanic: Yes ☐ No ☒ X

Race: (Select Only One)

☒ X White☐ Asian☐ Asian Indian☐ Cambodian☐ Chinese☐ Hmong☐ Japanese☐ Korean☐ Laotian☐ Vietnamese☐ Black☐ American Indian☐ Native Hawian/Pacific Islander☐ Filipino☐ Guamanian☐ Samoan☐ Tahitian☐ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email:

J. 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.

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

Plan Updated: 2015-10-13

Student Number: 1294085

Bernardo, Blake

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

3/29/2016

AGRICULTURAL EDUCATION

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

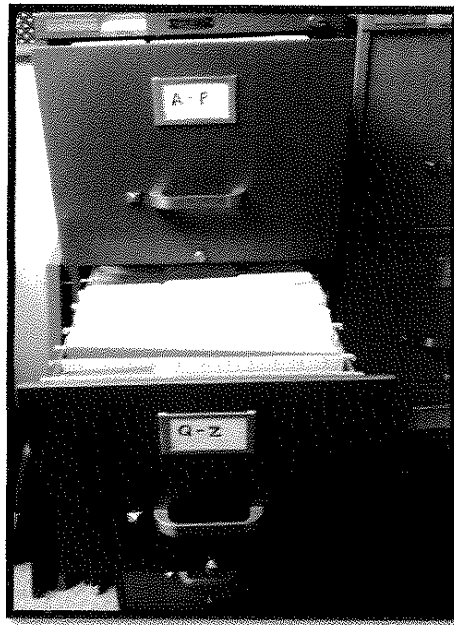
Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
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2. Permanent Student File System

Permanent Filing System

Our permanent Agriculture student filing system has been using a filing cabinet in the copy room. Originally, the filing system had our students divided by grades in the different filing cabinet drawers. We now simply go by last name of students. This is a little easier for us to update and manage. In October, we print labels for each student and attach them to a file folder. A Teachers Aide then organizes the files in alphabetical order. In the cabinet to the right of our filing system, we store recent graduate files and files for students that are still enrolled at Golden West High School but are not currently in an Agriculture class. We have had a lot of students that are in an Ag class one year, out the next, and back in again, so we hold their file incase of this happening.



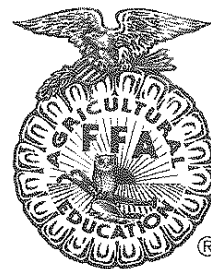
3. Course Outlines



Golden West High School

Ag Earth Science Syllabus

2015-2016



Course: Ag Earth Science

Instructor: Ms. Slover

Email: sslover@vusd.org

PREREQUISITE: This course is recommended for students in grade nine. Students will receive graduation credit for physical science.

- I. **Course Description:** Ag Earth Science is a comprehensive course that studies the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. It brings together the agriculture interactions that occur in the living and on-living world, and provides the learner with a solid understanding of the processes that introduce the students to different lab techniques while building their skills in critical thinking, inquiry, and observation. In addition, learners will gain experience through leadership development, Supervised Agriculture Experience (SAE) projects, a career exploration in the area of agriculture.

II. **Course Outline:**

SEMESTER 1

1. Classroom Orientation
2. Safety
3. Studying the Earth
 - a. Introduction to Earth Science
 - b. Earth as a System
 - c. Models of the Earth

7. Oceans

- a. The Ocean Basins
- b. Ocean Water
- c. Movements of the Ocean

SEMESTER 2

4. Composition of the Earth
 - a. Rocks
 - b. Resources and Energy

5. The Dynamic Earth
 - a. Plate Tectonics
 - b. Deformation of the Crust
 - c. Earthquakes
 - d. Volcanoes

6. Reshaping the Crust
 - a. River Systems
 - b. Ground Water

8. Atmospheric Forces

- a. The Atmosphere
- b. Water in the Atmosphere
- c. Weather
- d. Climate

9. Space

- a. Studying Space
- b. Planets of the Solar System
- c. Minor Bodies of the Solar System
- d. The Sun
- e. Stars, Galaxies, and the Universe

10. FFA, Leadership & SAE (ALL YEAR LONG)

FFA

Agriculture Foundation Standard 9.0 Leadership and Teamwork & 10.0 Technical Knowledge and Skills

- a. History of FFA
- b. Structure of FFA local, sectional, regional, state, and national organization
- c. FFA Emblem
- d. FFA Creed
- e. Official FFA Dress
- f. Chapter Officer Duties
- g. Opening and Closing Ceremonies
- h. Leadership opportunities.

Supervised Agriculture Experience (SAE) Project

Agriculture Foundation Standard 10.0 Technical Knowledge and Skills 10.2, 10.3

- a. Introduction to SAE projects
- b. Getting a project started
- c. Introduction to record books, i.e. budget, business agreement, journal, financial statement.

Grading: Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

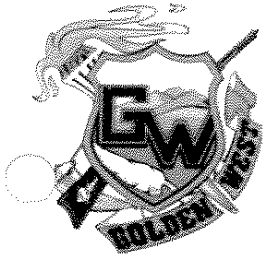
Ag Earth Science

10%	Class Participation / Work Days
10%	FFA Participation *
10%	SAE Project
35%	Quizzes
35%	Classroom Assignments/Activities

100% Total

Materials Needed:

- **1-2"** (one to two inch wide) **3 Ring Binder** (a class section designated to AES)
- Notebook 70+pages, paper
- Pen, pencil, highlighter, dry erase marker



Golden West High School

Animal Science Syllabus

2015-2016

Course: Animal Science

Instructor: Ms. Slover

Email: sslover@vusd.org



PREREQUISITE: This course is recommended for students in 11th and 12th grade. Students will need to have taken, English I, Ag Biology or Biology, or Chemistry

- I. Course Description:** This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams.

Course Outline:

Classroom Orientation

1. Introduction to Animal Management

- a. Careers and SAE
- b. Animal Production in the U.S.
- c. Animals and their uses (Animal Welfare)

2. Breeding and Reproduction

- a. Mating Systems
- b. Breeding periods
- c. Female Reproductive tract
- d. Male Reproductive tract
- e. Reproductive Hormones

3. Nutrition

- a. Digestive Systems
- b. Functions of Essential Nutrients
- c. Calculating rations

4. Animal Health

- a. Causes of Disease
- b. Diagnosis
- c. Disease Prevention
- d. Controlling Parasites
- e. Controlling Poisonous Plants
- f. Treatment of Disease

5. Managing Beef Cattle

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

6. Managing Dairy Cattle

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

7. Managing Sheep

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

8. Managing Swine

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

9. Managing Poultry

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

1. **Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

Animal Science

15%	Class Participation / Work Days
10%	FFA Participation *
10%	SAE Project
30%	Quizzes
35%	Classroom Assignments/Activities

100% Total

2. **Materials Needed:**

- **1-2"** (one to two inch wide) **3 Ring Binder** to be used *ONLY* for Animal Science. 'Species & Breed Binder'
- **1-2"** (one to two inch wide) **3 Ring Binder** (Have a section designated to Animal Science)
- Pen, pencil, highlighter, dry eraser, and paper
- Coveralls or 'work clothes' and Rubber boots or 'work shoes' **MUST** have closed toed shoes!



Golden West High School

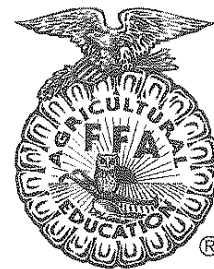
Veterinary Science Syllabus

2015-2016

Course: Veterinary Science

Instructor: Ms. Slover

Email: sslover@vusd.org



PREREQUISITE: This course is recommended for students in 12th grade. Students will need to have taken, English I, Ag Biology or Biology, or Ag Chemistry or Chemistry

- I. **Course Description:** Veterinary Science is an advanced course in the Agriculture Animal Science pathway. Fundamentals that are covered include: nutrition, diseases and sanitation, anatomy, physiology, small animal care, as well as basic livestock handling. This course supports the standards in Algebra, with emphasis on mathematical problem solving and English. In addition, learners will gain experience through leadership development, Supervised Agriculture Experience (SAE) projects, and a career exploration in the area of agriculture.

II. **Course Outline:**

Classroom Orientation

A. Safety and Sanitation

- a. Safety Hazards
- b. Common Restraints
- c. Zoonosis

B. Veterinary Terminology

- a. Prefixes
- b. Suffixes
- c. Roots

C. Anatomy and Physiology

- a. Anatomical Terminology
- b. Directional Terminology
- c. Skeletal Anatomy
- d. Systems

D. Clinical Exams

- a. Patient History
- b. Vitals
- c. Physical Exam

E. Hospital Procedures

- a. Diseases
- b. Procedures
- c. Needles and syringes
- d. Medication
- e. Bandaging

F. Parasitology

- a. Internal Parasites
- b. External
- c. Fecal Analysis

G. Office Management

- a. Communication
- b. Appointments

H. Posology

- a. Conversions and Formulas
- b. Labels for Rx
- c. Problem Solving

I. Laboratory Techniques

- a. Heart Circulation
- b. Blood
- c. Urinalysis

J. Animal Nutrition

- a. Types of Digestive systems
- b. Feed Components
- c. Palatability

K. Principles of Disease

- a. Health and Wellness
- b. Signs of Disease

L. Animals in Society

- a. Animal Roles
- b. Animal Rights

M. Career Exploration

- a. Careers
- b. Colleges
- c. Resumes

N. Animal Management

- a. Behavior
- b. Training

1. **Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

Veterinary Science

15%	Class Participation / Work Days
10%	FFA Participation *
10%	SAE Project
30%	Quizzes
35%	Classroom Assignments/Activities/Homework

100% Total

2. **Materials Needed:**

- **2-3" 3 Ring Binder** (ONLY for VS)
- Pen, pencil, highlighter, dry erase marker
- Coveralls or 'work clothes' and rubber boots or 'work shoes' that are CLOSED toed.

4. Grade Book

	P4	P5	S2	SAE #3 Jan 29, 2016 PTS 45 x 1.00	TEM #1 Feb 1, 2016 PTS 13 x 1.00	BSB- Cats Feb 2, 2016 PTS 190 x 1.00	Cats- Disease/Pa rasities Feb 2, 2016 PTS 155 x 1.00	Chicken Skeletons Feb 2, 2016 PTS 100 x 1.00	EC-Open House Feb 2, 2016 PTS 0 x 1.00	TEM #2 Feb 2, 2016 PTS 9 x 1.00	Work Points -1 Feb 2, 2016 PTS 4 x 1.00	Irecord Book Feb 10, 2016 PTS 130 x 1.00	Injection Lab Feb 19, 2016 PTS 25 x 1.00	History and TPR Feb 19, 2016 PTS 20 x 1.00	D - World Ag Expo Feb 19, 2016 PTS 25 x 1.00
	A 95%	A 95%	A 95%	35	7.5	185	155	85		9	4	130	25	17	25
	C- 72%	C 75%	C 75%	0	8.5	190	130	70		3	1	25	16	13	25
	A 94%	A 94%	A 94%	45		190	155	97		9	4	61	25	18	25
	D- 62%	F 56%	F 56%	0	9.5	0	100	50		9	4	80	25	17	25
	A 96%	A 97%	A 97%	45	12	190	155	99	10	8	4	110	25	18	25
	A 95%	A 93%	A 93%	0	11.5	190	150	99	5	9	4	115	25	17	25
	B- 82%	B 83%	B 83%	0	9.5	180	120	80		8	4	81	25	2	25
	D- 75%	D+ 68%	D+ 68%	0	11	180	125	62		8	1	5	25	17	25
	C- 72%	C 73%	C 73%	30	7.5	190	0	93		7	1	45	25	18	25
	A 95%	A 95%	A 95%	30	7.5	190	151	85		9	4	130	25	18	25
	B 85%	B- 81%	B- 81%	0	10	190	131	87		8	4	65	25	17	25
	D+ 68%	D+ 68%	D+ 68%	0	4.5	190	40	50		2.5	4	20	25	19	0
	B 85%	B+ 87%	B+ 87%	15	10	190	145	99		0	1	85	25	13	25
	D+ 67%	C 75%	C 75%	0	11	190	148			8	0	0	16	18	0
	B 84%	C 76%	C 76%	0	13	190	155	90		8.5	1	75	21	18	25
	B 83%	B 86%	B 86%	15	8.5	190	155	93		7	1	35	25	19	25
	B 84%	C 73%	C 73%	0	9.5	190	95	98		0	4	130	0	16	25
	A- 92%	B- 81%	B- 81%	0	8	190	155	83		9	4	110	25	18	25
	C+ 78%	C 74%	C 74%	0	11.5	190	145	98		0	3	70	0	2	25
	D+ 68%	C- 70%	C- 70%	30	11.5	180	0	90		8	2	130	25	18	25
	B 83%	B- 82%	B- 82%	0	10.5	190	155	62		8	4	25	25	18	25
	D 63%	D 63%	D 63%	0	10	190	0	97		9	4	25	25	12	25
	C 75%	C 76%	C 76%	0	12.5	180	140	80		0	5	85	23	17	25
	D- 62%	D 63%	D 63%	0	0	190	10	80		8	4	80	23	2	25
	B- 82%	B- 80%	B- 80%	0	12.5	190	0	87	5	8	8	85	25	20	25

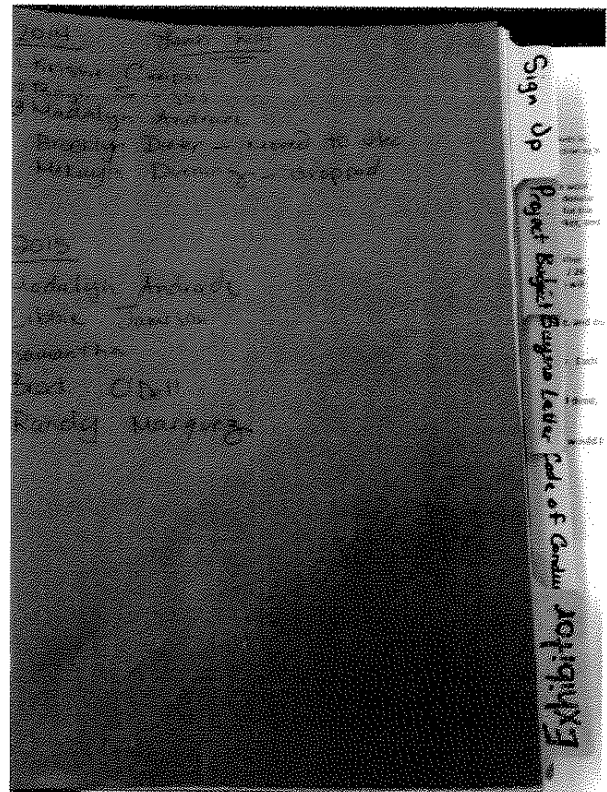
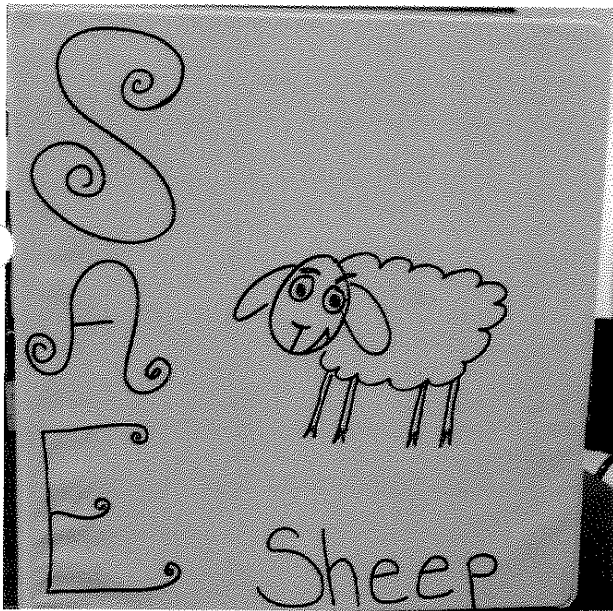
P4	P5	S2	SAE #3 Jan 29, 2016 PTS 45 x 1.00	TEM #1 Feb 1, 2016 PTS 13 x 1.00	BSB- Cats Feb 2, 2016 PTS 190 x 1.00	Cats- Disease/Parasites Feb 2, 2016 PTS 155 x 1.00	Chicken Skeletons Feb 2, 2016 PTS 100 x 1.00	EC -Open House Feb 2, 2016 PTS 0 x 1.00	TEM #2 Feb 2, 2016 PTS 9 x 1.00	Work Points -1 Feb 2, 2016 PTS 4 x 1.00	Irecord Book Feb 10, 2016 PTS 130 x 1.00	Injection Lab Feb 19, 2016 PTS 25 x 1.00	D - History and TPR Feb 19, 2016 PTS 20 x 1.00	World Ag Expo Reflector Feb 19, 2016 PTS 25 x 1.00
A 95%	A 94%	A 94%	33	4.5	185	160	95		9	4	130	25	19	25
A 97%	A 97%	A 97%	45	6	190	155	95		9	4	130	25	18	25
A 97%	B 84%	B 84%	0	13	190	155	83		8	5	125	25	19	25
B 85%	C 74%	C 74%	0	12	190	145	98		0	4	130	0	16	25
A+ 99%	A+ 98%	A+ 98%	30	13	190	155	83		9	4	130	25	18	25

Physical Exam & Unit D Eval. Feb 22, 2016 PTS 51 x 1.00	Unit D - Clinical Exams Feb 25, 2016 PTS 147 x 1.00	Work Points - 2 Feb 25, 2016 PTS 12 x 1.00	Act. 3 Temp Feb 26, 2016 PTS 0 x 1.00	BSB- Small Mammal Feb 26, 2016 PTS 125 x 1.00	Work Points -3 Mar 7, 2016 PTS 20 x 1.00	Work Points - 4 Mar 17, 2016 PTS 16 x 1.00
50	147	10		125	19	15
34	111	9		120	17	16
46	145	12		125		
35	107	10		120	14	0
49	147	10		120	19	15
44	147	12		125	20	11
47	137	10		120	18	16
47	141	9		125	0	0
42	137	10		115	18	12
48	147	11		125	19	15
41	141	10		125	19	0
40	137	10		115	16	16
40	147	8	20	125	13	14
37	142	2		115	16	15
38	105	11	20	120	0	0
38	147	10		115	19	15
36	131	12		115	0	0
42	147	11		125	0	0
49	104	11		90	19	0
33	94	8		77	16	12
37	147	10		125	24	4
23	44	10		120	16	16
0	121	6		115	16	11
37	45	8		118	18	10
42	97	14		123	22	20
40	147	11		125	14	15
45	147	11		125	20	15
48	145	13		125	0	0
34	99	12		105	0	0
49	145	12	20	125	19.5	16

5. SAE Supervision Forms

SAE Supervision Forms

In addition to using the notepad for project visits, I also keep a binder on all of my students' SAE projects. The binder contains a tab per student. Within the tab, any contracts signed by the student pertaining to the project, copies of receipts, and a written record of visits are kept. Also I have what feed and ration each student and feed and a ADG sheet for each market lamb or goat. If a student has multiple projects all projects will be listed under their tab in the binder.





Golden West FFA Project Visit



Name: _____

Date: _____

Address: _____ Phone: _____

Project: _____ Purpose of Visit: _____

Current Feed Program: _____ Lbs. of Feed: _____ Hay: _____

Project Weight: _____

General Comments/Recommendations:

Medication: _____ Amount Given: _____

Route of Admin. _____ Site: _____



Golden West FFA Project Visit



Name: _____

Date: _____

Address: _____ Phone: _____

Project: _____ Purpose of Visit: _____

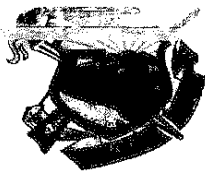
Current Feed Program: _____ Lbs. of Feed: _____ Hay: _____

Project Weight: _____

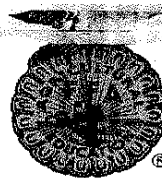
General Comments/Recommendations:

Medication: _____ Amount Given: _____

Route of Admin. _____ Site: _____



Golden West FFA Project Visit



Name: Boyle Scruggs

Date: 7/3/15

Address: Farm Phone: _____

Project: lamb Purpose of Visit: weigh

Current Feed Program: lamb stam Lbs. of Feed: 2.5 lbs Hay: 2-3 HF

Project Weight: 70

General Comments/Recommendations:

(7am - 7pm) not during the heat

WORK w/ your lamb! Doesn't even walk 1/2 of day

Medication: _____ Amount Given: _____

Route of Admin. _____ Site: _____



Golden West FFA Project Visit



Name: Emily

Date: 7/3/15

Address: Farm Phone: _____

Project: lamb Purpose of Visit: weigh

Current Feed Program: Show time Lbs. of Feed: 2 lbs Hay: 2 HF

Project Weight: 65

General Comments/Recommendations:

H2O - feed early & later - too hot.

Medication: _____ Amount Given: _____

Route of Admin. _____ Site: _____

Page 1



6. School Board- Approved Policy (SAE)

Matched Against: State Frameworks X AP ____
Articulate Depart. Chair: __x__
High School Curric. Mtg: __x__
Board Approval 8/2012
Revision Approval: 8/2017
Review Cycle:
CSU/UC Requirement:

**Visalia Unified School District
Course Outline**

Course Title: AG Earth Science
Alternate Course Title: NA
Grade Level: 9-12th
Elective/Required: Elective
Length/Credits: One Year / 10 credits
Prerequisites: None
Course Numbers:
CBEDS Codes: 2618
Replaces: None

I. Course Description:

Ag Earth Science is a comprehensive course that studies the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. It brings together the agriculture interactions that occur in the living and non-living world, and provides the learner with a solid understanding of the processes that takes place on and around the Earth and the synergies that exist between them. Laboratory experiments introduce the students to different lab techniques while building their skills in critical thinking, inquiry, and observation. In addition, learners will gain experience through leadership development, Supervised Agriculture Experience (SAE) projects, and career exploration in the area of agriculture.

II. Instructional Materials:

Required Text: Earth Science; Holt, Rhinehart, Winston, 2007.

Supplemental Text: Earth Science. Glencoe; 1999.

III. Course Outline:

FFA

- a. History of FFA
- b. Structure of FFA – local, sectional, regional, state, and national organization
- c. FFA Emblem
- d. FFA Creed
- e. Official FFA Dress
- f. Chapter Officer Duties
- g. Opening and Closing Ceremonies
- h. Leadership opportunities

Supervised Agriculture Experience (SAE) Project

- a. Introduction to SAE projects
- b. Getting a project started
- c. Introduction to record books, i.e. budget, business agreement, journal, financial statement

Introduction to Earth Science

- a. Earth Science Overview
- b. Scientific Method
- c. Communicating in Science

Earth's Place in the Universe

- a. Characteristics of Stars
- b. Stellar Evolution
- c. Star Groups
- d. The Sun
- e. The Solar System

The Dynamic Earth

- a. Plate Tectonics
- b. Deformation of the Crust
- c. Earthquakes
- d. Volcanoes
- e. Rocks and the Rock Cycle

California Geology and Agriculture

- a. Natural Resources and Energy
- b. Natural Disasters
- c. Agricultural Environmental Impacts
- d. California Natural Resources
- e. Soils
- f. Water Supply and Demand

Biogeochemical Cycles

- a. Water Cycle
- b. Carbon Cycle
- c. Nitrogen Cycle

The Atmosphere

- a. Structure and Composition
- b. Moisture in the Atmosphere

Plant Science

- a. Plant anatomy
- b. Photosynthesis
- c. Plant Reproduction

Animal Science

- a. Basic Livestock Anatomy
- b. Animal Digestive Systems
- c. Livestock Breeds
- d. Economic Importance of Livestock

Climate and Agriculture

- a. Climate Classification
- b. Climatic Changes
- c. Crops and Climate
- d. Agriculture around the world

IV. Expectations for Student Learning:

Essential Standard: Students will understand dynamic earth processes including plate tectonics and biogeochemical cycles operating over geologic time and resulting in changes in patterns of land, sea, and mountains on earth's surface.

3b Students know the principal structures that form at different kinds of plate boundaries.

3d/ 3e Students know the explanation for the location and properties of volcanoes and earthquakes, including hotspots and subduction zones.

9d Students know that evidence from geological studies of the Earth suggest that the early Earth was very different from Earth today.

Essential Standard: Students will understand the energy budget of the earth, the differential heating of the earth's surface and atmospheric effects of the sun, wind and ocean currents, and climate patterns.

4a Students know the relative amount of insolation compared with Earth's internal energy and the energy used by society.

5a Students know how differential heating and the rotation of the Earth result in circulation patterns in the atmosphere and oceans that globally distribute the heat.

5e Students know rain forests and deserts on Earth are distributed in bands at specific latitudes and how wind patterns, ocean currents, and geography affect climate.

6a Students know the difference between weather and climate and understand how the Earth's climate has changed over time, and other corresponding changes in Earth's geography, atmospheric composition, and other factors, such as insolation and plate movement.

5d Students know that properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.

5g Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.

8a Students know the thermal structure and chemical composition of the atmosphere and that changes in the atmosphere affect conditions for life.

Essential Standard: Students will understand the earth's place in the solar system's structure, scale, and change through time.

1a Students know the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.

1e/1f Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium *and that* the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.

2a Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, and that galaxies are made of billions of stars and comprise most of the visible mass of the universe

Additional Academic Standards (English and Mathematics):

English

Reading: 1.0 Understand the meanings of and use specialized vocabulary.

Writing: 1.0 Write clear, coherent, and focused responses that convey a well-defined perspective and understand of the topic.

English Language Conventions: 1.0 Use correct grammar to produce legible work.

Speaking and Listening: 1.0 Analyze and respond to oral and media communications.

Math

Number Sense: 1.0 Understand mathematical principles to solve problems.

Algebra & Functions: 1.0 Graph and interpret linear functions.

Measurement & Geometry:

1.0 Compare units of measure and geometric shapes

2. 0 Construct and read models made to scale, including topographic maps and geographic data.

Statistics, Data Analysis, & Probability: 1.0 Collect, organizes, and represents data.

Mathematical Reasoning:

1.0 Develop problem solving skills, strategies, and approaches to find solutions to problems.

V. Instructional Methods:

- A. Lecture/Note-taking/Demonstration/Modeling
- B. Audio/Visual Materials
- C. Group/Individual Assignments
- D. Laboratory Activities
- E. Whole Class/Small Group Discussion
- F. Reading assignments/related reading materials
- G. Guest Speakers and/or Field trips
- H. Differentiated instruction
- I. Oral Presentations/Presentations
- J. Computer tutorials
- K. Cooperative Groups

VI. Assessment and Evaluations:

1. Instructor Evaluation
2. Daily class work/homework from the text
3. Quizzes and Tests
4. Labs and Activities
5. Presentations
6. Writing Assignments

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

NOTE: Refer to alternative school handbooks and planning guides for information about when final grades and credit are assigned.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
0% - 59%	= F

Matched Against: State X AP
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 12/ 2005
Review Cycle: 2/2012
Revision Approval:
CSU/UC Requirement: Yes

**Visalia Unified School District
Course Outline**

Course Title: Animal Science
Alternative Title: None
Grade Level: 11th - 12th
Elective/Required: Elective
Length/Credits: Year/10 Units
Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry
Course Numbers: 0093, 0094, and 0095
CBEDS Code: 4020
Replaces: NA

I. Course Description:

This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

II. Instructional Materials:

Required Text:

Animal Production and Management; Kirby Barrick and Hobart L. Harmon.

Supplementary Texts:

Teacher notes, Student handouts, related magazine articles and current industry videos.

III. Course Outline (include approximate length of time):

First six-week grading period

A. Introduction to Animal Management

1. Careers and Supervised Occupational Experience Project
2. Animal Production in the United States
3. Animals and their uses

- B. Animal Selection and evaluation
 - 1. Selection of breeding stock
 - 2. Selection of market stock

Second six-week grading period

- A. Breeding and Reproduction
 - 1. Mating Systems
 - 2. Breeding Periods
 - 3. Female reproductive tract
 - 4. Male reproductive tract
 - 5. Reproductive Hormones
- B. Nutrition
 - 1. Digestive systems
 - 2. Functions of essential nutrients
 - 3. Calculating rations

Third six-week grading period

- A. Animal Health
 - 1. Causes of Disease
 - 2. Diagnosis
 - 3. Disease Prevention
 - 4. Controlling Parasites
 - 5. Controlling Poisonous Plants
 - 6. Treatment of Disease

Fourth six-week grading period

- A. Managing Beef Cattle
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment
- B. Managing Dairy Cattle
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment

Fifth six-week grading period

- A. Managing Sheep
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment

B. Managing Swine

1. Types, breeds
2. Breeding management
3. Feeding management
4. Health management
5. Housing and equipment

Sixth six-week grading period

A. Managing Horses

1. Types, breeds
2. Breeding management
3. Feeding management
4. Health management
5. Housing and equipment

B. Career Planning

1. Student Seminar Presentation
2. College education and/or vocational career planning
3. Work ethics and employability skills
4. Developing a professional portfolio

IV. Expectations for Student Learning:

Essential Standard: Students will understand fundamental life processes.

1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.

1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

Essential Standard: Students will understand the role genetics play in the development of bacteria for fermentation of milk.

5c – Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

Essential Standard: Students will understand structures and functions of organ systems, the internal environment of animals relatively stable despite changes in the outside environment.

9a – Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

10c – Students know how vaccination protects an individual from infectious diseases.

10d – Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infection, and effective treatments of these infections.

Essential Standard: Students will understand solutions, gases and their properties, acids and bases, reaction rates, and thermodynamics as it relates to the production of dairy products.

4a – Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.

4d – Students know the values and meanings of standard temperature and pressure

5a – Students know the observable properties of acids, bases, and salt solutions

6c – Students know temperature, pressure, and surface area affect the dissolving process

7a – Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).

7d – Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

8b – Students know how reaction rates depend on such factors as concentration, temperature, and pressure.

8c – Students know how to write and calculate an equilibrium constant expression for a reaction.

Co-Curricular Standards (English and Mathematics)

English

- 1.1 Understand words and their derivations
- 1.2 Understanding denotative and connotative meanings of words
- 2.4 Synthesize content, paraphrase and connect ideas
- 2.5 Extend ideas
- 2.6 Follow technical directions

Math

- 10.0 Add, subtract, multiply, and divide to solve multi-step problems using these techniques.
- 13.0 Add, subtract, multiply, and divide rational expressions/functions solving both computationally and conceptually challenging problems.

V. Instructional Methods:

- A. Lecture/Note-taking
- B. Audio/Visual materials
- C. Group/Individual assignments
- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest Speakers
- H. Field trips

VI. Assessment and Evaluations:

A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. In-class work
2. Homework
3. Labs (Field work and laboratory)
4. Speeches/Presentations
5. Term paper

B. Testing

1. Students will be given objectives test on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of the semester. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through the individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

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

Matched Against: State Frameworks
State X AP _____
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 07/13/04
Review Cycle: 3/2007
Revision Approval: 7/13/04
CSU/UC Requirement: X

**Visalia Unified School District
Course Outline**

Course Title: Pre-Vet Science
Alternate Course Titles: None
Grade Level: 11th and 12th
Elective/Required: Elective
Length/Credits: Semester
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
Course Numbers: 0084, 0085
CBEDS Number: 4020
Replaces: None

I. Course Description:

This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.

II. Instructional Materials:

Required Text:

None

Supplementary Texts:

Teacher notes, Student handouts, related agricultural magazines and the Agricultural Education Record Book.

III. Course Outline:

First six-week grading period

A. Agriculture Leadership Development

1. Careers and Supervised Occupational Experience Project

B. Animal Nutrition

1. Nutrients
2. Digestive Systems
3. Feeding Balanced Rations/Feed Formulations

English Language Arts – 1.1, 1.4, 1.5, 1.7, 1.9, 2.2, 2.3, 2.5, 2.6, 2.7, 3.2

C. Basic Livestock Handling

1. Fight/Flight Response
2. Equipment/Usage

Second six-week grading period

A. Animal Sanitation and Disease

1. Causes of Disease
2. Diagnosis
3. Parasites
4. Poisonings
5. Infectious Diseases
6. Treatment of Diseases

English Language Arts – 1.1, 1.4, 1.5, 1.7, 1.9, 2.2, 2.3, 2.5, 2.6, 2.7, 3.2

Third six-week grading period

A. Animal Health

1. Veterinary Therapy
2. Antibiotics
3. Biologicals
4. Obstetrics
5. Care of Dam and the Newborn
6. Vaccination Schedules

English Language Arts – 1.1, 1.4, 1.5, 1.7, 1.9, 2.2, 2.3, 2.5, 2.6, 2.7, 3.2

IV. Expectations for Student Learning:

First six-week grading period

Biology

1e – Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

1f – Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

Second six-week grading period

Biology

1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.

Third six-week grading period

Biology

2a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

2b – Students know only certain cells in a multicellular organism undergo meiosis.

3a – Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

4d – Students know every cell has the same set of genes although all of them may not be utilized by each cell.

7d – Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

9a – Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

9c – Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.

10c – Students know how vaccination protects an individual from infectious diseases.

10d – Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infection, and effective treatments of these infections.

V. Instructional Methods:

- A. Lecture/Note-taking
- B. Audio/Visual materials
- C. Group/Individual assignments
- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest Speakers
- H. Field trips

VI. Assessment and Evaluations:

- A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
 - 1. In-class work/homework
 - 2. Labs
 - a. Field work and laboratory
 - 3. Speeches/Presentations
 - 4. Term paper

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A	=	90% - 100%
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	0% - 59%

7. School Board- Approved Policy (FFA)

School Board- Approved Policy

Please Refer to tab 6 for School Board- Approved Policies that highlight FFA as intracurricular.

8. FFA Program of Activities

Golden West FFA



Program of Activities
2015-2016



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Golden West FFA

Advisors' Message

Dear Parent(s), Guardian(s), & FFA Members,

Your child(ren) has shown interest in being an active member of the Golden West FFA Chapter. While some people believe that you have to live on a farm to be in FFA, this is no longer true. FFA is a student organization that, at one time, was known as "Future Farmers of America," however in 1988 the name was changed to the "National FFA Organization." This was done to accommodate the changing face and diversity of today's agriculture industry. Whereas agricultural production in farming crops and livestock was the focal point for projects, new projects like turf grass management, forestry, ag sales, floriculture/landscaping, and many more are now widespread FFA activities.

This Program of Activities (POA) is designed to allow you to fully understand and become aware of the opportunities your child(ren) has in the Golden West FFA. It contains a brief chapter overview, events, and a tentative calendar of activities. Please let us know if you have any questions involving the FFA opportunities available to your student. We look forward to our upcoming year with you!

Courtney, Frank, Emmett, and Sammi

Courtney Castle, FFA Advisor & Horticulture Teacher- ccastle@vusd.org

Frank Roche, Ag Engineering Pathway Teacher- froche@vusd.org

Emmett Schultz, Ag Mechanics Teacher- eschultz@vusd.org

Sammi Slover, Department Head & Animal Science Teacher- sslover@vusd.org



Department Outline

Introduction:

The purpose of this outline is to acquaint you with the opportunities offered by the Golden West High school Agriculture Department. This will enable your student to take full advantage of these opportunities. The agriculture program is unique to each student as it is customized to individual educational needs and interests. To participate fully in the agriculture program, students must be actively engaged in all three aspects of agriculture education: classroom activities, FFA, and SAE.

FFA:

This intra-curricular national youth organization is for all students studying agriculture education. The purpose of this organization is to develop leadership skills and serve as a learning tool to strengthen the “hands-on” component of the high school agriculture curriculum.

Supervised Agricultural Experience (SAE):

Otherwise known as “projects,” students engage themselves in an activity related to their individual agriculture program outside of the normal classroom environment. They keep records on the transactions related to their project in an official record book. It also provides them the opportunity for personal recognition, skill development, and career preparation.

Advisors:

Mrs. Courtney Castle-	FFA Advisor, OH Supervisor, Plant Science, Swine Projects
Mr. Frank Roche-	Ag Engineering, Dairy and Goat Projects
Mr. Emmett Schultz-	Department Head, Ag Mechanics, Beef Projects
Ms. Sammi Slover-	Animal Science, Sheep Breeding Enterprise, Sheep Projects

What is taught in the Agriculture Department?

- Advanced Environmental Horticulture
- Ag Biology
- Ag Earth Science
- Ag Engineering
- Ag Mechanics
- Animal Science
- Introduction to Environmental Horticulture
- Pre-Vet Technology
- Welding



Department Outline, Continued

Career Development Events (CDE):

*Ag Mechanics	Farm Safety	Poultry
Agriscience Fair	Floriculture	Soils/Land
*Best Informed Greenhand	Horse Judging	Vegetables
*Citrus	*Impromptu Speaking	*Vet Science
*Cooperatives	*Job Interview	*Vine Pruning
*Cotton	Livestock Judging	
*Creed Speaking	Marketing	
*Dairy Products	Marketing Plan	
*Extemporaneous Speaking	*Nursery/Landscape	
Farm Recods	*Opening/Closing	
Farm Business Management	*Parliamentary Procedure	

*The CDE's marked with an * are current teams offered through Golden West FFA.*

Leadership Development Plan:

9 th grade-	Greenhand Conference
10 th grade-	Made for Excellence Conference
11 th grade-	Advanced Leadership Academy
12 th grade-	Sacramento Leadership Experience
9 th -12 th	State Leadership Conference
9 th - Graduate	National FFA Conference

Fairs and Shows:

- Tulare County Fair
- Cow Palace, Grand National Junior Livestock Show
- California State Fair
- Various jackpots and shows throughout California

Comments:

The above outline is only a brief sketch of the opportunities available to students. A student, with the support of family, can take advantage of any of these opportunities. By doing so, students will be able to graduate saying, "I'm glad I did..." rather than, "I wish I would have..."



2015-2016 Officer Team

President- Sadie Jameson
Vice President- Coral Story
Secretary- Aurora Pina-Chavez
Treasurer- Cort Rowley
Reporter- Hannah Seymore
Sentinel- Katie Walker
Historian- Hannah Fleetwood
Horticulture Representative- Ulisses Munoz
Animal Science Representative- Casey Lum
Ag Mechanics Representative- Bailey Gruber

2015-2016 Chapter Goals

- 1) Enter scrapbook in Regional contest, have the book ready by February 1.
- 2) Have the treasurer print out and share the FFA budget once a month at the first officer meeting of each month.
- 3) Have 100 FFA t-shirts and 50 FFA sweatshirts ordered by Tulare Fair.
- 4) Reach a total of \$12,000 at the Sweetheart Dinner.
- 5) Students that participate in 6 or more activities per semester will receive a free bbq lunch at the end of each semester.
- 6) Hold a summer survival drive at the end of the school year for needy families to prepare for summer.
- 7) Have an ending year balance in the FFA ASB Account of at least \$1500.00
- 8) Hold a social for faculty and staff 1 hours before Welcome Back BBQ to inform about Calendars, Star Applications, and to give department tours.
- 9) In the 2015-2016 school year, our chapter will plan and fulfill 1 new community service project per semester.



2015-2016 FFA BUDGET

<u>Date</u>	<u>Event</u>	<u>Expenses</u>	<u>Receipts</u>
July	Planning Meeting	\$100	
Aug	SJR Boot Camp	\$385	
Aug	Officer/Parent Dinner	\$100	
Aug	Welcome Back BBQ	\$500	
Sept	Fair Supplies	\$200	
Sept	Fall Movie Night	\$100	\$100
	Placemat Ads		\$2000
Sept	Drive Thru BBQ	\$850	\$2000
Oct	Fall Extravaganza Meeting	\$200	
Nov	Greenhand Conference	\$720	\$400
Nov	Fall Awards Banquet	\$1000	\$1250
Dec	Winter Wonderland Meeting	\$50	
Dec	Officer Potluck	\$50	
Jan	Winter Officer Retreat	\$150	
Jan	Scavenger Hunt Meeting	\$100	\$100
Feb	MFE/ALA	\$600	\$300
Feb	Taco Truck Meeting	\$100	
	Semester Lunches	\$300	
Feb	Teacher Appreciation Breakfast	\$200	
	Spring Field Days	\$3000	\$200
	Western Week	\$400	\$100
	Sweetheart Dinner	\$300	\$11000
	State Convention	\$3000	\$1500
April	Spring Movie Night	\$100	\$100
May	Spring Awards Banquet	\$1000	
May	Pool Party	\$150	\$100
June	End of Year Trip	\$600	
	Outside Donations		\$1000
	T-Shirts	\$1500	\$2000
	Scholarships	\$250	
	Misc. Expenses	\$1000	
	Petting Farm	\$50	
	Officer Polos	\$600	
	COLC	\$235	
	SJR Spring Meeting	\$100	
		\$18,240	\$22,150



Calendar of Activities

August

- 26: Welcome Back BBQ, 5:30 PM, Ag Department
- 29: Tulare Fair Work Day, 8:00 AM, Tulare Fairgrounds

September

- 9: VUSD Farm Fair, 6:00 PM, VUSD School Farm
- 11: Placemat Ad Sales End
- 15-20: Tulare County Fair, Times Vary, Tulare Fairgrounds
- 23: Fall Movie Night, 6:00 PM, Ag Department
- 26: Drive Thru BBQ, 6-8 PM, Ag Department
- 29: Opening/Closing Contest, 5 PM, Mt. Whitney HS

October

- 2: Happy Trails Fundraising Dinner, Tulare
- 7: Sectional Opening/Closing Contest, 5 PM, Hanford
- 8: Greenhand Leadership Conference, All Day, Tulare
- 10: Cotton Contest, 8 AM-1 PM, Corcoran
- 24: Cotton Contest, All Day, Modesto Junior College
- 28: Fall Extravaganza, 6 PM, Ag Department
- 28-31: National FFA Convention, Louisville, KY

November

- 5: Cotton Contest, 5 PM, Hanford HS
- 17: Fall Awards Banquet, 6 PM, Mini-Gym
- 18: Sectional Activity, 5 PM, Roller Towne

December

- 2: BIG/COOP Contest, 6 PM, Avenal HS
- 9: Winter Wonderland Meeting, Ag Department
- 12: Citrus Contest, 8 AM- 1 PM, Golden West HS



Introduction to the FFA

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

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

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

National Headquarters for the FFA are located in Indianapolis, Indiana. The National FFA Convention is held in October every year and is currently located in Indianapolis, Indiana. The California FFA Association holds its annual conference at the Selland Arena in Fresno each April.

This 2012-2013 Program of Activities was developed to explain the purpose of the FFA organization and give insight into many opportunities that are available to all agriculture students at Golden West High School.

The FFA Motto:

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



Mission and Strategies

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

To accomplish this mission, FFA:

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

The Agricultural Education Mission

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



FFA Code of Ethics

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

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

FFA Official Dress

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

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping.

Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.



Proper Use of the FFA Jacket

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

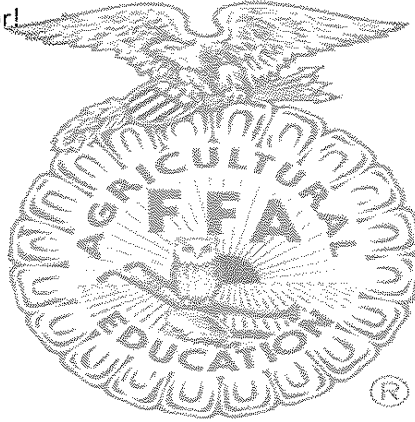
1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The *back* of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The *front* of the jacket includes only a small official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



Golden West FFA

How to Order Your Very Own FFA Jacket

Follow the steps below to purchase your Golden West FFA Jacket. If you have any questions, please do not hesitate to contact an advisor!



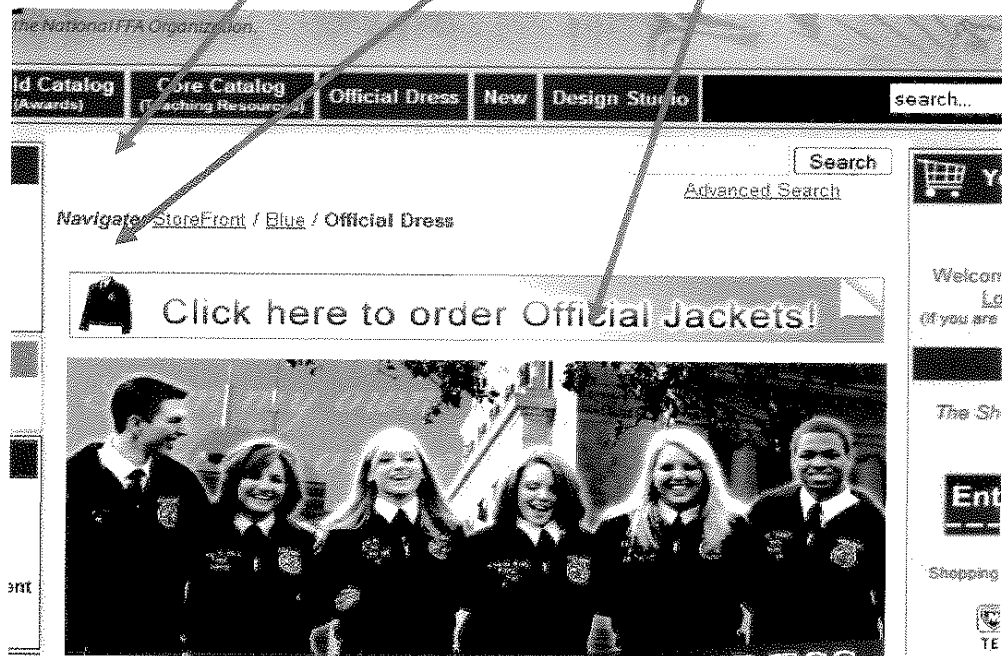
Step 1: Have your son or daughter try on a chapter jacket at school and record their size in the box below.

Name:

Size:

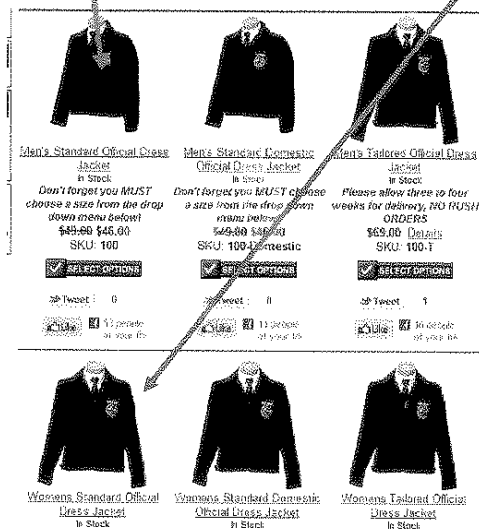
Step 2: Go to <http://ffa.org>

Step 3: Click on Shop, then Blue Catalog, then Official Dress, then Click here to order Official Jackets!





Step 4: Click on either Men's Standard Official Dress Jacket or Womens Standard Official Dress Jacket



Step 5: Type in the following information...

8) Popular



Jacket

Don't forget you **MUST** choose a size from the drop down menu below!

In Stock

Size: Choose a size below

Color: Navy

Chapter Number: CA0224

Advisor Name: Courtney Serafin

Front Line 1 (Name): First & Last

Front Line 2 (Chapter Office - Only one - optional):

Front Line 3 (Year of office held- optional):

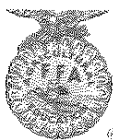
Front Line 4: (optional)

Back State Line 1: California

Back Chapter Name Line 2: Golden West

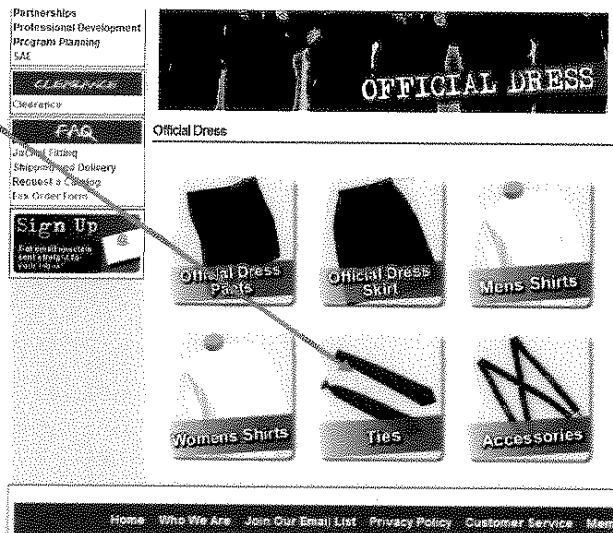
Back Chapter Name Line 3 (if applicable): Visalia

Your Name Goes Here

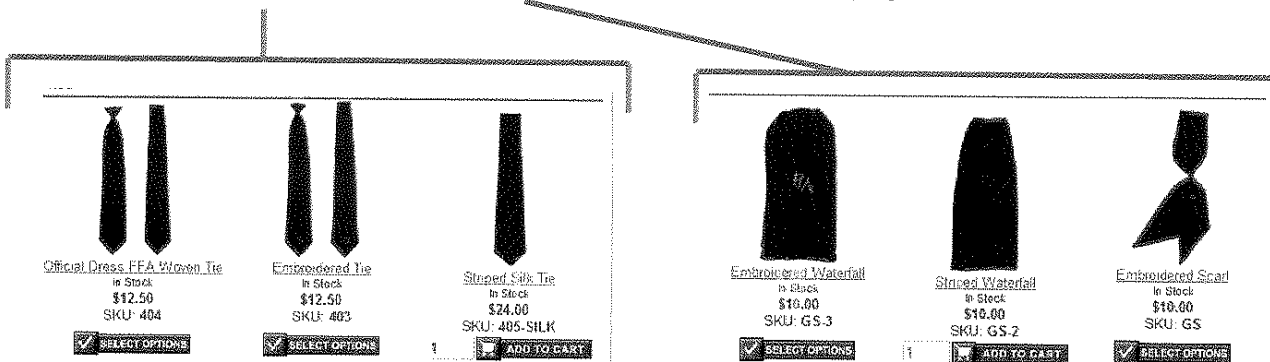


Step 6: Click on **ADD TO CART**

Step 7: Click on **Official Dress**, then **Ties**



Step 8: Add any style tie (men) or any style scarf (women) to your shopping cart.



Step 9: Click on **CHECKOUT** Login as a **First Time Customer** and enter your billing and shipping information. Include the following information on the New Customer page:

Chapter Name: (optional)

Chapter # (six-digits): (optional)

*Note: The remainder of the Official FFA Uniform can be purchased more affordably by shopping locally.
Here are some suggestions...

Ladies Official Dress

Blue Colored Nylons.....Grocery Store, Wal Mart \$3-\$6
Knee Length Black Skirt.....Ross, Good Will, Kohls \$5-\$20
White Collared Shirt (with top button)..... Ross, Good Will, Kohls \$5-\$20
Close Toed, Dress Shoes.....Ross, Good Will, Payless, Target \$10-\$25

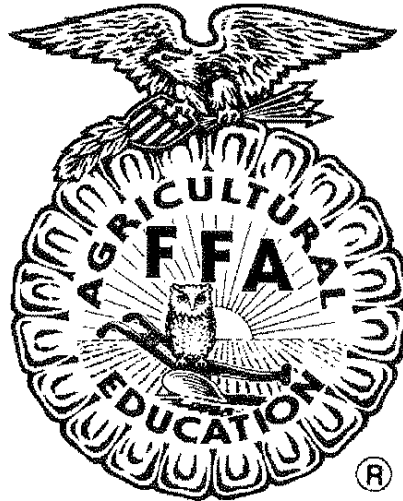
Mens Official Dress

Black Socks.....Grocery Store, Wal Mart \$3-\$6
Black Slacks.....Ross, Good Will, Kohls \$10-\$25
White Collared Shirt (with top button)..... Ross, Good Will, Kohls \$5-\$20
Black Dress Shoes.....Ross, Good Will, Payless, Target \$10-\$25



FFA Emblem

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



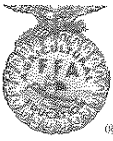
The *owl* is symbolic of wisdom and knowledge.

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

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

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

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



FFA Creed

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

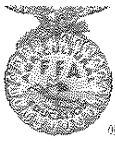
I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

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

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

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

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



FFA Degrees

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

Greenhand FFA Degree

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

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

Chapter FFA Degree

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

- Must have received the Greenhand FFA Degree.
- 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.
- Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
- 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.
- Have effectively led a group discussion for 15 minutes.
- Have demonstrated five procedures of parliamentary law.
- Show progress toward individual achievement in the FFA awards program.
- Have a satisfactory scholastic record.
- Submit a written application for the Chapter FFA Degree.



State FFA Degree

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

- Have received the Chapter FFA Degree.
- Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
- 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.
- 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.
- Demonstrate leadership ability by:
 - Performing 10 procedures of parliamentary law or a test.
 - Giving a six-minute speech on a topic relating to agriculture or the FFA.
- Serving as an officer, committee chairperson, or participating member of a chapter committee.
- Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
- 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:

- 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.
- Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
- Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
- 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.
- 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.
- Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.



Proficiency Award Areas

Agricultural Communications

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

Agricultural Mechanics Design and Fabrication

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

Agricultural Mechanics Repair and Maintenance

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

Agricultural Mechanics Energy Systems (Agricultural Power)

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

Agricultural Processing

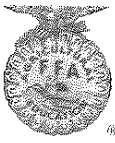
Involves students who assemble, transport, process, fabricate, mix, package, and store food and nonfood agricultural products. Products may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food items. Nonfood products can include the processing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

Agriculture Sales Entrepreneurship/Placement

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

Agricultural Services

Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom baling, crop scouting,



horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

Beef Production Entrepreneurship/Placement

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

Dairy Production Entrepreneurship/Placement

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

Diversified Agricultural Production

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

Diversified Crop Production Entrepreneurship/Placement

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

Diversified Horticulture Entrepreneurship/Placement

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

Diversified Livestock Production Entrepreneurship/Placement

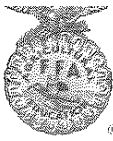
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal, small animal production or poultry.

Emerging Agricultural Technology

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

Environmental Sciences and Natural Resources Management

Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agricultural waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations



and pollution education; land use that regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science Entrepreneurship/Placement

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

Fiber Crop Production

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

Floriculture

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

Food Science and Technology

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

Forage Production

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

Forest Management and Products

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

Grain Production Entrepreneurship/Placement

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



Home and/or Community Development

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

Landscape Management

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

Nursery Operations

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

Outdoor Recreation

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

Pomology Production Entrepreneurship/Placement

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

Poultry Production

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

Sheep Production

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

Small Animal Production and Care

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



Specialty Animal Production Entrepreneurship/Placement

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

Specialty Crop Production

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

Swine Production Entrepreneurship/Placement

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

Turf Grass Management

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

Vegetable Production Entrepreneurship/Placement

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

Viticulture Production Entrepreneurship/Placement

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

Wildlife Production and Management Entrepreneurship/Placement

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



Golden West FFA

California Leadership Map

GREENHAND CONFERENCE (9th Grade)

FFA Organization, Agricultural Career Awareness, Individual Personal Plan

MADE FOR EXCELLENCE (10th/11th Grades)

Self-Esteem Building, Internal Motivation, Positive Attitude,
Self Improvement, Time Management

CHAPTER OFFICER LEADERSHIP CONFERENCE

Coordinated by Regional and State Officers, Officer Skills, Meeting Activities,
Speaking, Team Management

SECTIONAL OFFICER LEADERSHIP CONFERENCE

Coordinated by Regional and State Officers, Organizing Meetings,
Mixers & Eye Openers, Making Presentations

ADVANCED LEADERSHIP ACADEMY (11th/12th Grade)

Verbal Communication, Interviewing, Presentation Techniques,
Key Messages

STATE LEADERSHIP CONFERENCE

Exercising Democratic Principles, Developing a Committee Report,
Award Recognition, Group Interaction

REGIONAL OFFICER LEADERSHIP CONFERENCE

Working with Others, Critical Thinking, Workshop Development, Team Building

NATIONAL CONVENTION

Group Interaction, Teamwork, Critical
Thinking, Developing a National Perspective

SACRAMENTO LEADERSHIP EXPERIENCE (12th Grade)

Government Operations, Agricultural Industry, Organization, Management,
Critical Thinking



Point Awards System

Each year the Golden West FFA keeps a point system for the activities that students attend. Each activity is worth a certain amount of points that are tallied up through the year. Chapter level activities are worth 10 points. Sectional and regional level activities are worth 20 points. State and national level activities are worth 30 points. The chapter secretary is in charge of keeping this system up to date. Monthly totals are posted in the agriculture department for students to keep track. At the end of the school year, the top ten most active, non-officer members are announced at the Spring Awards banquet. These individuals are then invited to a paid trip to an adventure park or activity chosen by the officer team at the summer officer retreat.

ACTIVITY	POINT VALUE	ACTIVITY	POINT VALUE
1. State Fair	30	28. Taco Truck Meeting	10
2. Welcome Back BBQ	10	29. MFE/ALA	20
3. Tulare Fair	20	30. Farm Show	30
4. Farm Fair	20	31. Sectional Speech Contest	20
5. Fair Booth	20	32. BIG Contest	20
6. Fair Banner	20	33. Banking Quiz	20
7. Fall Movie Night	10	34. Co-Op Contest	20
8. Cow Palace	30	35. Staff Appreciation Breakfast	10
9. Strathmore O/C	20	36. Spring Regional Meeting	20
10. Sectional O/C	20	37. UC Davis Field Day	20
11. Drive Thru BBQ- 5 Tickets Sold	10	38. Hanford Field Day	20
12. Drive Thru BBQ- 2 Hours Worked	10	39. Merced Field Day	20
13. National Convention	30	40. MJC Field Day	20
14. Halloween Meeting	10	41. Blind Babies Community Service	20
15. Greenhand Conference	20	42. State Degree Ceremony	30
16. Fall Regional Meeting	20	43. Sweetheart Dinner	10
17. Turkey Bowling	10	44. Western Week Committee or Team	10
18. Fall Awards Banquet	10	45. Petting Zoo	10
19. Sectional Activities (Skating)	20	46. Reedley Field Day	20
20. Winter Wonderland Meeting	10	47. Spring Movie Night	10
21. GW Citrus Contest	20	48. Fresno Field Day	10
22. Scrapbook Committee	20	49. State Conference	30
23. Proficiency Application	20	50. Cal Poly State Finals	30
24. Lock-In	10	51. Chapter Officer Application	10
25. Porterville Citrus Contest	20	52. Sectional/Regional Officer Application	20
26. Tulare Citrus Contest	20	52. SLE or State Officer Candidate	30
27. Winter State Finals	30		



Chapter Officer Duties

PRESIDENT:

- Preside over meetings
- Help appoint committees and serve on them when needed as ex-officio
- Coordinate the activities of the chapter
- Evaluate the process of the POA
- Represent the chapter in public & official functions
- Assist committee chairs with activities
- Preside over officer meetings and meet beforehand with advisor to set up agenda

VICE PRESIDENT:

- Assume all duties of the president when needed
- Develop the POA and serve as the ex-officio on committee when needed
- Coordinate all committee work
- Work closely with the president and advisor to assess progress toward meeting chapter goals
- Submit school bulletin announcements

SECRETARY:

- Prepare and present the minutes of each chapter meeting
- Record minutes for each officer meeting and keep on file with ASB
- Place all committee reports on file
- Be responsible for chapter correspondence
- Maintain membership attendance records and issue membership cards

TREASURER:

- Assist the advisor with receiving, recording, and depositing FFA funds
- Present up-to-date treasurer's reports at each chapter meeting
- Collect money when required and serve as the chairperson to the fundraising committee
- Maintain financial records
- Correspond with ASB Director about authorization of fundraiser dates
- Promote innovative ideas to increase revenue at chapter fundraisers

REPORTER:

- Work with local newspapers, radios, television, and service clubs to promote chapter happenings
- Write articles for the New Horizon magazine
- Create press releases for chapter activities
- Compile a chapter scrapbook to submit in Regional contest
- Serve as the chapter photographer and assist the advisor in maintaining the chapter display case

SENTINEL:

- Assist the president in maintaining order during meetings
- Get the FFA paraphernalia and supplies for each meeting
- Welcome members and guests at events
- Reserve the meeting room and keep it comfortable
- Take charge of candidates for degree ceremonies
- Assist with special activities and refreshments
- Serve as decorations committee chair

HISTORIAN:

- Develop and maintain a scrapbook of memorabilia
- Research and prepare items of significance of the chapter's history
- Prepare displays of chapter activities and submit stories of former members to the media
- Assist the reporter in providing photography for chapter needs

OPERATIONS:

- Assist the sentinel in preparing meeting room
- Aid in set up and take down at all events
- Work with sentinel to reserve meetings rooms
- Serve as Barbecue committee chair

REPRESENTATIVES (AG MECHANICS, HORTICULTURE, ANIMAL SCIENCE):

- Serve as liaison between classroom and FFA
- Recognize outstanding students within respective pathways
- Present monthly updates at FFA meetings
- Collaborate with Pathway Teachers



GOLDEN WEST – VISALIA CHAPTER
NATIONAL FFA ORGANIZATION
CONSTITUTION

ARTICLE I. Name and Purposes

Section A. The name of this organization shall be “Golden West – Visalia Chapter of the National FFA Organization”.

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

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

ARTICLE II. Organization

Section A. The Golden West – Visalia Chapter is a chartered local unit of the California State Association, which is a chartered unit by the National FFA Organization.

Sectional B. The chapter accepts in full provisions in the constitution and bylaws of the California State Association as well as those of the National FFA Organization.

ARTICLE III. Membership

Section A. Membership in this chapter shall be of two kinds: (1) Honorary as defined by the National FFA Constitution; and (2) Active.

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

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

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

1. He/she attends 3 chapter activities per semester (1 activity per 6 week period)



2. He/she shows an interest in, and takes part in the affairs of the chapter.

Section E.

Names of applicants for membership shall be filed with the chapter secretary.

ARTICLE IV.

Emblems

Section A.

The emblem of the FFA shall be the emblem of the chapter.

Section B.

Emblems used by the members shall be uniform and those obtained from concerns officially designated by the National FFA Organization.

ARTICLE V.

Membership Degrees and Privileges

Section A.

There shall be four grades of active membership in this chapter. Those grades are: (1) the Greenhand Degree; (2) the Chapter Degree; (3) the State Degree; and (4) the American Degree.

Section B.

Qualifications for election to the various degrees shall be the same as those set up in the FFA Handbook.

Section C.

Special committees shall review the qualifications of members, and make recommendations to the chapter concerning degree advancements.

Section D.

The Star Greenhand, Star Chapter Degree, Star Junior and Star Senior, shall be selected from the top five—point award winners of each class demonstrating the most diversified degree of FFA participation.

1. FFA participation shall be judged by:

- A. Scholarship
- B. Judging Teams
- C. Projects
- D. Fair and Shows
- E. FFA Activities
- F. Citizenship
- G. Conferences/Conventions

ARTICLE VI.

Officers

Section A.

The officers of the chapter shall be as follows: (Constitutional) President, Vice President, Secretary, Reporter, Treasurer, Sentinel; (Optional) Historian, Operations.

Section B.

Officers shall be elected annually through a scoring rubric: Application 40%; Interview 40%; Member voting 20%.

Section C.

President shall be a senior during his/her year in office, susceptible to an amendment.



Section D.

The officers of the chapter together with the chairman in charge of the major committees of this Program of Work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

Section E.

Honorary members shall not vote nor shall they hold office in the chapter except that of adviser.

Section F.

Major Duties:

1. **PRESIDENT**
Preside over meetings
Appoint committees
Coordinate work of chapter
Members of all committees, ex officio
Be familiar with constitution and bylaws
Check on progress being made by chapter
Represent the chapter at special occasions
2. **VICE PRESIDENT**
Assist the President
President at meetings in absence of President
3. **SECRETARY**
Prepare and read minutes and reports
Attend to official correspondence
Keep membership and degree roll
Have available list of business for each meeting
Have on hand for each meeting secretary's book and list of committees.
Prepare membership cards
4. **TREASURER**
Maintains chapter funds
Collect dues and send in State and National Dues
Assist in preparing annual budget
Keep financial record of chapter
Pay out chapter funds as authorized
Devise methods to raise funds
Encourage individual and chapter thrift
5. **REPORTER**
Prepare chapter news articles
Keep a chapter scrapbook
Keep file on all chapter news
Contact newspapers and arrange publicity
Maintain FFA bulletin boards
6. **SENTINEL**
Set up the meeting room
Care for chapter paraphernalia and equipment
Attend the door and welcome visitors



See that the meeting room is kept comfortable
Assist with entertainment and refreshments

7. HISTORIAN
Assist Reporter in maintaining scrapbook
Assist Reporter in maintaining FFA bulletin boards
8. OPERATIONS
Help arrange chapter parliamentary procedure contest
Help sentinel with meeting room and paraphernalia

ARTICLE VII. Meetings

Section A Regular Chapter meetings shall be held at least once a month during the school year at such a time and place designated by the Chapter Executive Committee.

Section B. Official delegates at the State Convention shall be active members in good standing.

1. Additional members may be named as necessary in order to have proper representation at various sessions as the State Convention. These delegates must have a 3.0 GPA and will be required to pay the specified amount determined on a year to year basis. Selection of these additional delegates will be done by interview.

Section C. One-third of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to a proposal or action.

ARTICLE VIII. DUES

Section A. Full local, State, and National Dues shall be paid by the chapter.

ARTICLE IX. Amendments

The constitution may be amended at any regular chapter meeting by a two-thirds vote of the active membership present providing it is not in conflict with the State and National Constitutions.

POLICIES

I. ELECTION OF OFFICERS

1. Officers shall be slated by a committee.
2. All officers, except Sentinel, Historian, and Operations must hold a chapter degree.
3. Applicants must have a 2.5 GPA with no "F's" for the last grade period and a "B" in their current Ag class at that time of the application.
4. President must be a senior.



II. NONPERFORMANCE OF DUTY

1. An officer may be removed from office by a majority vote of the Executive Committee if in the opinion of the Executive Committee, he/she fails to perform their duty.

III. REPLACEMENT OF OFFICERS

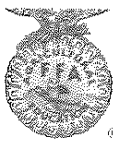
1. Replacement of officers will be made by appointment of the Executive Committee.

IV. ELIGIBILITY RULES FOR PARTICIPATION

1. To participate in off campus activities, a member must:
 - A. Have a 2.0 GPA with no "F's" in all subjects and a "C" or better in his/her Agriculture class.
 - B. Members must show proper citizenship and behavior at all activities.
 - C. Show proper conduct in the FFA jacket.
 - D. Not have been sent to the Vice Principal for disciplinary action more than two times per year.

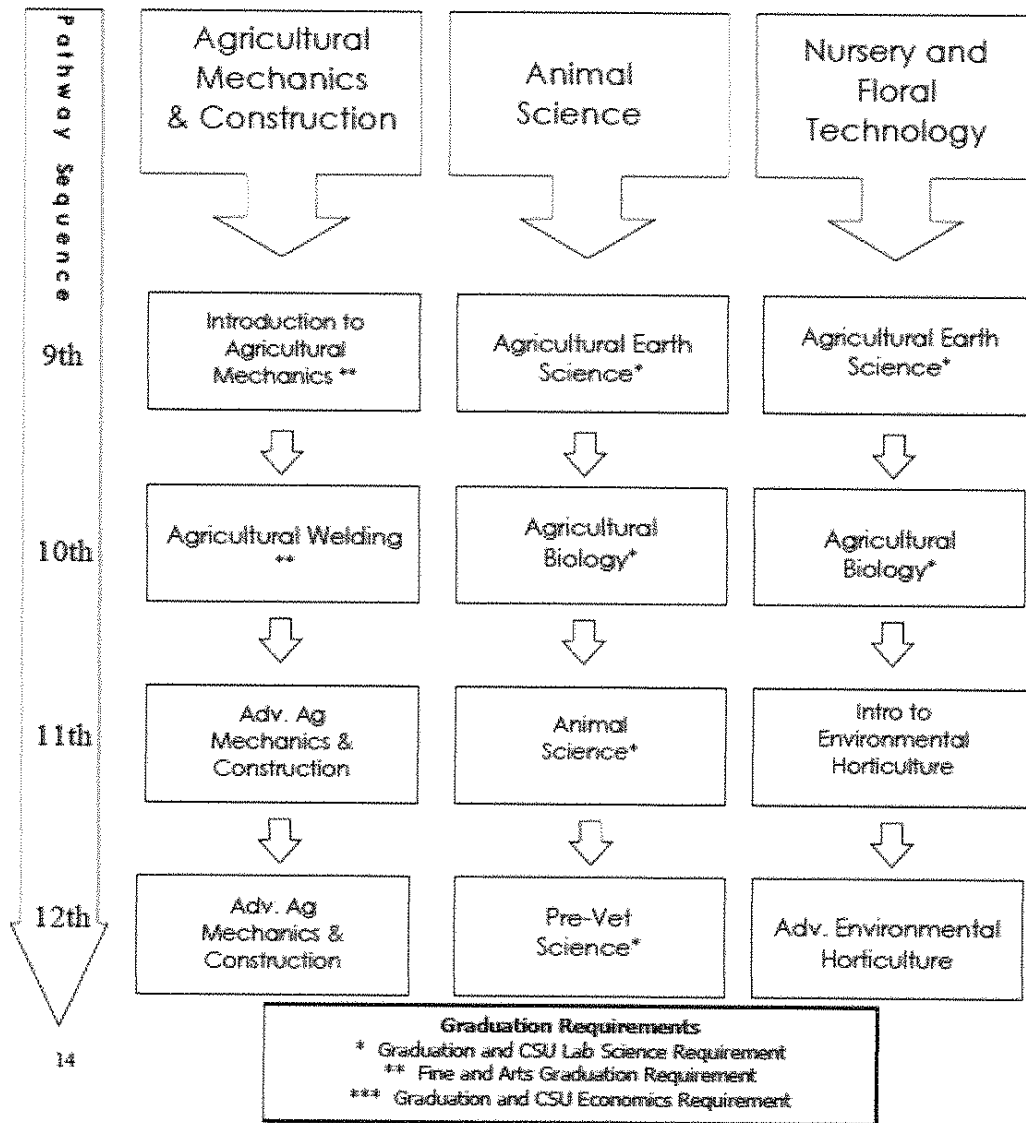
VI. CHANGE OF POLICIES

1. The executive committee will convene annually to evaluate the constitution and make any necessary modifications or amendments for the benefit of the chapter.
2. These policies may be changed or added to by a two-thirds majority vote of the Chapter at any regular meeting at which a quorum is present.



Agriculture Department Pathways

The Golden West High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.





Offered Agriculture Courses

Course Title: Ag Physical/Earth Science

Grade Level: 9th

Elective/Required: Elective; meets Physical/Earth science graduation requirement

Length/Credits: One Year / 10 credits

Prerequisites: None

Course Numbers: 4400 2618

Places: N/A

Course Description: Earth Science plays a unique and essential role in today's rapidly changing world. Knowledge of the Earth Sciences is important because most human activities involve interaction with the structures, cycles and history of this planet.

Earth Science is designed to be a first year course that introduces the history and structure of the Earth. Described by NASA as "Earth System Science," this course will explore the Solid Earth (tectonics, geologic history), and the Fluid and Biologic Earth (water cycle and climate, radiation, ocean currents, biogeochemical cycles, and ecosystems/biomes). The observational aspects of science will be emphasized through laboratory investigations and activities.

Course Title: Agriculture Biology

Grade Level: 10th

Elective/Required: Elective; meets biology graduation requirement

Length/Credits: 1 year/10 credits

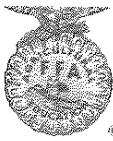
Prerequisites: None

Course Numbers: 0041, 0042

CBEDS Codes: 2603

Replaces: N/A

Course Description: A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology and is matched to the *Visalia Unified School District* common course outline for *Biology*. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.



Course Title: Agricultural Mechanics I

Grade Level: 9th -12th

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: None

Course Numbers: 0052, 0053

CBEDS Codes: 4030

Replaces: N/A

Course Description: This introductory course in *Agricultural Mechanics* is designed to provide a strong foundation in the use of all basic farm shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. Instruction provides an opportunity for project development and begins preparation for careers in the construction, operation, and maintenance of equipment used by the agriculture industry. Throughout the school year, students will be working on small individual projects.

Course Title: Agriculture Mechanics II

Grade Level: 10th -12th

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Agriculture Mechanics I or approval of instructor

Course Numbers: 0054, 0055

CBEDS Code: 4030

Replaces: N/A

Course Description: This second course in *Agricultural Mechanics* is designed to further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction. Instruction also includes small engine repair and maintenance. The Agricultural Mechanics Pathway provides preparation for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. While students learned the "basics" in Agriculture Mechanics I, this course requires advanced welding techniques, as well as beginning project construction.



Course Title: Agriculture Mechanics III

Grade Level: 11-12

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Ag. Mech. 2, and/or approval of teacher Course Number & CBEDS Codes: 0003/4030

Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

Course Title: Agriculture Mechanics IV

Grade Level: 12

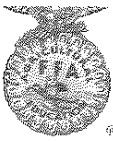
Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Ag. Mech. 2, and/or 3 or approval of teacher Course Number & CBEDS Codes: 0004/4030

Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.



Course Title: Animal Science

Grade Level: 11th

Elective/Required: Elective

Length/Credits: Year/10 Units

Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry

Course Numbers: 0093, 0094, and 0095

CBEDS Code: 4020

Replaces: NA

Course Description: This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

Course Title: Pre-Vet Science

Grade Level: 12th

Elective/Required: Elective

Length/Credits: Year/10 units

Prerequisites: Ag Science I, Ag Biology, Algebra, English I

CBEDS Codes: 0084, 0085 4020

Replaces: None

Course Description: This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.



Course Title: Introduction to Environmental Horticulture

Grade Level: 9-10

Elective/Required: Elective

Length/Credits: 1 Year/10 Credits

Prerequisites: None

Course Numbers: 0032, 0033

CBEDS Code: 4050

Replaces: None

Course Description: Instruction in this course provides a understanding of the basic anatomy and physiology of plants. The *Introduction to Environmental Horticulture* course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

Course Title: Advanced Environmental Horticulture

Grade Level: 11th -12th

Elective/Required: Elective

Length/Credits: 1 Year/ 2 periods/20 Credits

Prerequisites: NONE

Course Numbers: 4533, 4534, 4535

ROP Course Numbers: 8732, 8733, 8734

CBEDS: 2535

Replaces: TCOVE Nursery Technology

Course Description: This is an advanced course designed for students who have a sincere interest in the nursery and/or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Course participation includes production of nursery crops and marketing and sales of nursery/floral products each semester. Leadership skills will be taught through participation in FFA.

9. Recruitment

Recruitment Program

Our Agriculture Department participates in four specific recruitment activities during the course of the school year. The four events are: Valley Oak lunch visits, 8th Grade walk thru, 8th Grade parent night, and our Annual Petting Farm.

Valley Oak Lunches

The Valley Oak lunch visits stemmed from an idea at our officer retreat in July and were extremely successful. We set up four visits to promote four specific areas: FFA, Ag Mechanics, Animal Science and Plant Science. On December 5, we made our first visit to Valley Oak Middle School and promoted our FFA chapter. Our members wore their FFA t-shirts and we brought along our scrapbook, trophies and FFA banner. We handed out postcard flyers and played a few icebreakers with interested students. On December 18, we went back to Valley Oak and focused on our Ag Mechanics pathway. Emmett had some of his Intro to Ag Mechanics students attend the visit and student projects were brought along as displays. We had interested students sign up and write down their student identification number so that we could give that to our counseling staff. We continued our visits on January 15 and January 24 with our emphasis on our Animal Science and Plant Science pathways respectively. At the Animal Science lunch visit we were able to coordinate with their annual Kiss A Pig event and bring a pig as well as a goat. At the plant science visit, current freshmen in Intro to OH recruited potential 8th graders for the program. The Principal at Valley Oak was so impressed with our visits that they have already asked us back for next year.

8th Grade Walk Thru

Every year, prior to ninth grade registration, 8th graders from the local feeder schools visit Golden West and are given a tour of campus by our Link Leaders. On this day, departments are encouraged to set up a display table for the groups. We not only set up a table display outside the department, we also have live animals and current freshmen students out there. The animals are a great way to get students interested.

8th Grade Parent Night

In conjunction with the 8th grade walk thru, we also hold an 8th grade parent night. All incoming freshmen parents and guardians are invited to the Main Gym at Golden West where they have the opportunity to meet Administrators, counselors and clubs and organizations on campus. We set up a display table at this event and are on site to answer any questions the parents may have about the program.

Annual Farm Tour

With the completion of our onsite barn in 2011, we began holding a petting farm in the late spring. Our annual petting farm has morphed into "Farm Tours", where we have 10-12 educational stations. The purpose of farm tours is to ignite interest in agriculture and in our program at an early age. Local first and second graders from our feeder schools are invited to our on site farm and are rotated through various livestock and planting stations. This is a huge hit with the local schools and a lot of teachers are using this as their field trip for the year since it is local, free and very hands-on.

Become a Golden West FFA Member!!

Sign up for Ag Earth Science or Ag
Mechanics I today!



LEADERSHIP

THROUGH

FFA!

Pathways:

Animal Science-

Agriculture Earth Science
Agriculture Biology
Animal Science
Pre-Vet Tech

Horticulture-

Agriculture Earth Science
Agriculture Biology
Introduction to Environmental Hort.
Advanced Environmental Hort.

Ag Mechanics-

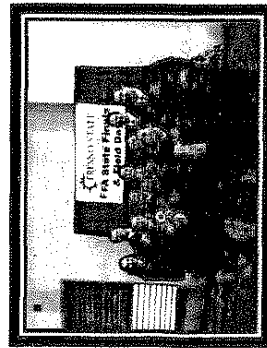
Intro to Ag Mechanics
Ag Mechanics 2
TCOVE Ag Mechanics (11th & 12th)



Western Week



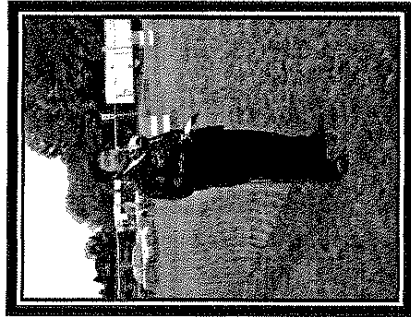
Tulare Fair



Judging Competitions



Work Experience-
gain experience
working in the field of
agriculture

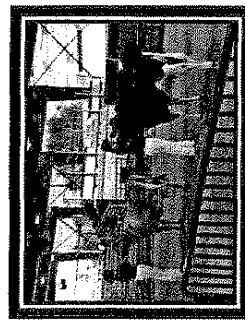


SAE

What's in it

for you?

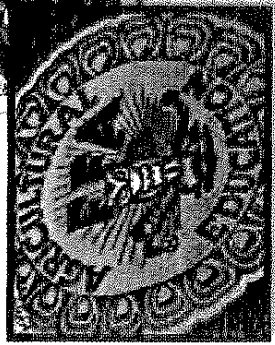
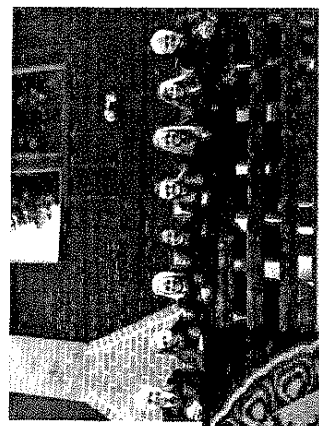
Enterprise Project-
Applying knowledge of
agriculture by taking
ownership of your own
project



It all starts in the
CLASSROOM!

10% of a student's grade in an ag class
comes from FFA participation. Another 10%
comes from an SAE project.

Golden West FFA The Ag Way or The Highway!

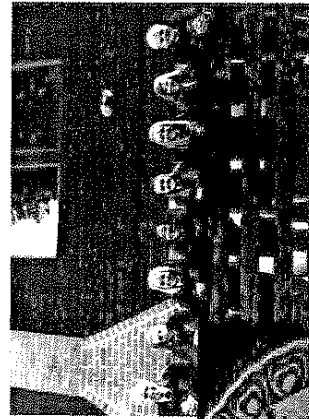


GET INVOLVED!!!
FFA Activities include
monthly meetings,
raising animals,
traveling and more!



<http://www.facebook.com/goldenwestffa>

Golden West FFA The Ag Way or The Highway!

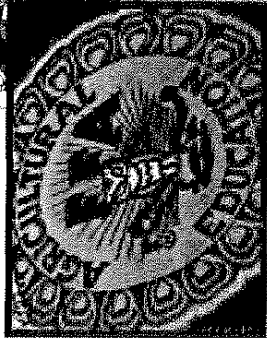
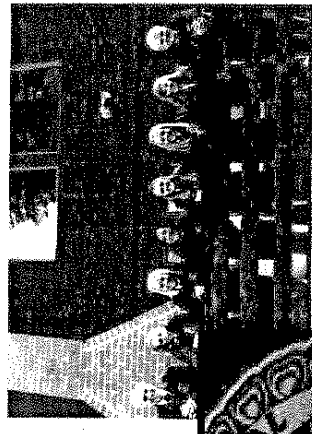


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<http://www.facebook.com/goldenwestffa>

Golden West FFA The Ag Way or The Highway!



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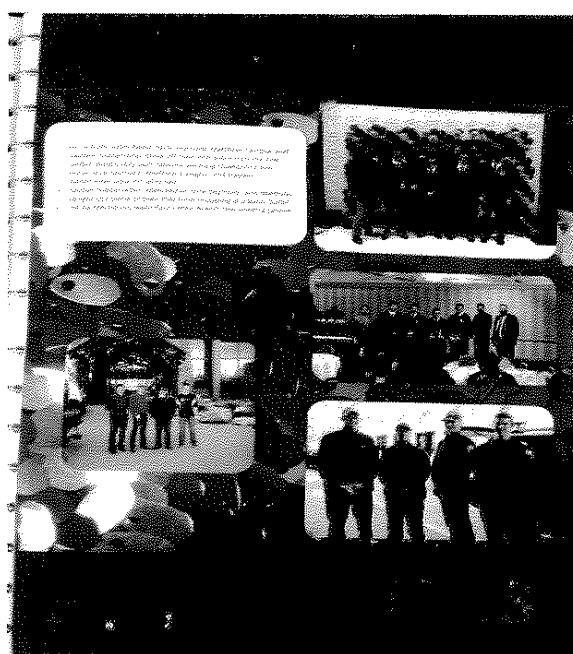
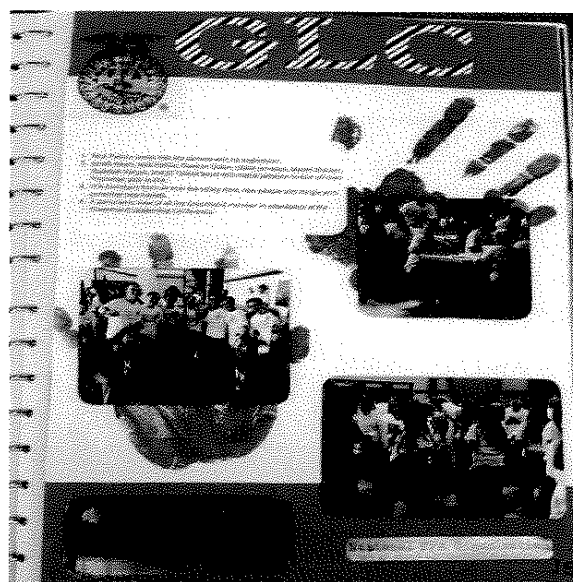
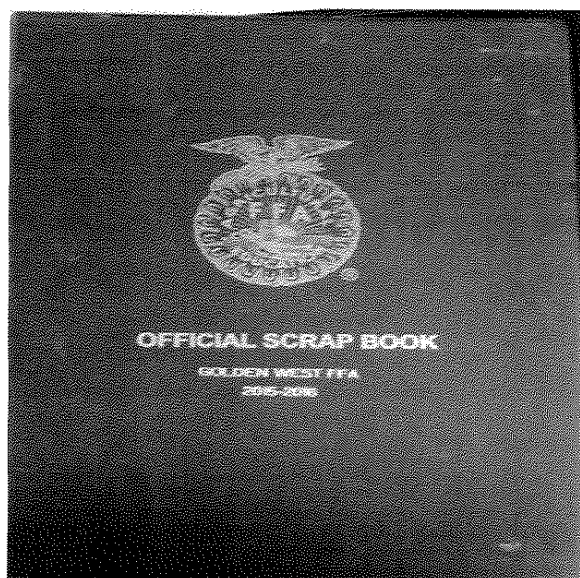


<http://www.facebook.com/goldenwestffa>

10. FFA Chapter Scrapbook

FFA Scrapbook

The FFA scrapbook has been a tradition in our department since its opening in 1979. For the past few years, I have had the opportunity to work with our students on the chapter scrapbook. Not coming from a program with a chapter scrapbook, I am still in disbelief over the time, energy, and effort members pour into this book. It truly is a piece of our chapter history. Every year at our Annual Sweetheart Dinner, supporters flock to our scrapbook table and look over the past years and remember their own time in the Golden West Agriculture Department. After attending a workshop on scrapbooking during the CATA summer conference, we purchased a Cricut for the department and let our scrapbook committee take over the staff office for a couple of months.



Jul 2016 (Pacific Time)

[illegible]

Golden West High School

Jun 2016 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
		7am - Graduation 7:30pm - Graduation	Finals			Sanity pens Lyme & vicage
5	6	7	8	9	10	11
	Teacher Work Day	Summer School				
12	13	14	15	16	17	18
19	20	21	22	23	24	25
					Meet w/ Dr. Eby	
26	27	28	29	30	1	2
CATA	CATA	CATA	CATA	CATA		

Golden West High School

Aug 2016 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
		Lauhs 6-7		Round Up Lauhs 6-7		Sanitize pens Lyne & Vincide
7	8	9	10	11	12	13
	8am - Staff	8am - Staff	8am - Teacher Work	8am - First Day of		
14	15	16	17	18	19	20
				Lauhs 6-7		
21	22	23	24	25	26	27
		Lauhs 6-7		Lauhs 6-7		
28	29	30	31	1	2	3
		Lauhs 6-7				

12. Graduate Follow Up Surveys

Graduate Follow-Up Survey

We currently do not have a formal graduate survey. We call, text, or email our recent graduates or ask current members that may know a recent graduate what they are doing currently. While this provides us with information needed to complete the graduate portion of our R-2, it does not give us feedback as to the value of our agriculture program or how we can improve it. Currently Courtney and I are working on developing an online survey that we can email out to recent graduates that will give us the information needed for the R-2 but also provide feedback to our department.

Graduate Follow Up Survey

Name: (optional)

1. Year Graduated

HS Graduated From

2. Sex: ☐ Male
☐ Female

3. Please check education/training you are now involved in or have completed since high school graduation.

- ☐ a. 4-year college degree
- ☐ b. 2-year college degree
- ☐ c. Vocational/Technical Training
- ☐ d. Military
- ☐ e. Apprenticeship program
- ☐ f. Other
- ☐ g. No further education/training

4. If working, my current job is:

5. In my working experience since graduation:

(check all that are true)

- ☐ a. I use computer technology often
- ☐ b. I work in small groups to solve work problems
- ☐ c. I need to read technical manuals
- ☐ d. I do basic math without any technology
- ☐ e. I am expected to "think on my feet"
- ☐ f. I have to communicate well in writing
- ☐ g. I have to communicate well verbally
- ☐ h. I have to analyze information to solve problems

6. Staff at my high school encouraged me to:

(check all that apply)

- ☐ a. strive for excellence

- ☐ b. strive to achieve specific goals
- ☐ c. be whatever I wanted to be
- ☐ d. try new courses/areas
- ☐ e. reach for my highest potential
- ☐ f. explore activity options
- ☐ g. avoid specific courses/areas
- ☐ h. give something back to the community

7. For each area below, check column A to represent which high school skills/courses best prepared you for what you are doing now

<input type="checkbox"/> A	<input type="checkbox"/> B	Agriculture
<input type="checkbox"/> A	<input type="checkbox"/> B	Art
<input type="checkbox"/> A	<input type="checkbox"/> B	Business Education
<input type="checkbox"/> A	<input type="checkbox"/> B	Computers
<input type="checkbox"/> A	<input type="checkbox"/> B	Language Arts
<input type="checkbox"/> A	<input type="checkbox"/> B	Foreign Language
<input type="checkbox"/> A	<input type="checkbox"/> B	Home Economics
<input type="checkbox"/> A	<input type="checkbox"/> B	Industrial Arts
<input type="checkbox"/> A	<input type="checkbox"/> B	Mathematics
<input type="checkbox"/> A	<input type="checkbox"/> B	Music-Instrumental
<input type="checkbox"/> A	<input type="checkbox"/> B	Music-Vocal
<input type="checkbox"/> A	<input type="checkbox"/> B	Physical Education
<input type="checkbox"/> A	<input type="checkbox"/> B	Science
<input type="checkbox"/> A	<input type="checkbox"/> B	Social Studies
<input type="checkbox"/> A	<input type="checkbox"/> B	Speech
<input type="checkbox"/> A	<input type="checkbox"/> B	Technology (not comp)
<input type="checkbox"/> A	<input type="checkbox"/> B	Extracurricular Activities
<input type="checkbox"/> A	<input type="checkbox"/> B	Other

8. Of the above, are there any classes you feel should have been emphasized more? Check B

9. How could the following services be improved?

Counseling (guidance services)
Career Ed. – speakers/job shadowing
Field Trips
Media/Library
Vocational/technical

10. For each area below, indicate activities you were involved in:

- ☐ Pep Club
- ☐ Speech
- ☐ Drama
- ☐ Music
- ☐ Athletics
- ☐ Cheerleading
- ☐ Church Group
- ☐ 4-H
- ☐ FFA/FHA
- ☐ Student Council
- ☐ Other

11. How well have these activities prepared you for your current situation?

(Examples: team player, goal setting)

12. How well did the education you received at your H.S. prepare you for your current situation? (e.g., work, education, other)

- ☐ a. very well
- ☐ b. well
- ☐ c. adequately
- ☐ d. poorly

13. Grade each item below with an A, B, C, D, or F.

- The quality of the program:
- The school climate:
- The support I received for personal needs:
- The practical learning I received:
- The problem solving skills I learned:
- The quality of equipment and materials:

The quantity of equipment and materials:

The availability of equipment and materials:

14. If you could repeat high school, what classes would you want offered?

Submit

13. Graduate Follow Up Survey Results

Graduate Follow-Up Survey Results

Since we do not currently have a survey used to gather feedback about our program, we do not have survey results to analyze and use to improve our program. However, with the implementation of our new survey explained in our graduate follow-up survey section, we will be able to collect the information of our recent graduates, import the data into an Excel spreadsheet and analyze the results. By starting this process, we will also be able to compare results from each year for a better understanding about our program and its effectiveness and support to our students.

[Portal Home](#) [CalAgEd.org](#) [R2 Home](#) [Main Menu](#) [Roster](#) [Teachers](#) [Graduates](#) [FAQ](#) [Help](#) [Logout](#)

Graduate Follow-up

CA0224 Visalia - Golden West
Golden West HS
1717 N. McAuliff
Visalia, CA 93292

Graduates for Spring: 2015 [Go](#)

Last Name	First Name	Graduate Status
Aguayo	Alysia	Two Year College-Ag Major
Salazar	Cassie	Two Year College-Non-Ag Major
Moreno	Moises	Two Year College-Ag Major
Rodriguez	Francisco	Two Year College-Ag Major
Mohar	Cassidy	Two Year College-Non-Ag Major
Reyes	Maria	Location or Position Unknown-
Fernandez	Ashley	Two Year College-Non-Ag Major
Nuckols	Amanda	Four Year College-Non-Ag Major
Bixler	Zack	Employed - Fulltime-Ag Job
Lemus	Luis	Employed - Fulltime-Ag Job
Morales	Miguel	Location or Position Unknown-
Padilla	Ricci	Four Year College-Ag Major
Campos	Eric	Two Year College-Non-Ag Major
Gamez	Javier	Two Year College-Non-Ag Major
Fisher	Hunter	Two Year College-Ag Major
Hernandez	Rogelio	Location or Position Unknown-
Seymore	Nick	Four Year College-Ag Major
Stage	Pamela	Two Year College-Ag Major
Glenn	McKenna	Four Year College-Ag Major
Sanchez	Llesenia	Four Year College-Ag Major
West	Cydney	Military-
Valdez	Reese	Location or Position Unknown-
Perez	Adrian	Location or Position Unknown-

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Page last modified: 3/3/2013

14. Comprehensive Program Plan

Comprehensive Program Plan

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- A. Job Market Description
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- P. Current Year Budget
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- R. Graduate Follow-up System
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A. Job Market Description

A. Job Market

Golden West High School is one of four comprehensive high schools in the Visalia Unified School District. Located on the northeast side of Visalia (population 124,442) just south of Fresno, CA (population 495,913), the high school has a current enrollment of 1,821 students. The composition of student demographics are as follows; 55% Hispanic or Latin, 37% Caucasian, 4% Asian, 1% African American, 1% American Indian or Alaska Native, and less than 1% Filipino and Pacific Islander. 45% of students at this school participate in the free or reduced-price lunch program and 12% of the students are identified as English Language Learners.

Due to Golden West's location on the northeast side of Visalia, the school receives students from the low socio-economic country areas of Ivanhoe (population 5,051; 82.5% Hispanic) and Farmersville (population 10,773; 72.9% Hispanic). The majority of families living in these areas are employed in production agriculture. To reflect the importance of the agriculture industry, the Golden West High School Agriculture Department offers pathways in Plant Science, Animal Science, and Agriculture Mechanics.

Tulare County's Agriculture is a diverse one, producing numerous crops, livestock, poultry, and other agricultural commodities. Once in five jobs in Tulare County is agriculturally related, most of which don't require any college degree. Therefore, preparing students with job skills for positions in agricultural occupations is crucial. High school graduates from Golden West High School attend schools, or obtain work throughout California but primarily attend community colleges within the San Joaquin Valley and obtain part or full-time work in or near the Tulare County boundaries. Graduates are employed in agricultural production as well as packing houses, welding, and numerous other agricultural related jobs.

Tulare County is a total of 3,100,800 acres. Of this total 1,400,885 acres are described as farms by the United State census. The remainder of the area is in Kings Canyon and Sequoia Parks, Sequoia National Forest, cities, and roads. It extends from about the mid-valley floor on the west to the crest of the Sierra Nevada range on the east side including Mt. Whitney, the highest peak in the original 48 state. It is bound on the north by Fresno County, on the south by Kern County, and on the west by Kings County. It lays 80 air miles inland from the Pacific Ocean. The climate is one of limited rainfall, 10 inches during November to March. The summers are hot and dry with day temperatures of 90 to 105 degrees Fahrenheit. The winter months are cool and foggy with night temperatures ranging as low as 25 degrees Fahrenheit. Extremes of 115 degrees and 16 degrees have been recorded although such temperatures are rare. The months of July and August are the hottest and January and February are the coldest. Because of the dry summers, most agricultural crops require irrigation. There is a small acreage of dry farmed barley and wheat and considerable dry land pasture, particularly in the foothills. Water for irrigation is supplied from wells and from rivers that flow from the Sierra Nevada Mountains. Storage reservoirs on the San Joaquin, Kings, Kaweah, and Tule rivers extend the snowmelt runoff into the summer. Additional water supplies would increase the irrigated acreage. About 700,000 acres of land are irrigated.

The soils along the foothills have weathered in place and usually have a hardpan. The valley floor is made up of alluvial soils placed there in the past by streams. Consequently, soil texture ranges from sandy soils near the mountains in the east, to very fine clay soils in the basin in the western part of the county. A wide variety of crops are grown. Agricultural enterprises include alfalfa, citrus, cotton, corn, beans, deciduous fruits, nuts, oil crops, grapes, olives, sugar beets, vegetables, barley, wheat, sorghum, beef, dairy, poultry, nursery crops, and many others. The gross agricultural income in 2014 was \$8 billion dollars, up 10% in gross value since 2013 making Tulare County the richest agricultural county in the state of California.

Some of the major agricultural enterprises in Tulare County in 2014 were:

Commodity	2014 Value
1. Milk & Cream	\$2,540,232,000
2. Cattle & Calves	\$979,680,000
3. Oranges	\$962,988,000
4. Grapes	\$723,511,000
5. Almonds	\$406,855,000
6. Pistachios	\$374,745,000
7. Tangerines	\$292,600,000
8. Walnut	\$264,435,000
9. Corn- Grain and Silage	\$188,261,000
10. Peaches – Cling and Freestone	\$176,454,000

B. Targeted Occupations

B. Targeted Occupations

The career paths that we have targeted at Golden West are Ag Mechanics & Construction, Animal Science, and Nursery & Floral Technology. Because of our onsite facility, we have a strong exposure to nursery practices in our Ornamental Horticulture courses. This exposure has led to many students finding an interest in the Ornamental Horticulture area.

Our classes have regular guest presenters from industry and higher education options, such as tech schools, local community colleges and local universities.

The sequence of courses in Ag Mech & Construction is:

Ag Mech 1	Introduction to Agricultural Mechanics
Ag Mech 2	Agricultural Welding
TCOVE (ROP)	Advanced Ag Mechanics & Construction

The sequence of courses in Animal Science is:

Ag Earth	Agricultural Earth Science
Ag Bio	Agricultural Biology
Animal Sci	Animal Science
Pre-Vet	Pre-Vet Science

The sequence of courses in Nursery & Floral Technology is:

Ag Earth	Agricultural Earth Science
Ag Bio	Agricultural Biology
Intro to OH	Introduction to Environmental Horticulture
TCOVE Adv. OH (ROP)	Advanced Environmental Horticulture

We strive to teach our students skills to meet competencies in an occupation in one or more of the "Four Program Areas of Occupations in Agriculture." Listed below are various jobs within each of the program areas.

Agriculture Production

Crop Production

Jobs

Irrigator, Propagator, Farmhand,
Foreman, Ranch Laborer, Feed Lot Hand,
Field Crop Grower, General Maintenance

Animal Production

Livestock Handler, Milker, Inseminator,
Auctioneer, Vet, Aide, Pet Care, Ranch
Laborer, Brand Inspector, Farm Hand,
Pest Control

Agriculture Mechanics

Mechanics

Jobs

Small Engine Mechanics, Equipment

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

Welder

Welder/Helper, Fabricator, Specialized
Repair and Maintenance, Equipment
Operator, Tractor Driver, Harvest
Equipment, Operator, Fork Lift Driver,
Mechanic Helper Ornamental Horticulture

Greenhouse Management

Greenhouse Worker, Forman

Jobs

Maintenance, Propagator, Tissue Culture

Nursery & Turf Operator

Nursery Worker, Salesman, Plant
Propagator, Gardener, Golf Course
Maintenance

Landscape

Grounds Worker, Gardening Business,
Garden Store Sales

Floriculture

Floral Design, Floral Sales, Floral Delivery

Agribusiness/Computers

Agribusiness

Jobs

Ag Sales, Banking, Keyboard, Operator,
Farm Accounting, Ag
Secretary/Bookkeeper, Inventory
Maintenance

C. Total Program Goals and Objectives

C. Total Program Goals & Objectives

The majority of families living in these areas are employed in production agriculture. To reflect the importance of the agriculture industry, the Golden West High School Agriculture Department offers pathways in Plant Science, Animal Science, and Agriculture Mechanics. The Golden West Agriculture Department is fortunate to have an onsite learning facility, which is the result of over 30 years of support from our school district and community. Students can walk out of the classroom and into the onsite facility where they take an active part in maintaining the site. The Agriculture Unit consists of approximately 3 acres including 2 tool sheds, 1 120 foot pole barn with stalls, show ring and multipurpose pens, 2 greenhouses, 1 shade house, 2 compartment chicken coop, 1 pheasant run, 1 mobile meat bird house, raised garden beds, 50 tree orchard and many other amenities. Off site students house fair projects at the Visalia Unified School District school farm that is a shared farm between the 4 agriculture programs in the district. In addition to the Agriculture Unit on campus, there are 3 laboratory classrooms, a staff office, copy room, a small food storage room, a large fabrication Agriculture Mechanics shop, and a 3 room mezzanine. The space that we have in the shop allows for a variety of small projects as well as larger projects. Our shop projects have won awards in our county and state. Advisors, students, advisory committee, school board, and parents work together in all aspects of the farm and program. The Agriculture unit on campus is still in the process of being finished, with the addition of solar panels to the barn and an experimental orchard being put in. All the facilities are safe and efficient with built in allowances from technology such as presentation hardware and computers for student use.

Our course offerings reflect our newly developed pathways and our goal is to obtain many program completers. We recently added Agricultural Earth Science, Animal Science and Pre-Vet Science as new courses to offer to students. We also remain teaching Agriculture Biology, Agriculture Mechanics I & II, Advanced Ag Mechanics, Introduction to Environmental Horticulture, and Advanced Environment Horticulture. We teach a traditional six period day with each teacher having one planning period. Golden West FFA offers endless possibilities for its members. With such a variety of activities offered in the program through judging teams, leadership conferences and retreats, there are constantly choices for members. I truly believe that students become active because they see it as a place where they belong; their niche in the high school scene. In our department we model all three circles of Agriculture Education working together. Students learn in the classroom and apply these skills "hands-on" with their SAE project(s) and also in the FFA program. The main goal of our department is to prepare student for entering not only the work force with competency in valuable hands-on skills, but also to prepare rigorous course work for those that are going to college.

We believe that by changing our pathways that we will have the ability to successfully maintain a well-rounded program. Our hopes and goals is that we will take our current program and transition it into one of the top ranked programs in our section, region, and state. Our Ag Advisory Committee, community members and industry leaders are assisting in providing a comprehensive program that is sure to

enhance student success. We have a new Advisory Committee that meets with us at least two times a year.

Our goals that we hope to provide our students with follow below:

1. Teach students to practice responsibility through SAE Projects
2. Enhance students confidence through leadership growth
3. Practice good citizenship and community involvement
4. Ensure that student's interest in agriculture is positively influenced
5. An appreciation of conservation of our natural resources is developed in the student
6. Gives the student the ability to make intelligent selections of farm products for home use.
7. Teaches the student to provide and maintain attractive home surroundings
8. Develops in the student an appreciation and understanding for the importance of agriculture to all citizens
9. Acquaint students with related agricultural careers
10. Trains students for related agricultural fields
11. Prepares the student to become engaged in an agricultural production enterprise
12. Prepares the student for higher education in agriculture or its related fields

The Golden West FFA chapter is comprised of about 360 students. Our Program of Activities is filled with FFA activities and many of our members are student leaders in other programs as well. Our chapter is active in the Tulare-Kings FFA Section, the San Joaquin Region, and the California FFA State Association. My teaching partners and I strive to ensure our members are prepared and represent our school and community well at all FFA activities. The FFA officer team meets weekly with all FFA Advisors to maintain the Chapter Program of Activities and plan and prepare for upcoming activities and events. Every year we take the newly elected officer team on a three-day teambuilding and planning retreat. During the retreat officers and advisors bond as a team, set chapter goals, and plan all FFA activities for the school year.

This past year our chapter had 180 Greenhands, 80 Chapter Degrees, and 13 State Degrees. We have won 16 state championship titles and 3 national titles in CDE competitions and routinely place well at contests around the state. We make sure all members have an opportunity to attend that annual FFA State Convention and select about 20 members on average to attend the conference each year.

The Golden West FFA has been recognized as a Superior Chapter through the National FFA Association. The chapter strives to maintain communication with members on upcoming activities by keeping announcements in the student bulletin, through the chapter website and chapter Facebook page. Additionally, members attend and speak at local organizations such as School Board meetings and feeder schools. We partner with another local high school Agriculture program to host a Citrus Contest every fall. Our FFA members compete and help organize. We have a variety of competitive teams offered at Golden West including: Opening & Closing Teams, Banking Quiz, Citrus Judging, Impromptu Speaking, Job Interview,

Scrapbook, Best Informed Greenhand, Veterinary Science, Ornamental Horticulture and Ag Mechanics. This past year our Ag Mechanics team won the National Contest in Kentucky.

D. Program Description of included Courses, SOE and Leadership

D. Program Description of included Courses, SAE and Leadership

The Golden West High School Agriculture Department offers students many opportunities to get involved in activities. The corner post of our department is the FFA. The Golden West FFA is national organization with over 600,000 students across the country. In the FFA, students will gain leadership skills and have an opportunity to compete in Agricultural based contests across the state. In addition to the FFA, students can follow career-oriented pathways in Animal Science, Plant Science or Agriculture Mechanics. Our current course offerings include:

Ag Earth Science	Ag Biology
Introduction to Agriculture Mechanics	Animal Science
Agriculture Mechanics II	Pre-Vet Science
Agriculture Mechanics III	Agriculture Mechanics IV
Intro Environmental Horticulture	Advanced Horticulture

FFA activities offered at Golden West include monthly chapter meetings, Greenhand Conference, Made For Excellence, Advanced Leadership Academy, State Conference, COLC, SOLC, ROLC, Sectional and Regional activities, judging team competitions and scrapbooking.

Possible SAE projects for Golden West agriculture students are beef, sheep, swine, dairy goats & cattle projects, agriculture mechanics and plant projects, and home & community development projects. In addition, some students have a placement project in an agriculturally related job.

Matched Against: State Frameworks

State X AP

Depart. Chairs: X

High School Curric. Meeting: X

Board Approval: 1-25-00

Review Cycle: 1/2001

Sites taught: Golden West, Redwood

Visalia Unified School District Course Outline

Course Title: Agricultural Mechanics I
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Number & CBEDS Codes: 0001/4030
Replaces: N/A

I. Course Description:

This course is designed to give students a strong foundation in the use of all basic farmshop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. During the fourth quarter, students will be working on individual projects.

II. Instructional Materials:

Each student will have at his/her disposal the use of all shop equipment to include all the necessary hand tools, power saws, drill, shears, etc. Arc welding and oxy-acetylene welding and cutting equipment will be used throughout the year. All safety equipment to include glasses, shields, helmets, etc. will be provided for each student. Audiovisual equipment and tapes/movies shown when appropriate.

Required Text: None

Supplementary Texts:

Supplemental reference books provided to include *Shopwork on the Farm* and *Mechanics in Agriculture*.

III. Course Outline:

First Quarter

Shop Orientation/Record keeping	3 days
General Safety/Tool Identification	7 days
Rope/Knots/Splices	10 days
Drawing (Bill of Materials)	5 days
Wood working (Safety Unit)	20 days

Second Quarter

Record Keeping	2 days
Arc Welding (Safety Unit)	15 days
Oxy-Acetylene Welding (Safety Unit)	15 days
Oxy-Acetylene Welding Cutting (Safety Unit)	13 days
Record Keeping	2 days

Third Quarter

Hot Metal Forming (Safety Unit)	8 days
Tool Sharpening	5 days
Tap & Die (Safety Unit)	5 days
Electricity (Safety Unit)	10 days
Plumbing (Safety Unit)	7 days
Concrete (Safety Unit)	8 days

Fourth Quarter

Individual Projects	45 days
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VI. Expectations for Student Learning:

Each student who completes this course will be able to:

1. Understand and follow safety procedures
2. Demonstrate a knowledge of common ropes/splices
3. Plan and estimate cost of materials
4. Construct a wood project (i.e. Nail box, saw horse, stool, etc.)
5. Weld 4 position, two rods
6. Fusion weld, braze, puddle
7. Set, adjust and cut using oxy-acetylene
8. Plan, form a hot metal project
9. Demonstrate correct tool sharpening
10. Plan and layout drill & tap
11. Masters electrical splices and single switch wiring
12. Masters plumbing – PVC, Copper, Galvanized, threading and fitting
13. Masters measurement and mixing techniques of concrete
14. Individual projects – demonstrate welding and woodworking skills.

V. Instructional Methods:

- A. Lectures
- B. Demonstrations
- C. Class discussion
- D. Visual aids
- E. Laboratory practice
- F. Speakers/guest
- G. Practical application of course outline

VI. Assessment and Evaluations:

- A. Written tests
- B. Daily work
- C. Grading of all materials as completed, such as rope work, welds, woodwork, etc.
- D. Successful completion of each project

VII. Grading Policy:

Completion of assigned projects & FFA involvement

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against: State Frameworks
State X AP ____
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 1-25-00
Cycle Review 1/2001
Sites taught: Golden West, Redwood

Visalia Unified School District Course Outline

Course Title: Agriculture Mechanics II
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Agriculture Mechanics I or approval of instructor
Course Number & CBEDS Codes: 0002/4030
Replaces: N/A

I. Course Description:

This course is designed to give the students a further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction, as well as small engine repair and maintenance. The students learned the "basics" in Agriculture Mechanics I. In this course, the student will learn advanced welding techniques, as well as beginning project construction.

II. Instructional Materials:

- A. Audio/Visual materials where appropriate
- B. Guest Speakers
- C. All available equipment as needed for implementation of course outline

Required Text: None

Supplementary Texts:

Shopwork On the Farm by Briggs and Stratton
Mechanics In Agriculture by Briggs and Stratton
Small Engine Repair by Briggs and Stratton

III. Course Outline:

The second year of Agricultural Mechanics is an expansion of the first year. The student will take the skills learned during the first year and build on them. This course is designed to give students a strong foundation in the use all basic farmshop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. During this year, the student will be allowed to show more personal expression in the type of project he/she may construct.

First Semester:

Shop Orientation/ Record Keeping	5 days
General Safety	2 days
Hand tool repair	3 days
Advanced Arc welding/safety	20 days
Advanced oxy-acetylene/safety	20 days
Advanced MIG welding techniques/safety	20 days
Small engine theory and maintenance/safety	20 days

Second Semester:

Construction safety procedures	3 days
Project construction (i.e. feed scoop, weather vane, small BBQ)	82 days
Record Keeping	5 days

IV. Expectations for Student Learning

Each student who completes this course will be able to:

- A. Demonstrate proper safety procedures
- B. Repair and maintain common hand tools
- C. Weld both vertical and horizontal welds
- D. Perform simple brazing operations
- E. Properly adjust a MIG welder for different welding positions and material thickness
- F. Understand the principles of small gas engine operation, basic maintenance, and equipment adjustment
- G. Construct small projects using all previously learned techniques
- H. Record and maintain proper records

V. Instructional Methods

- A. Lecture/note taking
- B. Audio/visual materials
- C. Group/individual assignments

- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest speakers
- H. Test-taking
- I. Field trips
- J. Research/term paper
- K. Student presentations

VI. Assessment and Evaluations

- A. Written tests
- B. Daily work
- C. Grading of all materials as completed (i.e. welds, woodwork, rope work, etc)
- D. Successful completion of each project

VII. Grading Policy

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against: State Frameworks

State X AP _____

Articulate Depart. Chairs: X

High School Curric. Meeting: X

Board Approval: 1-25-00

Review Cycle: 1/2001

Sites taught: Golden West, Redwood

Visalia Unified School District Course Outline

Course Title: Agriculture Mechanics III
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or approval of teacher
Course Number & CBEDS Codes: 0003/4030
Replaces: N/A

I. Course Description:

Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

II. Instructional Materials:

Various handouts given to the students to explain welding and welding techniques.

Required Text: None

Supplementary Text:

Mechanics in Agriculture

III. Course Outline:

Orientation and safety	5 days
Record keeping	5 days
Project design and measurement	5 days

Materials	3 days
Fasteners	2 days
Advanced welding (arc)	10 days
Advanced welding (mig)	10 days
Advanced welding (tig)	5 days
Plasma-arc cutting	2 days
Oxy-acetylene automated cutting	2 days
Hydraulic punch and shear	2 days
Construction techniques	3 days
Construction projects	105 days
Electrical wiring	3 days
Hydraulics/pneumatics	5 days
Report Writing	10 days
Painting and finishing	3 days

IV. Expectations for Student Learning

- A. Follow proper safety procedures
- B. Be able to design and develop a project idea
- C. Understand the uses of various wood and metals and fasteners
- D. Demonstrate advanced welding and cutting techniques
- E. Proper use of the hydraulic shear and punch
- F. Construct a major project
- G. Understand the principles of electrical wiring as used in projects under construction
- H. Understand hydraulic and pneumatics as used in the construction of various projects
- I. Write a detailed report of project
- J. Demonstrate correct painting and finishing procedures

V. Instructional Methods

- A. Demonstrations
- B. videos
- C. speakers

VI. Assessment and Evaluations

- A. Written progress reports
- B. Test and quizzes
- C. Weekly grades
- D. Written report

VII. Grading Policy

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against: State Frameworks
State X AP _____
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 1-25-00
Review Cycle: 1/2001
Sites taught: Golden West, Redwood

Visalia Unified School District Course Outline

Course Title: Agriculture Mechanics IV
Grade Level: 12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or 3 or approval of teacher
Course Number & CBEDS Codes: 0004/4030
Replaces: N/A

I. Course Description:

Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, bar-b-cues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.

II. Instructional Materials:

Various handouts given to the students to explain welding and welding techniques.

Required Text: None

Supplementary Texts:
Mechanics in Agriculture

III. Course Outline:

Orientation and safety	5 days
Record keeping	5 days

Project design and measurement	5 days
Materials	3 days
Fasteners	2 days
Advanced welding (arc)	10 days
Advanced welding (mig)	10 days
Advanced welding (tig)	5 days
Plasma-arc cutting	2 days
Oxy-acetylene automated cutting	2 days
Hydraulic punch and shear	2 days
Construction techniques	3 days
Construction projects	105 days
Electrical wiring	3 days
Hydraulics/pneumatics	5 days
Report Writing	10 days
Painting and finishing	3 days

IV. Expectations for Student Learning

- A. Follow proper safety procedures
- B. Be able to design and develop a project idea
- C. Understand the uses of various wood and metals and fasteners
- D. Demonstrate advanced welding and cutting techniques
- E. Proper use of the hydraulic shear and punch
- F. Construct a major project
- G. Understand the principles of electrical wiring as used in projects under construction
- H. Understand hydraulic and pneumatics as used in the construction of various projects
- I. Write a detailed report of project
- J. Demonstrate correct painting and finishing procedures

V. Instructional Methods

- A. Demonstrations
- B. videos
- C. speakers

VI. Assessment and Evaluations

- A. Written progress reports
- B. Test and quizzes
- C. Weekly grades
- D. Written report
- E. Completion of project

VII. Grading Policy

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against: State Frameworks

State X AP

Articulate Depart. Chairs: X

High School Curric. Meeting: X

Board Approval: 1-25-00

Review Cycle: 1/2001

Sites taught: Golden West, Mt. Whitney, Redwood

Visalia Unified School District Course Outline

Course Title: Agriculture Biology

Grade Level: 10th

Elective/Required: Required

Length/Credits: 1 year/10 credits

Prerequisites: None

Course Number & CBEDS Codes: 0041/2603

Replaces: N/A

I. Course Description:

A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.

II. Instructional Materials:

Required Text:

Biology: Principles and Explorations, George P. Johnson and Peter H. Raven, 1998 Holt, Rhinehart, and Winston

Supplementary Text: None

III. Course Outline:

1. Introduction to Agricultural Biology (10%)
 - a. Agricultural Biology
 - b. Agricultural Research
 - c. Scientific Method
 - d. General Lab Skills and Procedure

2. Cell Biology – Plants & Animals (25%)
 - a. Cell organelles (structure and function)
 - b. Homeostasis (osmosis and diffusion)
 - c. Enzymes
 - d. Prokaryotic and Eukaryotic Cells/Cellular Complexity
 - e. Biochemistry
 - f. Cell reproduction (Mitosis)
 - g. Cell Respiration and Photosynthesis
3. Genetics- Plants & Animals (25%)
 - a. Meiosis
 - b. Mendelian principles of genetics
 - c. Human genetics
 - d. DNA/Structure and Replication
 - e. Protein Synthesis
 - f. Modern application of bioengineering
4. Evolution (10%)
 - a. Theories of evolution
 - b. Environmental and Genetic Influences on Evolution
5. Structure and Function in Living Systems (15%)
 - a. Organ Systems/Homeostasis
 - b. Disease and Immune Response
6. Ecology- Plants & Animals(10%)
 - a. Ecosystems
 - b. Communities
 - c. Populations
 - d. Environmental Problems/Human Impact
7. Leadership (5%)
 - a. SOEP (Supervised Agriculture Experience Project)
 - b. FFA- Leadership development
 - c. Record Books

IV. Expectations for Student Learning

- A. Introduction to Agricultural Biology
 1. Biological skills are an important aspect of biological sciences. Students must develop the skills necessary for science investigation. As a basis for understanding this concept, students should learn:
 - a. The use of the scientific method and procedure.
 - b. Utilization of agriculture of agriculture research.
 - c. Implementation of agriculture and laboratory skills
- B. Cell Biology
 1. Fundamental life processes of plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism's cells. As a basis for understanding this concept, students should learn:

- a. Cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.
- b. Enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium, the activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings.
- c. How prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
- d. The Central Dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- e. The role of endoplasmic reticulum and Golgi apparatus in secretion of proteins.
- f. Usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.
- g. The role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
- h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

C. Genetics

1. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept, students should learn:
 - a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
 - b. Only certain cells in a multicellular organism undergo meiosis.
 - c. How random chromosome segregation explains the probability that a particular allele will be in a gamete.
 - d. New combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization)
 - e. Why approximately half of an individual's DNA sequence comes from each parent.
 - f. The role of chromosomes in determining an individual's sex.
 - g. How to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
2. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept, students should learn:
 - a. How to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
 - b. The genetic basis for Mendel's laws of segregation and independent assortment.

3. Genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept, students should learn:
 - a. The general pathway by which synthesize proteins, using tRNAs to translate genetic information in mRNA.
 - b. How to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
 - c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence rather than to differences of the genes themselves.
 - d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expressions rather than to differences of the genes themselves.
 - e. Proteins can differ from on another in the number and sequence of amino acids.
4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept, students should learn:
 - a. The general structures and functions of DNA, RNA, and protein.
 - b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into nRNA.
 - c. How genetic engineering (biotechnology) is used to produce novel biomedical agricultural products.

D. Ecology

1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept, students should learn:
 - a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
 - b. How to analyze changes in an ecosystems resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
 - c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
 - d. How water, carbon, nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
 - e. A vital part of an ecosystem is the stability of its producers and decomposers.
 - f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
 - g. How to analyze the effects that changes in population size have on the ecological balance of a community.

E. Evolution

1. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time. As a basis for understanding this concept, students should learn:
 - a. Why natural selection acts on the phenotype rather than the genotype of an organism.
 - b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
 - c. New mutations are constantly being generated in a gene pool.
 - d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, students should learn:
 - a. How natural selection determines the differential survival of groups of organisms.
 - b. A great diversity of species increases the chance that at least some organisms survive large changes in the environment.
 - c. The effects of genetic drift on the diversity of organisms in a population.
 - d. Reproductive or geographic isolation affects speciation.
 - e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

F. Structure and Function in Living Systems

1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. As a basis for understanding this concept, students should learn:
 - a. How the complementary activity of major body systems provides cells with oxygen and nutrients, and remove toxic waste products such as carbon dioxide.
 - b. How the nervous system mediates communication between different parts of the body and interactions with the environment.
 - c. How feedback loops in the nervous and endocrine systems regulate conditions within the body.
 - d. The functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
 - e. The roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
 - f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.

- g. The homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.
 - h. The cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2} , and ATP.
 - i. How hormones (including digestive, reproductive, osmoregulatory) provide feedback mechanisms for homeostasis at the cellular level and in whole organisms.
2. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response concept, students should learn:
- a. The role of the skin in providing nonspecific defenses against infection.
 - b. The role of antibodies in the body's response to infection.
 - c. How vaccination protects an individual from infectious disease.
 - d. There are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infections they cause.
 - e. Why an individual with a compromised immune system. (for example, a person with AIDS) may be unable to fight off and survive infections of microorganisms that are usually benign.
 - f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.
- G. Leadership
1. The future of Agriculture is dependent upon skilled and confident leaders who aspire to premier leadership, personal growth and career success. As a basis for understanding this concept, students should learn:
- a. The skills necessary for public speaking.
 - b. The importance of keeping accurate records in relation to their SOEP.
 - c. The ability to communicate and work with others effectively for a future career in Agriculture.
 - d. The opportunities in Agriculture Biology related fields.
 - e. And appreciate their self worth and develop a sense of self-confidence.

V. Instructional Methods

- A. Laboratory and field investigations
- B. Current readings
- C. Videos
- D. Discussions
- E. Lectures
- F. Guest speakers
- G. Internet activities
- H. Research projects.

VI. Assessment and Evaluations

A. Assignments

Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. Term Paper
2. Speech
3. Lab activities
4. Record keeping problem
5. Class Participation
6. Science project

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.

C. SOEP and Record Book

1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement

1. Students will be required to participate in a variety of FFA activities.
2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Homework

1. The student will be responsible for completing a variety of assignments as determined by the instructor.

VII. Grading Policy:

Completion of assigned projects & FFA involvement

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against:
State X AP____
Articulate Depart. Chairs:____
High School Curric. Meeting:____
Initial Board Approval:____
Review Cycle:3/2002
Revision Approval: 6/26/01
CSU/UC Requirement:
Sites taught: Golden West

Visalia Unified School District Course Outline

Course Title: ROP Advanced Environmental Horticulture
"Nursery and Floral Industry"
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 Year/ 2 periods/20 Credits
Prerequisites: NONE
Course Number and CBEDS:
Replaces: TCOVE Nursery Technology

I. Course Description:

This is an advanced course designed for students who have a sincere interest in the nursery and or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities will include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Students will have the opportunity to grow nursery crops and sell them to the public through class run plant sales in the Spring and Fall. Leadership skills will be taught through participation in FFA.

II. Instructional Materials:

Each student will have the opportunity to work in a commercial style greenhouse and utilize the latest in horticulture and floral equipment. Equipment used will include tractors, mowers, chainsaws, shredders, soil mixers and sterilizers and edging equipment. In the classroom student will have access to all the floral tools used in the floral industry including glue pans, cash registers and bunch cutters. Safety equipment will be utilized as needed for the student's protections. Videos and slides will be utilized as needed for educational purposes.

Required Text:

California Association of Nurseryman Retail Training Manual

Ornamental Plants, D. Dwight Wait

Supplementary Text:

NONE

III. Course Outline: (260 Hours of Classroom Instruction)

	Hours of Class Time
A. Plant Identification	20
1. Plant Classification	
2. Terms used to classify plants	
3. Common names	
4. Botanical names	
5. Plant uses in landscapes	
B. Botany	20
1. Plant taxonomy and classification	
2. Plant parts and functions	
3. Photosynthesis	
4. Respiration	
5. Plant reproduction	
C. Plant Propagation	20
1. Sexual propagation with seeds, methods and applications	
2. Asexual propagation, methods and applications	
3. Cuttings	
4. Layering	
5. Budding and grafting	
D. Soils	10
1. Characters of planting medias	
2. PH of the soil and regulation	
3. Characteristics of soil type	
4. Plant nutrients, functions, and uses	
5. Irrigation of soil medias	
E. Landscape maintenance	20
1. Prepare the site	
2. Planting trees, shrubs, and bedding plants	
3. Construction methods and materials	
F. Landscape Design	10
1. Principals of design	
2. Tools and materials	
3. Lettering, symbols, and measurement	
4. How to read blueprints	
5. Design problems and practice	
G. Nursery Practices	20
1. Nurseries and Greenhouse Plant Production	
2. Soil Mixes	
3. Sterilization methods	
4. Planting containers	

H. Fertilizers	5
1. Foliage Plant Production	
2. Fertilizers in the Landscape	
3. Application Practices	
I. Irrigation Design	10
1. Basic Hydraulics	
2. Irrigation equipment	
3. System Design	
J. Plant Maintenance	20
1. Nursery organization	
2. When and how to use fertilizer	
3. Proper pruning methods	
4. Irrigation methods and schedules	
K. Turf and Lawns	5
1. Tools and equipment	
2. Turf varieties and uses	
3. Mowing	
4. Fertilization	
5. Planting techniques	
L. Floral Design Principles	20
1. Elements of design	
2. Color and the color wheel	
3. Design styles and origins	
4. Scale, harmony, balance and texture	
M. Holiday Arrangement	10
1. Cultural Implications	
2. Scheduling	
N. Arrangement Design	20
1. Basic table arrangements	
2. Vase arrangements	
3. Container selection	
4. Round and one-sided arrangements	
O. Wedding flower Construction	5
1. Bouquets	
2. Personal flowers	
3. Altar pieces	
P. Merchandise and Sales	10
1. Management	
2. Advertising	
3. Cashiering	
4. Use of floral wire service (FTD)	
5. Delivery techniques	
6. Sales and displays	

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|--|----|
| Q. Professionalism | 20 |
| 1. Define professional responsibility | |
| 2. Ethical and legal roles in the work place | |
| 3. Professionalism in the floral industry | |
| 4. Time management and goal setting | |
| R. Inter-Personal Communication | 10 |
| 1. Customer and employee interaction | |
| 2. Team work in the work place | |
| 3. Non-verbal communication | |
| 4. Customer relations | |
| 5. Telephone skills | |
| S. Occupational Safety | 5 |
| 1. Tool safety and handling | |
| 2. Proper lifting and moving techniques | |
| 3. Electrical power hazard | |
| 4. Work-place safety and liability issues | |
| T. Job Preparation Skills | 10 |
| 1. Filling out an application | |
| 2. Preparation of an effective resume | |
| 3. Job researching skills | |
| 4. Job interviewing | |
| U. Cut Flowers | 5 |
| 1. Uses in design | |
| 2. Identification | |
| 3. Cultural practices | |
| 4. Optimum stage of security | |
| V. Flower Processing | 5 |
| 1. Techniques | |
| 2. Flower preservation | |
| 3. Bunching, shipping, and grading of cut flowers | |
| W. Community Classroom (100 hours) | |
| 1. Students will have the option to participate in real world leaning experiences through the community classroom program. | |
| 2. Areas of practical study include: | |
| a. Nursery Production | |
| b. Floral Design | |
| c. Landscape Installation and Maintenance | |
| d. Parks and Golf Courses | |

IV. Expectations for Student Learning

Each student who completes this course will be able to:

A. Botany, Fertilizers and Soils

1. Identify and understand the functions and uses of the different parts of cultivated plant material
2. Understand biological functions such as photosynthesis, respiration and transpiration and their importance to humans.
3. Understand soil science and how correct to soil conditions in the landscape
4. Identify major and minor nutrients needed by plants.
5. Understand and be able to identify nutrient problems and understand how to correct them in a nursery or garden setting
6. Be able to apply fertilizers to plant material both in the garden and in containers

Plant Propagation and Nursery Practices

1. Understand and demonstrate typical methods of asexual and sexual propagation.
2. Identify characteristics of a nursery and how they are used in plant production.
3. Understand the components of a greenhouse and demonstrate the use of climate controls
4. Demonstrate novelty techniques in plant propagation such as Air-layers and budding and grafting.
5. Understand soil mixes and their importance to plant production
6. Identify and utilize different soil and container sterilization techniques

Landscape and Irrigation Design and Maintenance

1. Demonstrate proper landscape maintenance practices
2. Demonstrate basic skills in landscape design
3. Design to scale a working drawing to be used in an actual landscape installation
4. Identify different varieties of turf used in the San Joaquin Valley
5. Demonstrate basic turf practices such as mowing and fertilizing
6. Demonstrate proper Pruning Practices
7. Understand the basic concepts in irrigation design
8. Design a basic irrigation system for a garden and install it to the correct specifications
9. Understand and demonstrate proper planting techniques for tree, shrubs and annuals

Plant and Flower Identification

1. Identify floral and ornamental plants of the San Joaquin Valley
2. Identify plant uses in the landscape
3. Understand and demonstrate the correct use of cut flowers and foliage in floral designs

Career Preparation

1. Understanding how professional skill development-including positive attitude, honesty, self-confidence, time-management and other positive traits affect employability.
2. Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.
3. Understand the importance of good basic skills, critical thinking and problem solving skills in the work place.

4. Understand principles of effective communication.
5. Understand occupational safety issues.
6. Understand career pathways and strategies for obtaining employment.
7. Understand and adapt to changing technology.

Design Elements

1. Explain the history of floral design
2. Explain the cultural diversity and implications of different types of floral design.
3. Explain the three styles of modern floral design and their origins.
4. Explain the elements and principles of floral design.
5. Demonstrate the design of a variety of popular floral arrangements
6. Demonstrate the construction personal flowers
7. Construct holiday and wedding flowers

Oral and Written Communications and Research

(As per English Standards)

1. Students will write a 2 page research paper on a new technology or application in the industry.
2. Students will make short oral presentations and demonstrations
3. Students will be expected to read and keep up to date using trade journals and selected readings.

V. Instructional Methods

Lecture
Audio/Visual Materials
Group/Individual Assignments
Laboratory Activities
Discussions
Reading Assignments
Field Trips
Research Projects

VI. Assessment and Evaluation

A. Assignments

Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. Term Paper
2. Speeches
3. Class Participation
4. Class Assignments
5. Laboratory Activities
6. Class Projects

B. Assessment

1. Students will be given objective tests including performance based tests on a regular basis. Assessment will require students to retain, interpret and apply the ideas and information discussed in class through the use of written assignments, laboratory activities, scenarios and class presentations.

2. Students will participate regular lab activities and will be evaluated by the instructor
3. Students will be given comprehensive quizzes during each unit of instruction.

C. Homework

1. The students will be responsible for completing a variety of assignments as determined by the instructor.

D. Plant and Landscape Projects

1. All students will be required to maintain a plant and landscape project. The plant projects may consist of houseplants, shrubs, vegetable or perennials, grown and cared for by the student. The students will also be responsible for the maintenance of one of the many landscaped flower beds or lawn areas in the GWHS OH unit.
2. Projects will vary depending on class and student interest.

Matched Against:
State X AP _____
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 7/13/04
Review Cycle: 3/2007
Revision Approval: 7/14-04
CSU/UC Requirement: X

**Visalia Unified School District
Course Outline**

Course Title: Plant and Soil Science
Alternate Course Titles: None
Grade Level: 11th and 12th
Elective/Required: Elective
Length/Credits: 1-year/10 credits
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
Course Numbers: 0086, 0087
CBEDS Number: 4010
Replaces: None

I. Course Description:

A course that covers the fundamentals of plant and soil science, the factors that influence crop production, integrated pest management, laboratory skills, basic research and the role of plants in the ecosystem. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide students the basic knowledge and skills necessary for an entry-level position in the Agricultural Industry, and to provide students the basic background knowledge necessary for an entry-level college course in plant science. The class meets the science high school graduation requirement.

II. Instructional Materials:

Required Text:

Introduction to Plant and Soil Science; Biondo and Lee.

Supplementary Texts:

Teacher notes, Student handouts, related agricultural magazines and the Agricultural Education Record Book.

III. Course Outline:

First six-week grading period

- A. Agriculture Leadership Development
 - 1. Use and application of Parliamentary Law
 - 2. FFA Leadership Development and public speaking
 - 3. Careers and Supervised Occupational Experience Project
- B. Plant Classification
 - 1. Taxonomy and Classification
 - 2. Plant Identification
- C. Plant Cell Components
 - 1. Cell Structure and Function
 - 2. Cell Reproduction
 - 3. Genetics and Heredity

English Language Arts - 1.3,2.5

Second six-week grading period

- A. Plant Cell Components
 - 1. Plant DNA
- B. Plant Physiology and Growth
 - 1. Anatomy
 - 2. Functions
 - 3. Factors affecting growth
 - 4. Physiological Processes

English Language Arts – 1.7,2.4,2.8

Third six-week grading period

- A. Plant Reproduction
 - 1. Asexual versus Sexual Reproduction
 - 2. Propagation

English Language Arts – 3.2

- B. Plant Pathology
 - 1. Entomology
 - 2. Weed Identification
 - 3. Integrated Pest Management
 - 4. Plant Diseases

English Language Arts – 2.4,2.7

Fourth six-week grading period

A. Soil Properties

1. Soil Texture, Structure, and Types
2. Soil and Water Management
3. Biology
4. Soil Origins
5. Irrigation and Drainage

English Language Arts – 1.7,2.5,2.6,2.7,2.8

B. Fertilizers

1. Components, Structures
2. pH, Salinity
3. Application
4. Development

English Language Arts – 2.4,2.5,2.7,3.2

Fifth six-week grading period

A. Crop Management

1. Cotton
2. Alfalfa
3. Citrus
4. Walnuts
5. Grapes

English Language Arts – 2.3

B. Post Harvest Physiology and Marketing

1. Packaging
2. Processing
3. Post Harvest Treatments

Sixth six-week grading period

A. Equipment Management and Safety

1. Tractors, Maintenance, and Implements
2. Occupational Safety Hazards
3. Hazardous Materials

B. Biotechnology

1. Micro-propagation
2. Biological Pest Controls
3. Modern Mechanized Agriculture

English Language Arts – 1.5,1.7,2.2,2.7

C. Record Keeping

1. Record Books and Financial Records

English Language Arts – 2.7

IV. Expectations for Student Learning:

First six-week grading period

Biology

- 1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
- 1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.
- 1e – Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
- 1f – Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
- 1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
- 2a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- 3a- Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).
- 4d – Students know every cell has the same set of genes although all of them may not be utilized by each cell.

Second six-week grading period

Biology

- 6d – Students know that water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and that oxygen cycles through photosynthesis and respiration.

Third six-week grading period

Biology

- 2a - Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- 2b – Students know only certain cells in a multicellular organism undergo meiosis.
- 2e – Students know why approximately half of an individual's DNA sequence comes from each parent.
- 2f – Students know the role of chromosomes in determining an individual's sex.
- 3a - Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

Fourth six-week grading period

Chemistry

Atomic Structure and Bonding

- Students know how to use the periodic table to identify metals, metalloids, nonmetals, halogens, and noble gases.

- Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
- Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion.
- Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
- Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.
- Students know the atoms and molecules in liquid move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

Conservation of Matter/Stoichiometry

- Students know how to describe chemical reactions by writing balanced equations.
- Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

States of Matter

- Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
- Students know the definitions of solute and solvent.
- Students know temperature, pressure, and surface area affect the dissolving process.
- Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
- Students know the observable properties of acids, bases, and salt solutions.
- Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
- Students know how to use the pH scale to characterize acid and base solutions.

Kinetics and Thermodynamics

- Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
- Students know energy is released when a material condenses or freezes and is absorbed when material evaporates or melts.
- Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
- Students know the role a catalyst plays in increasing the reaction rate.

Organic and Biochemistry

- Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
- Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

Fifth six-week grading period

Chemistry

None

Sixth six-week grading period

Chemistry

States of Matter

- Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
- Students know the values and meanings of standard temperature and pressure (STP).

V. Instructional Methods:

- A. Lecture/Note-taking
- B. Audio/Visual materials
- C. Group/Individual assignments
- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest Speakers
- H. Field trips

VI. Assessment and Evaluations:

A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. In-class work/homework
2. Labs
 - a. Field work and laboratory
3. Speeches/Presentations
4. Term paper

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.

2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A	=	90% - 100%
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	0% - 59%

Matched Against: State Frameworks X AP ____

Articulate Depart. Chair: ☒ x ____

High School Curric. Mtg: ☐ ____ ☒ x ____

Board Approval 8/2012

Revision Approval: 8/2017

Review Cycle:

CSU/UC Requirement:

Visalia Unified School District Course Outline

Course Title:	AG Earth Science
Alternate Course Title:	NA
Grade Level:	9-12th
Elective/Required:	Elective
Length/Credits:	One Year / 10 credits
Prerequisites:	None
Course Numbers:	
CBEDS Codes:	2618
Replaces:	None

I. Course Description:

Ag Earth Science is a comprehensive course that studies the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. It brings together the agriculture interactions that occur in the living and non-living world, and provides the learner with a solid understanding of the processes that takes place on and around the Earth and the synergies that exist between them. Laboratory experiments introduce the students to different lab techniques while building their skills in critical thinking, inquiry, and observation. In addition, learners will gain experience through leadership development, Supervised Agriculture Experience (SAE) projects, and career exploration in the area of agriculture.

II. Instructional Materials:

Required Text: Earth Science; Holt, Rhinehart, Winston, 2007.

Supplemental Text: Earth Science. Glencoe; 1999.

III. Course Outline:

FFA

- a. History of FFA
- b. Structure of FFA – local, sectional, regional, state, and national organization
- c. FFA Emblem
- d. FFA Creed
- e. Official FFA Dress
- f. Chapter Officer Duties
- g. Opening and Closing Ceremonies
- h. Leadership opportunities

Supervised Agriculture Experience (SAE) Project

- a. Introduction to SAE projects
- b. Getting a project started
- c. Introduction to record books, i.e. budget, business agreement, journal, financial statement

Introduction to Earth Science

- a. Earth Science Overview
- b. Scientific Method
- c. Communicating in Science

Earth's Place in the Universe

- a. Characteristics of Stars
- b. Stellar Evolution
- c. Star Groups
- d. The Sun
- e. The Solar System

The Dynamic Earth

- a. Plate Tectonics
- b. Deformation of the Crust
- c. Earthquakes
- d. Volcanoes
- e. Rocks and the Rock Cycle

California Geology and Agriculture

- a. Natural Resources and Energy
- b. Natural Disasters
- c. Agricultural Environmental Impacts
- d. California Natural Resources
- e. Soils
- f. Water Supply and Demand

Biogeochemical Cycles

- a. Water Cycle
- b. Carbon Cycle
- c. Nitrogen Cycle

The Atmosphere

- a. Structure and Composition
- b. Moisture in the Atmosphere

Plant Science

- a. Plant anatomy
- b. Photosynthesis
- c. Plant Reproduction

Animal Science

- a. Basic Livestock Anatomy
- b. Animal Digestive Systems
- c. Livestock Breeds
- d. Economic Importance of Livestock

Climate and Agriculture

- a. Climate Classification
- b. Climatic Changes
- c. Crops and Climate
- d. Agriculture around the world

IV. Expectations for Student Learning:

Essential Standard: Students will understand dynamic earth processes including plate tectonics and biogeochemical cycles operating over geologic time and resulting in changes in patterns of land, sea, and mountains on earth's surface.

3b Students know the principal structures that form at different kinds of plate boundaries.

3d/ 3e Students know the explanation for the location and properties of volcanoes and earthquakes, including hotspots and subduction zones.

9d Students know that evidence from geological studies of the Earth suggest that the early Earth was very different from Earth today.

Essential Standard: Students will understand the energy budget of the earth, the differential heating of the earth's surface and atmospheric effects of the sun, wind and ocean currents, and climate patterns.

4a Students know the relative amount of insolation compared with Earth's internal energy and the energy used by society.

5a Students know how differential heating and the rotation of the Earth result in circulation patterns in the atmosphere and oceans that globally distribute the heat.

5e Students know rain forests and deserts on Earth are distributed in bands at specific latitudes and how wind patterns, ocean currents, and geography affect climate.

6a Students know the difference between weather and climate and understand how the Earth's climate has changed over time, and other corresponding changes in Earth's geography, atmospheric composition, and other factors, such as insolation and plate movement.

5d Students know that properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.

5g Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.

8a Students know the thermal structure and chemical composition of the atmosphere and that changes in the atmosphere affect conditions for life.

Essential Standard: Students will understand the earth's place in the solar system's structure, scale, and change through time.

1a Students know the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.

1e/1f Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium *and that* the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.

2a Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, and that galaxies are made of billions of stars and comprise most of the visible mass of the universe

Additional Academic Standards (English and Mathematics):

English

Reading: 1.0 Understand the meanings of and use specialized vocabulary.

Writing: 1.0 Write clear, coherent, and focused responses that convey a well-defined perspective and understand of the topic.

English Language Conventions: 1.0 Use correct grammar to produce legible work.

Speaking and Listening: 1.0 Analyze and respond to oral and media communications.

Math

Number Sense: 1.0 Understand mathematical principles to solve problems.

Algebra & Functions: 1.0 Graph and interpret linear functions.

Measurement & Geometry:

1.0 Compare units of measure and geometric shapes

2.0 Construct and read models made to scale, including topographic maps and geographic data.

Statistics, Data Analysis, & Probability: 1.0 Collect, organizes, and represents data.

Mathematical Reasoning:

1.0 Develop problem solving skills, strategies, and approaches to find solutions to problems.

V. Instructional Methods:

- A. Lecture/Note-taking/Demonstration/Modeling
- B. Audio/Visual Materials
- C. Group/Individual Assignments
- D. Laboratory Activities
- E. Whole Class/Small Group Discussion
- F. Reading assignments/related reading materials
- G. Guest Speakers and/or Field trips
- H. Differentiated instruction
- I. Oral Presentations/Presentations
- J. Computer tutorials
- K. Cooperative Groups

VI. Assessment and Evaluations:

1. Instructor Evaluation
2. Daily class work/homework from the text
3. Quizzes and Tests
4. Labs and Activities
5. Presentations
6. Writing Assignments

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

NOTE: Refer to alternative school handbooks and planning guides for information about when final grades and credit are assigned.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
0% - 59%	= F

Matched Against: State X AP
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 12/ 2005
Review Cycle: 2/2012
Revision Approval:
CSU/UC Requirement: Yes

**Visalia Unified School District
Course Outline**

Course Title: Animal Science
Alternative Title: None
Grade Level: 11th - 12th
Elective/Required: Elective
Length/Credits: Year/10 Units
Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry
Course Numbers: 0093, 0094, and 0095
CBEDS Code: 4020
Replaces: NA

I. Course Description:

This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

II. Instructional Materials:

Required Text:

Animal Production and Management; Kirby Barrick and Hobart L. Harmon.

Supplementary Texts:

Teacher notes, Student handouts, related magazine articles and current industry videos.

III. Course Outline (include approximate length of time):

First six-week grading period

A. Introduction to Animal Management

1. Careers and Supervised Occupational Experience Project
2. Animal Production in the United States
3. Animals and their uses

- B. Animal Selection and evaluation
 - 1. Selection of breeding stock
 - 2. Selection of market stock

Second six-week grading period

- A. Breeding and Reproduction
 - 1. Mating Systems
 - 2. Breeding Periods
 - 3. Female reproductive tract
 - 4. Male reproductive tract
 - 5. Reproductive Hormones
- B. Nutrition
 - 1. Digestive systems
 - 2. Functions of essential nutrients
 - 3. Calculating rations

Third six-week grading period

- A. Animal Health
 - 1. Causes of Disease
 - 2. Diagnosis
 - 3. Disease Prevention
 - 4. Controlling Parasites
 - 5. Controlling Poisonous Plants
 - 6. Treatment of Disease

Fourth six-week grading period

- A. Managing Beef Cattle
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment
- B. Managing Dairy Cattle
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment

Fifth six-week grading period

- A. Managing Sheep
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment

- B. Managing Swine
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment

Sixth six-week grading period

- A. Managing Horses
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment
- B. Career Planning
 - 1. Student Seminar Presentation
 - 2. College education and/or vocational career planning
 - 3. Work ethics and employability skills
 - 4. Developing a professional portfolio

IV. Expectations for Student Learning:

Essential Standard: Students will understand fundamental life processes.

1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.

1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

Essential Standard: Students will understand the role genetics play in the development of bacteria for fermentation of milk.

5c – Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

Essential Standard: Students will understand structures and functions of organ systems, the internal environment of animals relatively stable despite changes in the outside environment.

9a – Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

10c – Students know how vaccination protects an individual from infectious diseases.

10d – Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infection, and effective treatments of these infections.

Essential Standard: Students will understand solutions, gases and their properties, acids and bases, reaction rates, and thermodynamics as it relates to the production of dairy products.

4a – Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.

4d – Students know the values and meanings of standard temperature and pressure

5a – Students know the observable properties of acids, bases, and salt solutions

6c – Students know temperature, pressure, and surface area affect the dissolving process

7a – Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).

7d – Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

8b – Students know how reaction rates depend on such factors as concentration, temperature, and pressure.

8c – Students know how to write and calculate an equilibrium constant expression for a reaction.

Co-Curricular Standards (English and Mathematics)

English

1.1 Understand words and their derivations

1.2 Understanding denotative and connotative meanings of words

2.4 Synthesize content, paraphrase and connect ideas

2.5 Extend ideas

2.6 Follow technical directions

Math

10.0 Add, subtract, multiply, and divide to solve multi-step problems using these techniques.

13.0 Add, subtract, multiply, and divide rational expressions/functions solving both computationally and conceptually challenging problems.

V. Instructional Methods:

A. Lecture/Note-taking

B. Audio/Visual materials

C. Group/Individual assignments

D. Laboratory activities

E. Discussion

F. Reading assignments/related worksheets

G. Guest Speakers

H. Field trips

VI. Assessment and Evaluations:

A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. In-class work
2. Homework
3. Labs (Field work and laboratory)
4. Speeches/Presentations
5. Term paper

B. Testing

1. Students will be given objectives test on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of the semester. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through the individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

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

Matched Against: State Frameworks
State X AP _____
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 07/13/04
Review Cycle: 3/2007
Revision Approval: 7/13/04
CSU/UC Requirement: X

**Visalia Unified School District
Course Outline**

Course Title: Pre-Vet Science
Alternate Course Titles: None
Grade Level: 11th and 12th
Elective/Required: Elective
Length/Credits: Semester
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
Course Numbers: 0084, 0085
CBEDS Number: 4020
Replaces: None

I. Course Description:

This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.

II. Instructional Materials:

Required Text:

None

Supplementary Texts:

Teacher notes, Student handouts, related agricultural magazines and the Agricultural Education Record Book.

III. Course Outline:

First six-week grading period

A. Agriculture Leadership Development

1. Careers and Supervised Occupational Experience Project

B. Animal Nutrition

1. Nutrients
2. Digestive Systems
3. Feeding Balanced Rations/Feed Formulations

English Language Arts – 1.1,1.4,1.5,1.7,1.9,2.2,2.3,2.5,2.6,2.7,3.2

C. Basic Livestock Handling

1. Fight/Flight Response
2. Equipment/Usage

Second six-week grading period

A. Animal Sanitation and Disease

1. Causes of Disease
2. Diagnosis
3. Parasites
4. Poisonings
5. Infectious Diseases
6. Treatment of Diseases

English Language Arts – 1.1,1.4,1.5,1.7,1.9,2.2,2.3,2.5,2.6,2.7,3.2

Third six-week grading period

A. Animal Health

1. Veterinary Therapy
2. Antibiotics
3. Biologicals
4. Obstetrics
5. Care of Dam and the Newborn
6. Vaccination Schedules

English Language Arts – 1.1,1.4,1.5,1.7,1.9,2.2,2.3,2.5,2.6,2.7,3.2

IV. Expectations for Student Learning:

First six-week grading period

Biology

1e – Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

1f – Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

Second six-week grading period

Biology

1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.

Third six-week grading period

Biology

2a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

2b – Students know only certain cells in a multicellular organism undergo meiosis.

3a - Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

4d – Students know every cell has the same set of genes although all of them may not be utilized by each cell.

7d – Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

9a – Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

9c – Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.

10c – Students know how vaccination protects an individual from infectious diseases.

10d – Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infection, and effective treatments of these infections.

V. Instructional Methods:

- A. Lecture/Note-taking
- B. Audio/Visual materials
- C. Group/Individual assignments
- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest Speakers
- H. Field trips

VI. Assessment and Evaluations:

- A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
 - 1. In-class work/homework
 - 2. Labs
 - a. Field work and laboratory
 - 3. Speeches/Presentations
 - 4. Term paper

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

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A	=	90% - 100%
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	0% - 59%

E. Program and/or Course Subject
Matter Content Outline

In section 'D' you will find:

'E' – Program and/or Course Subject Matter
Content Outline

F. Program Completion Standards

In section 'D' you will find:

'F' – Program Completion Standards

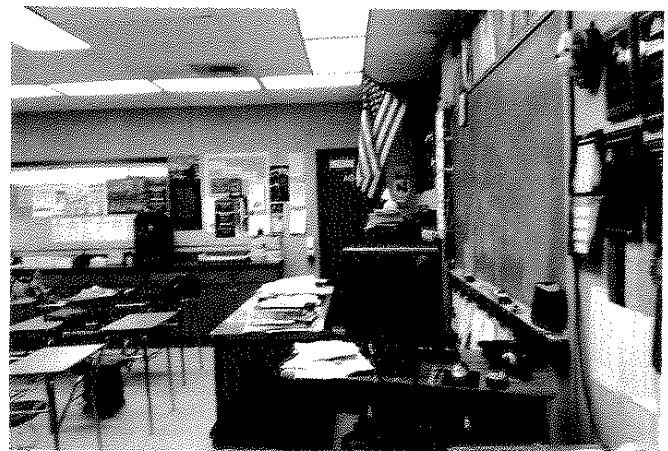
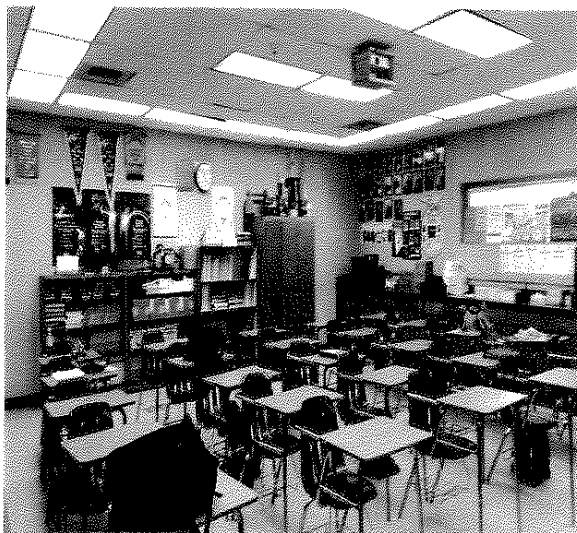
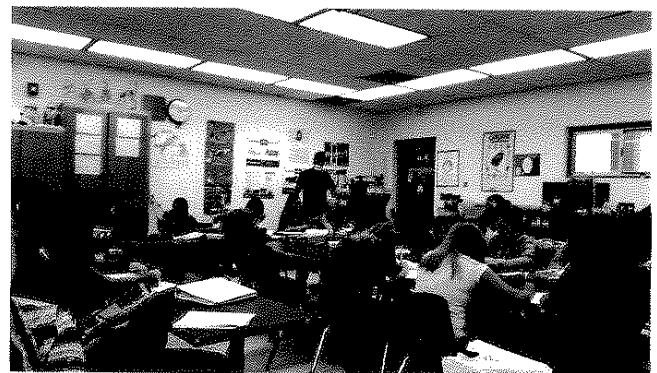
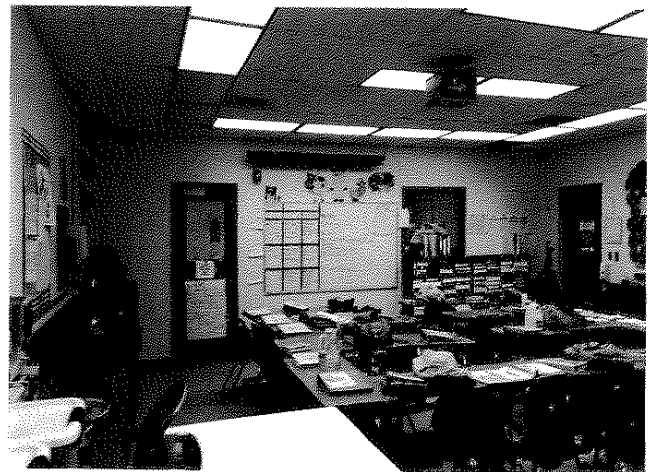
G. Description of Facilities and Major Equipment

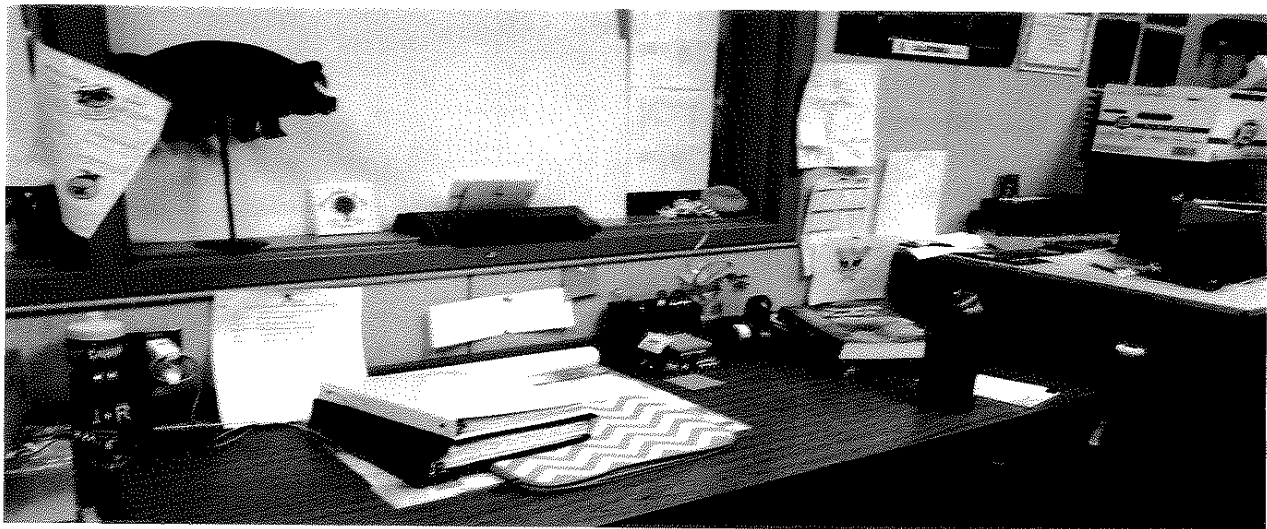
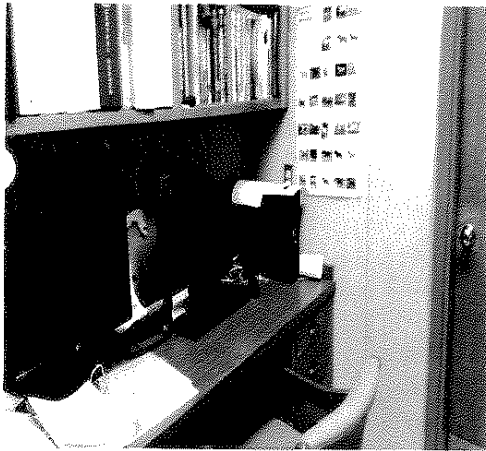
Golden West Agriculture Department:

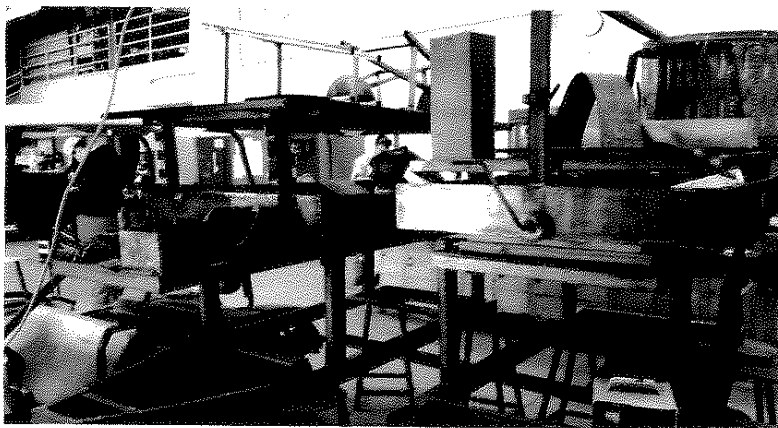
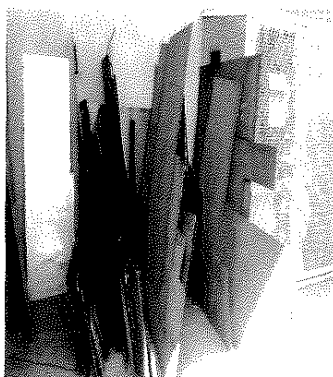
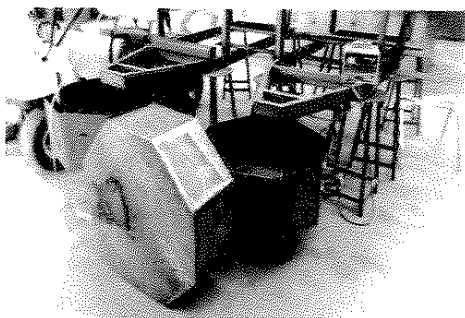
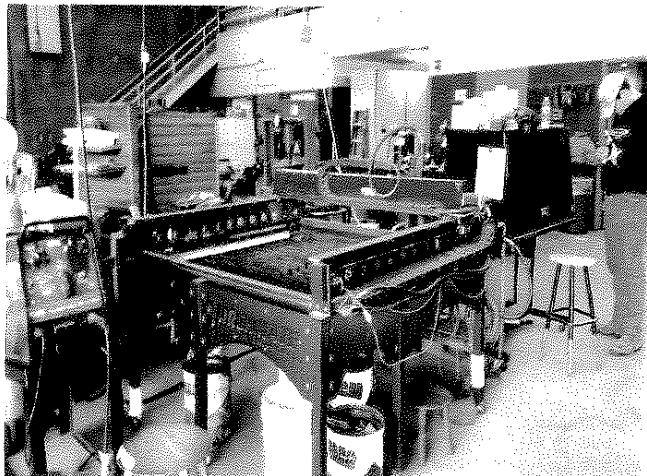
Our department consists of a self-contained building that holds three classrooms, a copy/print room and department office, storage, Ag shop, and mezzanine that includes three rooms that span the entire length of the building. Additionally, we have three acres on campus that hold two tool sheds, eight cinder block stalls, a greenhouse, shade house, raised garden beds, fifty tree orchard, xeroscape, row crop availability, chicken coop, open floor plan for layers, pheasant run, mobile poultry unit, 120 ft. livestock barn, and pasture area.

Classroom:

Within the department, each classroom has two walls line with cabinets and counters for additional space within the classroom. Student supplies, record books, lab supplies and equipment are typically stored in these. In the copy/print room, filing cabinets contain our student files as well as all printing materials (i.e. paper, labels, envelopes, ink cartridges). The department office includes built in shelving and five individual workstations.



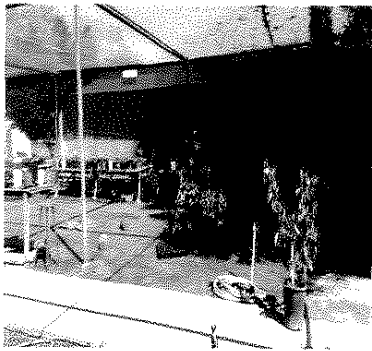
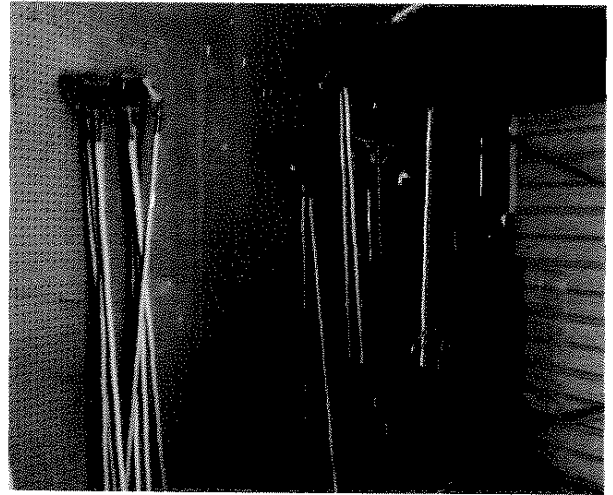






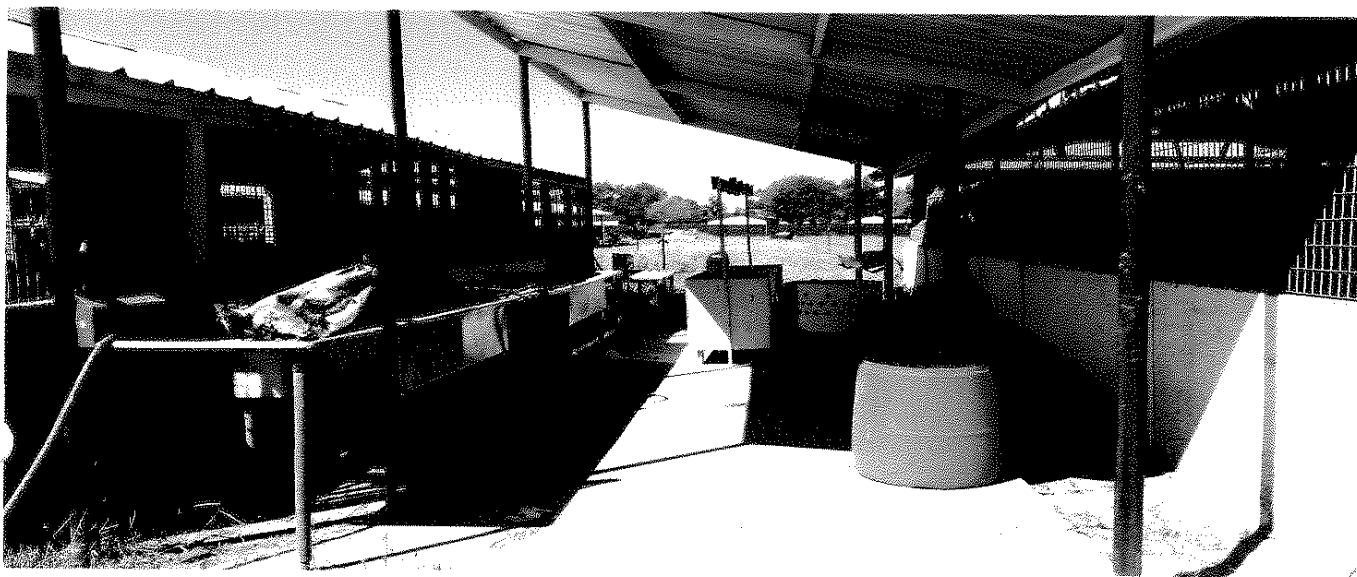
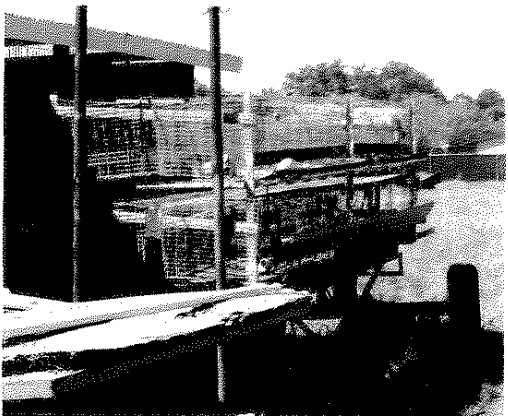
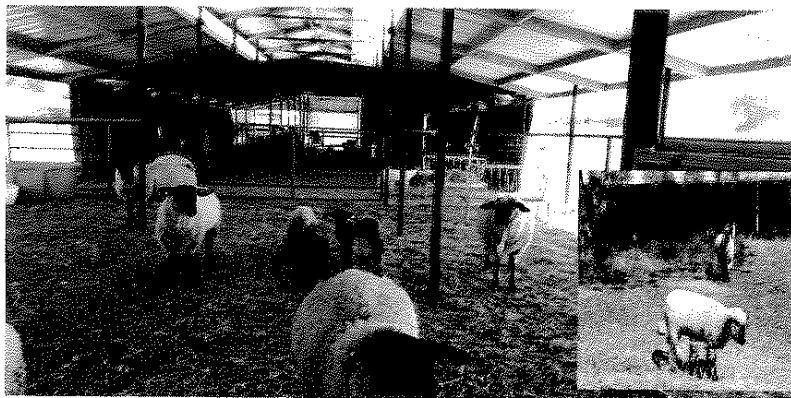
Ornamental Horticulture Unit:

In our OH unit, our tool sheds are used to store hand tools, lawn movers, weed eaters, tillers, back pack sprayers, fertilizers, herbicides, and insecticides. Our cinder block stalls hold various planting containers, soil, and compost mixes.



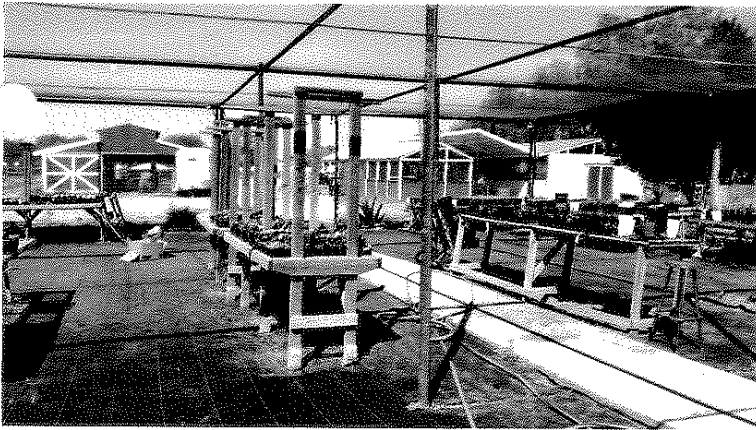
Farm Unit:

The 'Farm' area includes the 120ft. livestock barn with an attached feed storage room housing livestock feeds, refrigerator and microwave. Within the barn we have four 10x30 pens, five 10x10 pens, show ring, and a number of gates for entering and exiting the barn as needed. Also on the 'Farm' we have an established poultry unit with a chicken coop, an open floor chicken housing, mobile poultry unit, and a poultry-processing unit.



Overview of Department:

Our school farm laboratory is located on campus and is an enclosed three acres that includes a barn, two chicken coops, poultry processing unit, mobile poultry unit, pheasant run, shade house, greenhouse, raised garden beds, xeroscape, row crop space and fifty tree orchard. Students interested in raising poultry or growing various horticulture projects may keep these projects at this site. Students constantly use the Ag Shop to build a variety of SAE projects. Some of the projects that students build are barbecues and fire pits throughout the school. Students wanting to show a market hog, market, lamb, market steer, beef replacement heifer, or dairy heifer at the Tulare County Fair can house their project at the Visalia Unified School District School Farm. This thirty-five acre farm is shared by all four comprehensive high schools along with the continuation high school in Visalia. Students housing projects in any of the facilities are responsible for feeding, watering, daily cleaning and maintenance of all things related to their project. They are also financially responsible for all supplies and materials needed.



H. Five Year Facility and Equipment Acquisition Schedule

E. Five Year Facility and Equipment Acquisition Schedule

The plan below will allow our department to provide meaningful instruction in all classes as well as utilizing our financial resources to their maximum potential.

Five-Year Facility and Equipment Acquisition Schedule for Golden West Ag Department

2013-2014

Recondition Livestock Trailer	In Progress
Install Squeeze Chute	
Computers for Student Use	Complete
Build Fence for Pastures Attached to Barn	
Finish grass area in OH unit	Complete
Purchase New Ag Vehicle	
Repair Livestock Scale	Complete

2014-2015

Replace/Repair Greenhouse Siding	Complete
Repaint Tool Sheds	
Replace Forklift	
Plant Orchards and Vines	
Install Irrigation in Orchard	
Construct Poultry Unit	In Progress
Barn Expansion	In Progress

2015-2016

Build Equipment Storage	
Replace Copy Machine	
Replace Weed Cover in Shade House	Complete
Expand Barn	In Progress
Install sewage and drainage in barn	
New Soil Sterilizer	

2016-2017

Purchase New/Replacement Ag Vehicle	
Install Permanent Raised Beds with Irrigation	
Re-gravel Greenhouse floor	
Build/Buy New Greenhouse Benches	In Progress

2017-2018

Pour cement sidewalks in greenhouse and shade house	
Replace equipment in wood shop	
Convert home economics room into lab/electrical room	

I. Staff Assignments

2015-2016 Golden West Ag Department Staff Responsibilities

Responsibilities	Schultz	Castle	Slover	Roche
Accounting				
CATA Registration	X	X	X	X
Department PO's			X	
FFA PO's		X		
Hotel Reservations		X		
Office Supplies Orders			X	
Perkins Funding			X	
VPIE Accounts & PO's	X	X		
VPIE/Site/Incentive Budget	X		X	
Travel Requests	X	X	X	
General Program/Facility				
Advisory Committee roster & minutes		X		
Advisory Committee Planning & Agenda		X		
Department Marketing	X	X	X	
Graduate Follow-Up	X	XX	X	X
Incentive Grants			X	
Maintain Comprehensive Program Binder		X		
Maintenance Requests	X	X	X	X
CATA Meetings & Events	X	X	X	X
R2 Reports & Rosters		X		
Recruitment	X	X	X	X
Transportation Requests	X	X	X	X
FFA Advisor				
Register for CDE Contests	X	X	X	X
Program of Work		X		
Scrapbook		X		
State FFA Degree Applications	X	X	X	X
Proficiencies	X	X	X	X
Conferences				
COLC	X	X	X	X
Greenhand Conference			X	X
MFE/ALA Conference		X		X
State Conference	X	X	X	X
National Convention				

J. FFA Program of Activities

Golden West FFA



Program of Activities
2015-2016



Golden West FFA

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Golden West FFA

Advisors' Message

Dear Parent(s), Guardian(s), & FFA Members,

Your child(ren) has shown interest in being an active member of the Golden West FFA Chapter. While some people believe that you have to live on a farm to be in FFA, this is no longer true. FFA is a student organization that, at one time, was known as "Future Farmers of America," however in 1988 the name was changed to the "National FFA Organization." This was done to accommodate the changing face and diversity of today's agriculture industry. Whereas agricultural production in farming crops and livestock was the focal point for projects, new projects like turf grass management, forestry, ag sales, floriculture/landscaping, and many more are now widespread FFA activities.

This Program of Activities (POA) is designed to allow you to fully understand and become aware of the opportunities your child(ren) has in the Golden West FFA. It contains a brief chapter overview, events, and a tentative calendar of activities. Please let us know if you have any questions involving the FFA opportunities available to your student. We look forward to our upcoming year with you!

Courtney, Frank, Emmett and Sammi

Courtney Castle, FFA Advisor & Horticulture Teacher- ccastle@vusd.org

Frank Roche, Ag Engineering Pathway Teacher- froche@vusd.org

Emmett Schultz, Ag Mechanics Teacher- eschultz@vusd.org

Sammi Slover, Department Head & Animal Science Teacher- sslover@vusd.org



Department Outline

Introduction:

The purpose of this outline is to acquaint you with the opportunities offered by the Golden West High school Agriculture Department. This will enable your student to take full advantage of these opportunities. The agriculture program is unique to each student as it is customized to individual educational needs and interests. To participate fully in the agriculture program, students must be actively engaged in all three aspects of agriculture education: classroom activities, FFA, and SAE.

FFA:

This intra-curricular national youth organization is for all students studying agriculture education. The purpose of this organization is to develop leadership skills and serve as a learning tool to strengthen the “hands-on” component of the high school agriculture curriculum.

Supervised Agricultural Experience (SAE):

Otherwise known as “projects,” students engage themselves in an activity related to their individual agriculture program outside of the normal classroom environment. They keep records on the transactions related to their project in an official record book. It also provides them the opportunity for personal recognition, skill development, and career preparation.

Advisors:

Mrs. Courtney Castle-	FFA Advisor, OH Supervisor, Plant Science, Swine Projects
Mr. Frank Roche-	Ag Engineering, Dairy and Goat Projects
Mr. Emmett Schultz-	Department Head, Ag Mechanics, Beef Projects
Ms. Sammi Slover-	Animal Science, Sheep Breeding Enterprise, Sheep Projects

What is taught in the Agriculture Department?

- Advanced Environmental Horticulture
- Ag Biology
- Ag Earth Science
- Ag Engineering
- Ag Mechanics
- Animal Science
- Introduction to Environmental Horticulture
- Pre-Vet Technology
- Welding



Department Outline, Continued

Career Development Events (CDE):

*Ag Mechanics	Farm Safety	Poultry
Agriscience Fair	Floriculture	Soils/Land
*Best Informed Greenhand	Horse Judging	Vegetables
*Citrus	*Impromptu Speaking	*Vet Science
*Cooperatives	*Job Interview	*Vine Pruning
*Cotton	Livestock Judging	
*Creed Speaking	Marketing	
*Dairy Products	Marketing Plan	
*Extemporaneous Speaking	*Nursery/Landscape	
Farm Recods	*Opening/Closing	
Farm Business Management	*Parliamentary Procedure	

*The CDE's marked with an * are current teams offered through Golden West FFA.*

Leadership Development Plan:

9 th grade-	Greenhand Conference
10 th grade-	Made for Excellence Conference
11 th grade-	Advanced Leadership Academy
12 th grade-	Sacramento Leadership Experience
9 th -12 th	State Leadership Conference
9 th - Graduate	National FFA Conference

Fairs and Shows:

- Tulare County Fair
- Cow Palace, Grand National Junior Livestock Show
- California State Fair
- Various jackpots and shows throughout California

Comments:

The above outline is only a brief sketch of the opportunities available to students. A student, with the support of family, can take advantage of any of these opportunities. By doing so, students will be able to graduate saying, "I'm glad I did..." rather than, "I wish I would have..."



Golden West FFA

2015-2016 Officer Team

President- Sadie Jameson
Vice President- Coral Story
Secretary- Aurora Pina-Chavez
Treasurer- Cort Rowley
Reporter- Hannah Seymore
Sentinel- Katie Walker
Historian- Hannah Fleetwood
Horticulture Representative- Ulisses Munoz
Animal Science Representative- Casey Lum
Ag Mechanics Representative- Bailey Gruber

2015-2016 Chapter Goals

- 1) Enter scrapbook in Regional contest, have the book ready by February 1.
- 2) Have the treasurer print out and share the FFA budget once a month at the first officer meeting of each month.
- 3) Have 100 FFA t-shirts and 50 FFA sweatshirts ordered by Tulare Fair.
- 4) Reach a total of \$12,000 at the Sweetheart Dinner.
- 5) Students that participate in 6 or more activities per semester will receive a free bbq lunch at the end of each semester.
- 6) Hold a summer survival drive at the end of the school year for needy families to prepare for summer.
- 7) Have an ending year balance in the FFA ASB Account of at least \$1500.00
- 8) Hold a social for faculty and staff 1 hours before Welcome Back BBQ to inform about Calendars, Star Applications, and to give department tours.
- 9) In the 2015-2016 school year, our chapter will plan and fulfill 1 new community service project per semester.



Golden West FFA

2015-2016 FFA BUDGET

<u>Date</u>	<u>Event</u>	<u>Expenses</u>	<u>Receipts</u>
July	Planning Meeting	\$100	
Aug	SJR Boot Camp	\$385	
Aug	Officer/Parent Dinner	\$100	
Aug	Welcome Back BBQ	\$500	
Sept	Fair Supplies	\$200	
Sept	Fall Movie Night	\$100	\$100
	Placemat Ads		\$2000
Sept	Drive Thru BBQ	\$850	\$2000
Oct	Fall Extravaganza Meeting	\$200	
Nov	Greenhand Conference	\$720	\$400
Nov	Fall Awards Banquet	\$1000	\$1250
Dec	Winter Wonderland Meeting	\$50	
Dec	Officer Potluck	\$50	
Jan	Winter Officer Retreat	\$150	
Jan	Scavenger Hunt Meeting	\$100	\$100
Feb	MFE/ALA	\$600	\$300
Feb	Taco Truck Meeting	\$100	
	Semester Lunches	\$300	
Feb	Teacher Appreciation Breakfast	\$200	
	Spring Field Days	\$3000	\$200
	Western Week	\$400	\$100
	Sweetheart Dinner	\$300	\$11000
	State Convention	\$3000	\$1500
April	Spring Movie Night	\$100	\$100
May	Spring Awards Banquet	\$1000	
May	Pool Party	\$150	\$100
June	End of Year Trip	\$600	
	Outside Donations		\$1000
	T-Shirts	\$1500	\$2000
	Scholarships	\$250	
	Misc. Expenses	\$1000	
	Petting Farm	\$50	
	Officer Polos	\$600	
	COLC	\$235	
	SJR Spring Meeting	\$100	
		\$18,240	\$22,150



Golden West FFA

Calendar of Activities

August

- 26: Welcome Back BBQ, 5:30 PM, Ag Department
- 29: Tulare Fair Work Day, 8:00 AM, Tulare Fairgrounds

September

- 9: VUSD Farm Fair, 6:00 PM, VUSD School Farm
- 11: Placemat Ad Sales End
- 15-20: Tulare County Fair, Times Vary, Tulare Fairgrounds
- 23: Fall Movie Night, 6:00 PM, Ag Department
- 26: Drive Thru BBQ, 6-8 PM, Ag Department
- 29: Opening/Closing Contest, 5 PM, Mt. Whitney HS

October

- 2: Happy Trails Fundraising Dinner, Tulare
- 7: Sectional Opening/Closing Contest, 5 PM, Hanford
- 8: Greenhand Leadership Conference, All Day, Tulare
- 10: Cotton Contest, 8 AM-1 PM, Corcoran
- 24: Cotton Contest, All Day, Modesto Junior College
- 28: Fall Extravaganza, 6 PM, Ag Department
- 28-31: National FFA Convention, Louisville, KY

November

- 5: Cotton Contest, 5 PM, Hanford HS
- 17: Fall Awards Banquet, 6 PM, Mini-Gym
- 18: Sectional Activity, 5 PM, Roller Towne

December

- 2: BIG/COOP Contest, 6 PM, Avenal HS
- 9: Winter Wonderland Meeting, Ag Department
- 12: Citrus Contest, 8 AM- 1 PM, Golden West HS



Golden West FFA

Introduction to the FFA

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

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

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

National Headquarters for the FFA are located in Indianapolis, Indiana. The National FFA Convention is held in October every year and is currently located in Indianapolis, Indiana. The California FFA Association holds its annual conference at the Selland Arena in Fresno each April.

This 2012-2013 Program of Activities was developed to explain the purpose of the FFA organization and give insight into many opportunities that are available to all agriculture students at Golden West High School.

The FFA Motto:

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



Golden West 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 agricultural education.

To accomplish this mission, FFA:

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

The Agricultural Education Mission

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



Golden West FFA

FFA Code of Ethics

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

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

FFA Official Dress

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

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping.

Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.



Proper Use of the FFA Jacket

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

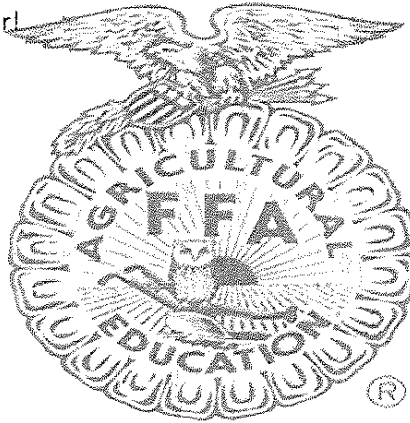
1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The *back* of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The *front* of the jacket includes only a small official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



Golden West FFA

How to Order Your Very Own FFA Jacket

Follow the steps below to purchase your Golden West FFA Jacket. If you have any questions, please do not hesitate to contact an advisor!



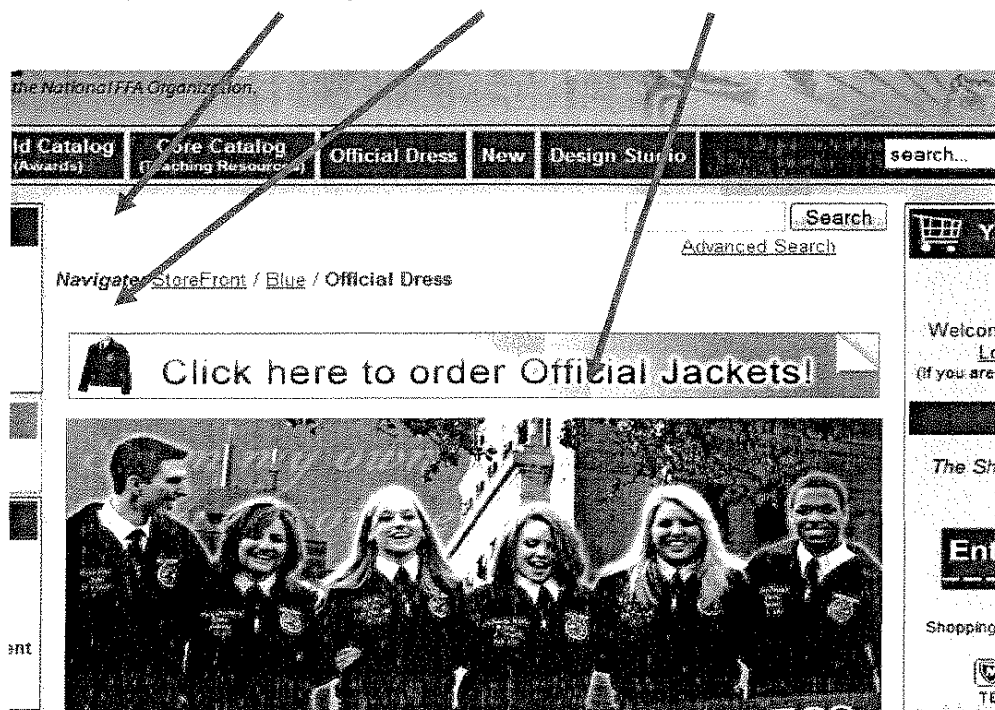
Step 1: Have your son or daughter try on a chapter jacket at school and record their size in the box below.

Name:

Size:

Step 2: Go to <http://ffa.org>

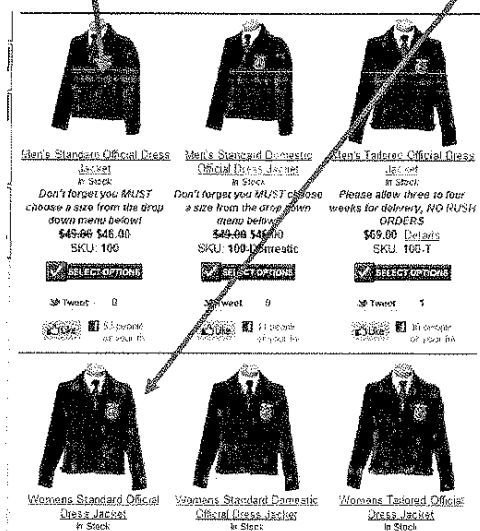
Step 3: Click on Shop, then Blue Catalog, then Official Dress, then Click here to order Official Jackets!





Golden West FFA

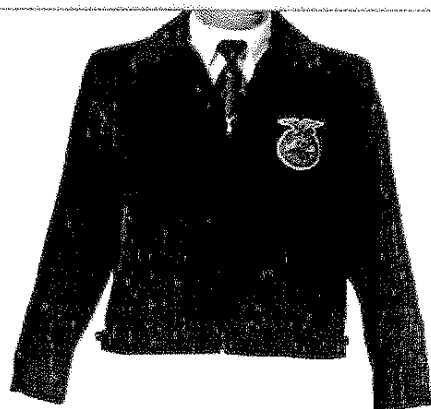
Step 4: Click on either Men's Standard Official Dress Jacket or Womens Standard Official Dress Jacket



WARNING:
Use correct
spelling!

Step 5: Type in the following information...

8) Popular



Jacket

Don't forget you MUST choose a size from the drop down menu below!

In Stock

Size: Choose a size below

Color: Navy

Chapter Number: CA0224
(required)

Advisor Name: Courtney Serafin
(required)

Front Line 1 (Name): First & Last
(optional)

Front Line 2 (Chapter Office - Only one - optional):
(optional)

Front Line 3 (Year of office held - optional):
(optional)

Front Line 4:
(optional)

Back State Line 1: California
(required)

Back Chapter Name Line 2: Golden West
(required)

Back Chapter Name Line 3 (if applicable): Visalia
(optional)

Your Name
Goes Here

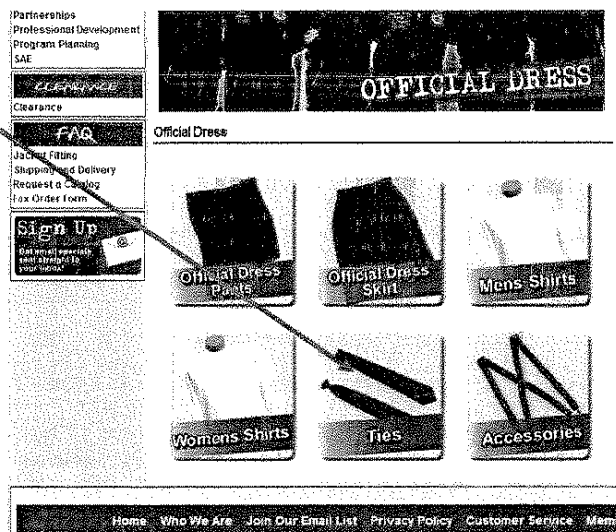


Golden West FFA

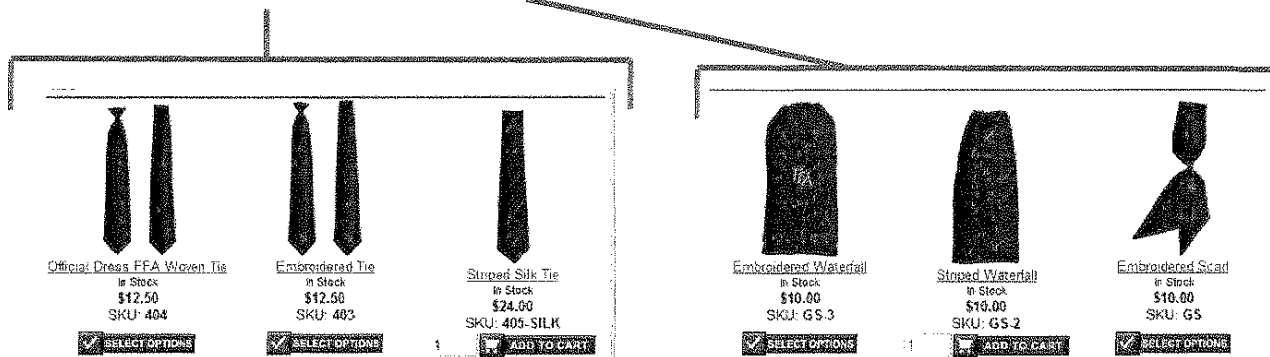
Step 6: Click on



Step 7: Click on Official Dress, then Ties



Step 8: Add any style tie (men) or any style scarf (women) to your shopping cart.



Step 9: Click on



Login as a First Time Customer and enter your billing and shipping information. Include the following information on the New Customer page:

Chapter Name: Golden West- Visalia
(optional)

Chapter # CA0224
(six-digits):
(optional)

*Note: The remainder of the Official FFA Uniform can be purchased more affordably by shopping locally.
Here are some suggestions...

Ladies Official Dress

Nude Colored Nylons.....Grocery Store, Wal Mart \$3-\$6
Knee Length Black Skirt.....Ross, Good Will, Kohls \$5-\$20
A Collared Shirt (with top button)..... Ross, Good Will, Kohls \$5-\$20
3/4 Close Toed, Dress Shoes.....Ross, Good Will, Payless, Target \$10-\$25

Mens Official Dress

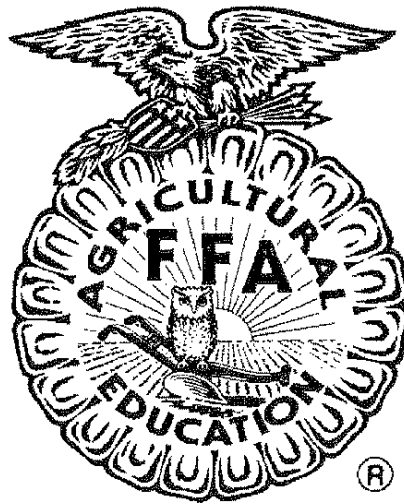
Black Socks.....Grocery Store, Wal Mart \$3-\$6
Black Slacks.....Ross, Good Will, Kohls \$10-\$25
White Collared Shirt (with top button)..... Ross, Good Will, Kohls \$5-\$20
Black Dress Shoes.....Ross, Good Will, Payless, Target \$10-\$25



Golden West FFA

FFA Emblem

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



The *owl* is symbolic of wisdom and knowledge.

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

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

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

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



FFA Creed

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

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

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

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

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

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



FFA Degrees

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

Greenhand FFA Degree

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

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

Chapter FFA Degree

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

- Must have received the Greenhand FFA Degree.
- 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.
- Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
- 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.
- Have effectively led a group discussion for 15 minutes.
- Have demonstrated five procedures of parliamentary law.
- Show progress toward individual achievement in the FFA awards program.
- Have a satisfactory scholastic record.
- Submit a written application for the Chapter FFA Degree.



State FFA Degree

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

- Have received the Chapter FFA Degree.
- Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
- 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.
- 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.
- Demonstrate leadership ability by:
 - Performing 10 procedures of parliamentary law or a test.
 - Giving a six-minute speech on a topic relating to agriculture or the FFA.
- Serving as an officer, committee chairperson, or participating member of a chapter committee.
- Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
- 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:

- 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.
- Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
- Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
- 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.
- 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.
- Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.



Proficiency Award Areas

Agricultural Communications

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

Agricultural Mechanics Design and Fabrication

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

Agricultural Mechanics Repair and Maintenance

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

Agricultural Mechanics Energy Systems (Agricultural Power)

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

Agricultural Processing

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

Agriculture Sales Entrepreneurship/Placement

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

Agricultural Services

Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom baling, crop scouting,



horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

Beef Production Entrepreneurship/Placement

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

Dairy Production Entrepreneurship/Placement

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

Diversified Agricultural Production

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

Diversified Crop Production Entrepreneurship/Placement

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

Diversified Horticulture Entrepreneurship/Placement

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

Diversified Livestock Production Entrepreneurship/Placement

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

Emerging Agricultural Technology

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

Environmental Sciences and Natural Resources Management

Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agricultural waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations



and pollution education; land use that regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science Entrepreneurship/Placement

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

Fiber Crop Production

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

Floriculture

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

Food Science and Technology

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

Forage Production

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

Forest Management and Products

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

Grain Production Entrepreneurship/Placement

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



Home and/or Community Development

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

Landscape Management

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

Nursery Operations

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

Outdoor Recreation

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

Pomology Production Entrepreneurship/Placement

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

Poultry Production

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

Sheep Production

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

Small Animal Production and Care

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



Specialty Animal Production Entrepreneurship/Placement

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

Specialty Crop Production

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

Swine Production Entrepreneurship/Placement

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

Turf Grass Management

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

Vegetable Production Entrepreneurship/Placement

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

Viticulture Production Entrepreneurship/Placement

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

Wildlife Production and Management Entrepreneurship/Placement

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



Golden West FFA

California Leadership Map

GREENHAND CONFERENCE (9th Grade)

FFA Organization, Agricultural Career Awareness, Individual Personal Plan

MADE FOR EXCELLENCE (10th/11th Grades)

Self-Esteem Building, Internal Motivation, Positive Attitude,
Self Improvement, Time Management

CHAPTER OFFICER LEADERSHIP CONFERENCE

Coordinated by Regional and State Officers, Officer Skills, Meeting Activities,
Speaking, Team Management

SECTIONAL OFFICER LEADERSHIP CONFERENCE

Coordinated by Regional and State Officers, Organizing Meetings,
Mixers & Eye Openers, Making Presentations

ADVANCED LEADERSHIP ACADEMY (11th/12th Grade)

Verbal Communication, Interviewing, Presentation Techniques,
Key Messages

STATE LEADERSHIP CONFERENCE

Exercising Democratic Principles, Developing a Committee Report,
Award Recognition, Group Interaction

REGIONAL OFFICER LEADERSHIP CONFERENCE

Working with Others, Critical Thinking, Workshop Development, Team Building

NATIONAL CONVENTION

Group Interaction, Teamwork, Critical
Thinking, Developing a National Perspective

SACRAMENTO LEADERSHIP EXPERIENCE (12th Grade)

Government Operations, Agricultural Industry, Organization, Management,
Critical Thinking



Point Awards System

Each year the Golden West FFA keeps a point system for the activities that students attend. Each activity is worth a certain amount of points that are tallied up through the year. Chapter level activities are worth 10 points. Sectional and regional level activities are worth 20 points. State and national level activities are worth 30 points. The chapter secretary is in charge of keeping this system up to date. Monthly totals are posted in the agriculture department for students to keep track. At the end of the school year, the top ten most active, non-officer members are announced at the Spring Awards banquet. These individuals are then invited to a paid trip to an adventure park or activity chosen by the officer team at the summer officer retreat.

ACTIVITY	POINT VALUE	ACTIVITY	POINT VALUE
1. State Fair	30	28. Taco Truck Meeting	10
2. Welcome Back BBQ	10	29. MFE/ALA	20
3. Tulare Fair	20	30. Farm Show	30
4. Farm Fair	20	31. Sectional Speech Contest	20
5. Fair Booth	20	32. BIG Contest	20
6. Fair Banner	20	33. Banking Quiz	20
7. Fall Movie Night	10	34. Co-Op Contest	20
8. Cow Palace	30	35. Staff Appreciation Breakfast	10
9. Strathmore O/C	20	36. Spring Regional Meeting	20
10. Sectional O/C	20	37. UC Davis Field Day	20
11. Drive Thru BBQ- 5 Tickets Sold	10	38. Hanford Field Day	20
12. Drive Thru BBQ- 2 Hours Worked	10	39. Merced Field Day	20
13. National Convention	30	40. MJC Field Day	20
14. Halloween Meeting	10	41. Blind Babies Community Service	20
15. Greenhand Conference	20	42. State Degree Ceremony	30
16. Fall Regional Meeting	20	43. Sweetheart Dinner	10
17. Turkey Bowling	10	44. Western Week Committee or Team	10
18. Fall Awards Banquet	10	45. Petting Zoo	10
19. Sectional Activities (Skating)	20	46. Reedley Field Day	20
20. Winter Wonderland Meeting	10	47. Spring Movie Night	10
21. GW Citrus Contest	20	48. Fresno Field Day	10
22. Scrapbook Committee	20	49. State Conference	30
23. Proficiency Application	20	50. Cal Poly State Finals	30
24. Lock-In	10	51. Chapter Officer Application	10
25. Porterville Citrus Contest	20	52. Sectional/Regional Officer Application	20
26. Tulare Citrus Contest	20	52. SLE or State Officer Candidate	30
27. Winter State Finals	30		



Chapter Officer Duties

PRESIDENT:

- Preside over meetings
- Help appoint committees and serve on them when needed as ex-officio
- Coordinate the activities of the chapter
- Evaluate the process of the POA
- Represent the chapter in public & official functions
- Assist committee chairs with activities
- Preside over officer meetings and meet beforehand with advisor to set up agenda

VICE PRESIDENT:

- Assume all duties of the president when needed
- Develop the POA and serve as the ex-officio on committee when needed
- Coordinate all committee work
- Work closely with the president and advisor to assess progress toward meeting chapter goals
- Submit school bulletin announcements

SECRETARY:

- Prepare and present the minutes of each chapter meeting
- Record minutes for each officer meeting and keep on file with ASB
- Place all committee reports on file
- Be responsible for chapter correspondence
- Maintain membership attendance records and issue membership cards

TREASURER:

- Assist the advisor with receiving, recording, and depositing FFA funds
- Present up-to-date treasurer's reports at each chapter meeting
- Collect money when required and serve as the chairperson to the fundraising committee
- Maintain financial records
- Correspond with ASB Director about authorization of fundraiser dates
- Promote innovative ideas to increase revenue at chapter fundraisers

REPORTER:

- Work with local newspapers, radios, television, and service clubs to promote chapter happenings
- Write articles for the New Horizon magazine
- Create press releases for chapter activities
- Compile a chapter scrapbook to submit in Regional contest
- Serve as the chapter photographer and assist the advisor in maintaining the chapter display case

SENTINEL:

- Assist the president in maintaining order during meetings
- Get the FFA paraphernalia and supplies for each meeting
- Welcome members and guests at events
- Reserve the meeting room and keep it comfortable
- Take charge of candidates for degree ceremonies
- Assist with special activities and refreshments
- Serve as decorations committee chair

HISTORIAN:

- Develop and maintain a scrapbook of memorabilia
- Research and prepare items of significance of the chapter's history
- Prepare displays of chapter activities and submit stories of former members to the media
- Assist the reporter in providing photography for chapter needs

OPERATIONS:

- Assist the sentinel in preparing meeting room
- Aid in set up and take down at all events
- Work with sentinel to reserve meetings rooms
- Serve as Barbecue committee chair

REPRESENTATIVES (AG MECHANICS, HORTICULTURE, ANIMAL SCIENCE):

- Serve as liaison between classroom and FFA
- Recognize outstanding students within respective pathways
- Present monthly updates at FFA meetings
- Collaborate with Pathway Teachers



GOLDEN WEST – VISALIA CHAPTER
NATIONAL FFA ORGANIZATION
CONSTITUTION

ARTICLE I. Name and Purposes

Section A. The name of this organization shall be “Golden West – Visalia Chapter of the National FFA Organization”.

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

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

ARTICLE II. Organization

Section A. The Golden West – Visalia Chapter is a chartered local unit of the California State Association, which is a chartered unit by the National FFA Organization.

Sectional B. The chapter accepts in full provisions in the constitution and bylaws of the California State Association as well as those of the National FFA Organization.

ARTICLE III. Membership

Section A. Membership in this chapter shall be of two kinds: (1) Honorary as defined by the National FFA Constitution; and (2) Active.

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

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

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

1. He/she attends 3 chapter activities per semester (1 activity per 6 week period)



2. He/she shows an interest in, and takes part in the affairs of the chapter.

Section E. Names of applicants for membership shall be filed with the chapter secretary.

ARTICLE IV. Emblems

Section A. The emblem of the FFA shall be the emblem of the chapter.

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the National FFA Organization.

ARTICLE V. Membership Degrees and Privileges

Section A. There shall be four grades of active membership in this chapter. Those grades are: (1) the Greenhand Degree; (2) the Chapter Degree; (3) the State Degree; and (4) the American Degree.

Section B. Qualifications for election to the various degrees shall be the same as those set up in the FFA Handbook.

Section C. Special committees shall review the qualifications of members, and make recommendations to the chapter concerning degree advancements.

Section D. The Star Greenhand, Star Chapter Degree, Star Junior and Star Senior, shall be selected from the top five—point award winners of each class demonstrating the most diversified degree of FFA participation.

1. FFA participation shall be judged by:

- A. Scholarship
- B. Judging Teams
- C. Projects
- D. Fair and Shows
- E. FFA Activities
- F. Citizenship
- G. Conferences/Conventions

ARTICLE VI. Officers

Section A. The officers of the chapter shall be as follows: (Constitutional) President, Vice President, Secretary, Reporter, Treasurer, Sentinel; (Optional) Historian, Operations.

Section B. Officers shall be elected annually through a scoring rubric: Application 40%; Interview 40%; Member voting 20%.

Section C. President shall be a senior during his/her year in office, susceptible to an amendment.



Golden West FFA

Section D.

The officers of the chapter together with the chairman in charge of the major committees of this Program of Work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

Section E.

Honorary members shall not vote nor shall they hold office in the chapter except that of adviser.

Section F.

Major Duties:

1. **PRESIDENT**
Preside over meetings
Appoint committees
Coordinate work of chapter
Members of all committees, ex officio
Be familiar with constitution and bylaws
Check on progress being made by chapter
Represent the chapter at special occasions
2. **VICE PRESIDENT**
Assist the President
President at meetings in absence of President
3. **SECRETARY**
Prepare and read minutes and reports
Attend to official correspondence
Keep membership and degree roll
Have available list of business for each meeting
Have on hand for each meeting secretary's book and list of committees.
Prepare membership cards
4. **TREASURER**
Maintains chapter funds
Collect dues and send in State and National Dues
Assist in preparing annual budget
Keep financial record of chapter
Pay out chapter funds as authorized
Devise methods to raise funds
Encourage individual and chapter thrift
5. **REPORTER**
Prepare chapter news articles
Keep a chapter scrapbook
Keep file on all chapter news
Contact newspapers and arrange publicity
Maintain FFA bulletin boards
6. **SENTINEL**
Set up the meeting room
Care for chapter paraphernalia and equipment
Attend the door and welcome visitors



See that the meeting room is kept comfortable
Assist with entertainment and refreshments

7. HISTORIAN
Assist Reporter in maintaining scrapbook
Assist Reporter in maintaining FFA bulletin boards
8. OPERATIONS
Help arrange chapter parliamentary procedure contest
Help sentinel with meeting room and paraphernalia

ARTICLE VII. Meetings

- Section A Regular Chapter meetings shall be held at least once a month during the school year at such a time and place designated by the Chapter Executive Committee.
- Section B. Official delegates at the State Convention shall be active members in good standing.
1. Additional members may be named as necessary in order to have proper representation at various sessions as the State Convention. These delegates must have a 3.0 GPA and will be required to pay the specified amount determined on a year to year basis. Selection of these additional delegates will be done by interview.
- Section C. One-third of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to a proposal or action.

ARTICLE VIII. DUES

- Section A. Full local, State, and National Dues shall be paid by the chapter.

ARTICLE IX. Amendments

The constitution may be amended at any regular chapter meeting by a two-thirds vote of the active membership present providing it is not a conflict with the State and National Constitutions.

POLICIES

I. ELECTION OF OFFICERS

1. Officers shall be slated by a committee.
2. All officers, except Sentinel, Historian, and Operations must hold a chapter degree.
3. Applicants must have a 2.5 GPA with no "F's" for the last grade period and a "B" in their current Ag class at that time of the application.
4. President must be a senior.



II. NONPERFORMANCE OF DUTY

1. An officer may be removed from office by a majority vote of the Executive Committee if in the opinion of the Executive Committee, he/she fails to perform their duty.

III. REPLACEMENT OF OFFICERS

1. Replacement of officers will be made by appointment of the Executive Committee.

IV. ELIGIBILITY RULES FOR PARTICIPATION

1. To participate in off campus activities, a member must:
 - A. Have a 2.0 GPA with no "F's" in all subjects and a "C" or better in his/her Agriculture class.
 - B. Members must show proper citizenship and behavior at all activities.
 - C. Show proper conduct in the FFA jacket.
 - D. Not have been sent to the Vice Principal for disciplinary action more than two times per year.

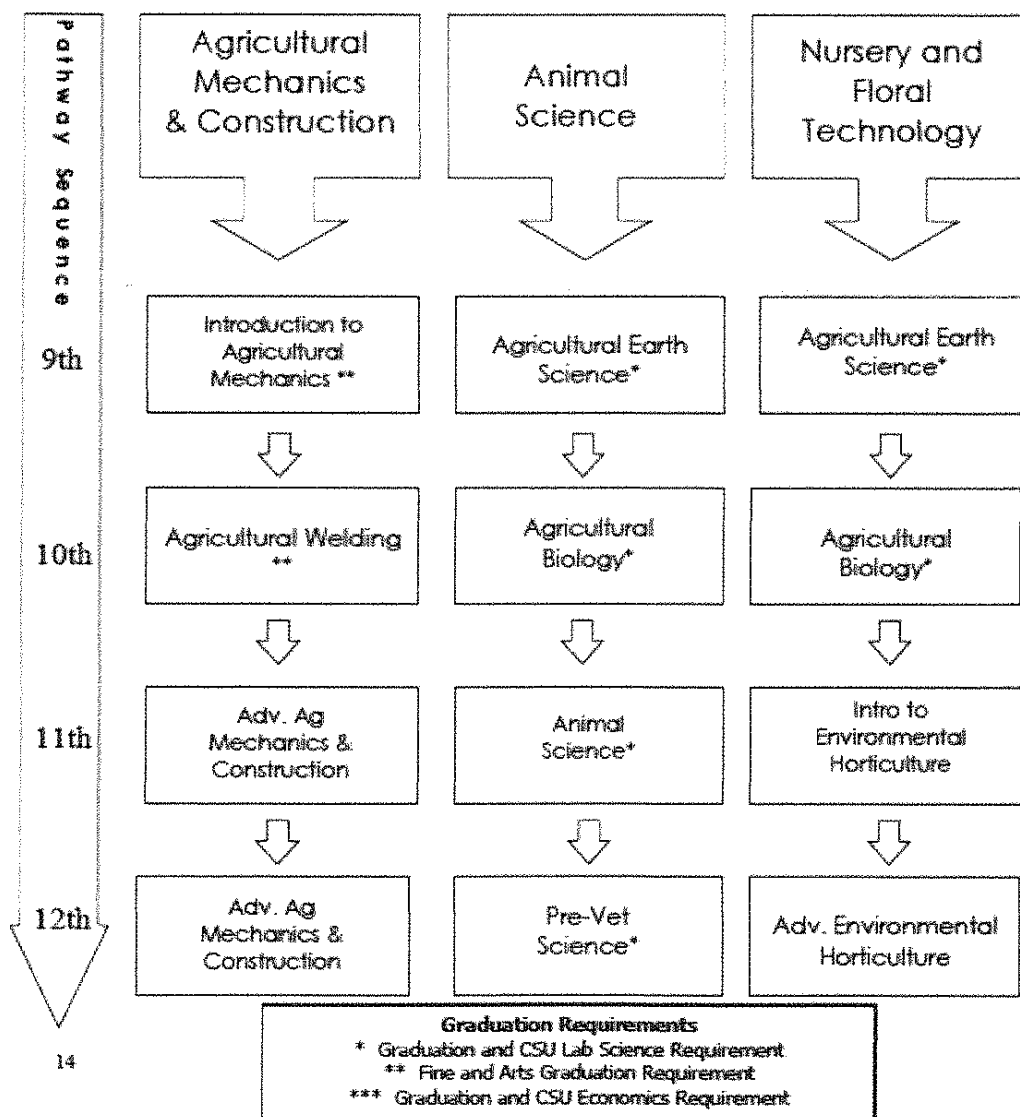
VI. CHANGE OF POLICIES

1. The executive committee will convene annually to evaluate the constitution and make any necessary modifications or amendments for the benefit of the chapter.
2. These policies may be changed or added to by a two-thirds majority vote of the Chapter at any regular meeting at which a quorum is present.



Agriculture Department Pathways

The Golden West High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.





Offered Agriculture Courses

Course Title: Ag Physical/Earth Science

Grade Level: 9th

Elective/Required: Elective; meets Physical/Earth science graduation requirement

Length/Credits: One Year / 10 credits

Prerequisites: None

Course Numbers: 4400 2618

Places: N/A

Course Description: Earth Science plays a unique and essential role in today's rapidly changing world. Knowledge of the Earth Sciences is important because most human activities involve interaction with the structures, cycles and history of this planet.

Earth Science is designed to be a first year course that introduces the history and structure of the Earth. Described by NASA as "Earth System Science," this course will explore the Solid Earth (tectonics, geologic history), and the Fluid and Biologic Earth (water cycle and climate, radiation, ocean currents, biogeochemical cycles, and ecosystems/biomes). The observational aspects of science will be emphasized through laboratory investigations and activities.

Course Title: Agriculture Biology

Grade Level: 10th

Elective/Required: Elective; meets biology graduation requirement

Length/Credits: 1 year/10 credits

Prerequisites: None

Course Numbers: 0041, 0042

CBEDS Codes: 2603

Replaces: N/A

Course Description: A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology and is matched to the *Visalia Unified School District* common course outline for *Biology*. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.



Course Title: Agricultural Mechanics I

Grade Level: 9th -12th

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: None

Course Numbers: 0052, 0053

CBEDS Codes: 4030

Replaces: N/A

Course Description: This introductory course in *Agricultural Mechanics* is designed to provide a strong foundation in the use of all basic farm shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. Instruction provides an opportunity for project development and begins preparation for careers in the construction, operation, and maintenance of equipment used by the agriculture industry. Throughout the school year, students will be working on small individual projects.

Course Title: Agriculture Mechanics II

Grade Level: 10th -12th

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Agriculture Mechanics I or approval of instructor

Course Numbers: 0054, 0055

CBEDS Code: 4030

Replaces: N/A

Course Description: This second course in *Agricultural Mechanics* is designed to further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction. Instruction also includes small engine repair and maintenance. The *Agricultural Mechanics Pathway* provides preparation for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. While students learned the "basics" in *Agriculture Mechanics I*, this course requires advanced welding techniques, as well as beginning project construction.



Course Title: Agriculture Mechanics III

Grade Level: 11-12

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Ag. Mech. 2, and/or approval of teacher Course Number & CBEDS Codes: 0003/4030

Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

Course Title: Agriculture Mechanics IV

Grade Level: 12

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Ag. Mech. 2, and/or 3 or approval of teacher Course Number & CBEDS Codes: 0004/4030

Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.



Course Title: Animal Science

Grade Level: 11th

Elective/Required: Elective

Length/Credits: Year/10 Units

Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry

Course Numbers: 0093, 0094, and 0095

CBEDS Code: 4020

Replaces: NA

Course Description: This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

Course Title: Pre-Vet Science

Grade Level: 12th

Elective/Required: Elective

Length/Credits: Year/10 units

Prerequisites: Ag Science I, Ag Biology, Algebra, English I

CBEDS Codes: 0084, 0085 4020

Replaces: None

Course Description: This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.



Golden West FFA

Course Title: Introduction to Environmental Horticulture

Grade Level: 9-10

Elective/Required: Elective

Length/Credits: 1 Year/10 Credits

Prerequisites: None

Course Numbers: 0032, 0033

CBEDS Code: 4050

Replaces: None

Course Description: Instruction in this course provides a understanding of the basic anatomy and physiology of plants. The *Introduction to Environmental Horticulture* course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

Course Title: Advanced Environmental Horticulture

Grade Level: 11th -12th

Elective/Required: Elective

Length/Credits: 1 Year/ 2 periods/20 Credits

Prerequisites: NONE

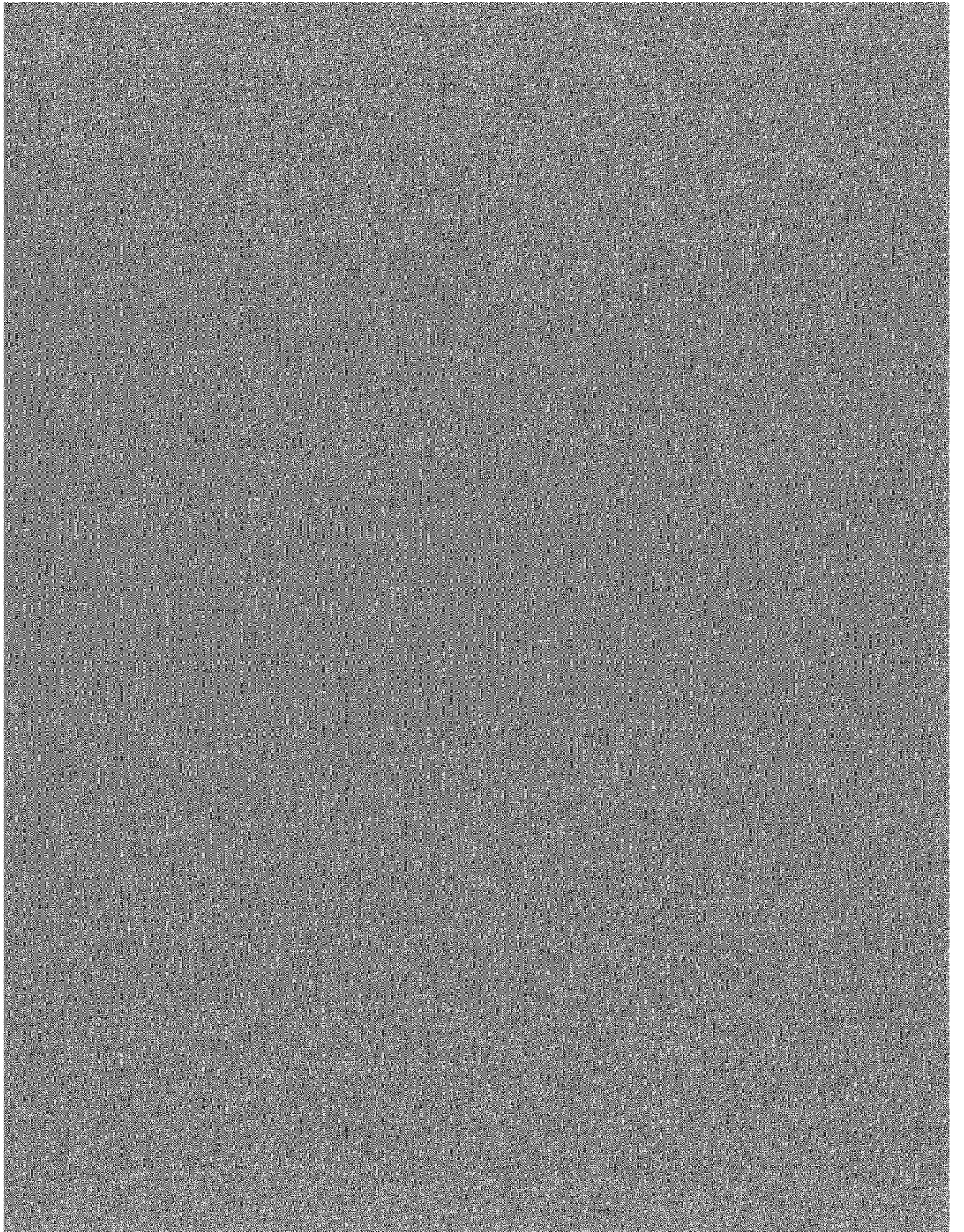
Course Numbers: 4533, 4534, 4535

ROP Course Numbers: 8732, 8733, 8734

CBEDS: 2535

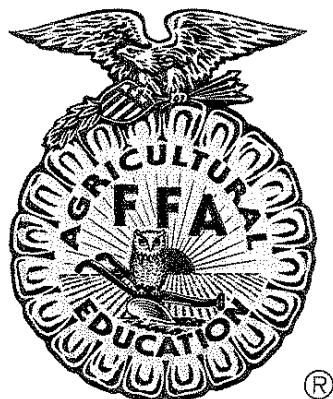
Replaces: TCOVE Nursery Technology

Course Description: This is an advanced course designed for students who have a sincere interest in the nursery and/or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Course participation includes production of nursery crops and marketing and sales of nursery/floral products each semester. Leadership skills will be taught through participation in FFA.



K. School and/or Department Policies

Golden West High School Agriculture Department



Livestock Project Student Code of Conduct

Introduction

Raising a livestock project as your SAE (Supervised Agricultural Experience) Project can be one the best and most rewarding activities you can be involved in during high school. These projects teach responsibility, livestock management skills and leadership. Students have the opportunity to raise a variety of species including sheep, hogs, beef animals and dairy cattle. Students may also want to develop other types of projects such as pygmy goats, poultry or horses. Any type of market animal project must be sold once the animal has reached a market weight. Tulare County FFA members have traditionally sold their projects through the Tulare County Fair (TCF), which is held in September. The fair is a venue for students to sell their livestock projects at a better than market value. There is also a dairy heifer replacement sale where students can sell their two breeding projects as well.

Raising an animal to sell at the Tulare County Fair is a privilege, not a right. Students must meet the following expectations (as per VUSD Activity Code) to exhibit their animal at the Tulare County Fair and have an association with GWHS. Students must also meet department expectations as well. Students who fail to meet these expectations will lose this privilege and have to find other venues to sell their animal.

Students and parents, please read the following expectations, carefully. Once you have read and understand them, please sign in the space provided. Students will also need to obtain signatures from the species advisors prior to starting a project in association with the Golden West FFA.

School District Activity Code

Academics

In order to emphasize the importance of academic achievement, the following constitute minimum requirements for student participation in student activities.

- A grade point average of "C" (2.0) with no more than one "F" during each grading period.
- Should an individual fall below the above requirement, a grading period (6 weeks) probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student will not be eligible for participation in student activities during the next grading period (6 weeks) and until his/her grades meet the academic standards at the regular grade reporting period.
- Students must be passing in 20 units (usually 4 classes) to participate in athletics. *Note: Students enrolled as a teacher's aide count toward the 20 units but not in determining a student's GPA. Example: A student is enrolled in three academic classes such as English, History and Math. The student is also enrolled as a teacher's aide. His/her grades are a "C" in English, a "B" in History, an "A" in Math and a "Pass" as a teacher's aide. To figure the student's GPA, you would add the grade points (A=4, B=3, C=2) and divide by 3 classes since no grade points are assigned to a teacher's aide class. In this example, the student has 9 grade points to be divided by 3 classes, which equals a 3.0 GPA. Note that the student also has passed 4 classes, which are usually 20 units. When in any doubt, feel free to contact the Agriculture Instructor.*
- Students are not declared re-eligible or off probation until the Monday following the issuance and distribution of the computer printout to the Athletic Director.
- It is the responsibility of the student to check with their Counselor, Dean or Agriculture Instructor at the beginning of the fall semester if they feel that their summer school grades have affected their eligibility.
- Summer school grades may not necessarily improve eligibility. The following factors are to be considered:
 1. A summer class can replace a previously taken class only when the class is an exact duplicate. This could affect both the G.P.A. and the "no more than one F" rule.

2. A summer class will be added to the semester classes if it is not a duplicate. This would affect the G.P.A. but not the "no more than one F" rule.

3. Summer school proficiency classes do not count toward the G.P.A.

Suspension from Participation

Situations that involve administrative intervention in compliance with the Secondary School Discipline Guidelines will result in suspension from participation in extracurricular activities for a period up to ten (10) weeks. The student's advisor will be consulted in all incidents by the administrator directly involved. The advisor will then notify the student and parent of the suspension from participation.

Suspension from participation in extracurricular activities is in direct proportion to suspension from school --

e.g. 1 day school suspension = 2 weeks suspension from extracurricular activity
2 day school suspension = 4 weeks suspension from extracurricular activity
3 day school suspension = 6 weeks suspension from extracurricular activity
4 day school suspension = 8 weeks suspension from extracurricular activity
5 day school suspension = 10 weeks suspension from extracurricular activity

Appeals


Appeals of a suspension from participation in extra-curricular events other than academics and attendance may be made by the student to the school site administration. School site administration decisions are final.

Agriculture Department Requirements

Academics & Involvement

In order to emphasize the importance of academic achievement, personal leadership and FFA participation the following constitute minimum requirements for student participation in FFA Fair Livestock Projects.


- Students must maintain a "B" or better in all Agriculture classes. This is not an average of all of the students classes.
- Students must attend 5 FFA Activities during the current year. 3 of these activities must be at the chapter level. These can include lunch meetings, social activities or banquets and dinners.

- 
- Students must be in good standing with all current Agriculture Instructors. Students should not have excessive tardys or behavioral detentions from these instructors.


Receiving Fair Checks

- Students must have an up-to-date California recordbook to receive their fair check from the species advisor.
- All Fair Checks will be picked-up by the Species Advisor.
- Students must turn-in an original or copy of the Thank You letter or Gift to the species advisor prior to receiving their fair check.

Fair Conduct and Responsibilities



Again, exhibiting an animal at the TCF is a privilege, not a right. Student must follow basic rules/expectation, or else they may lose the privilege to show with GWHS FFA in the future. Also, all school rules apply to students while they are at the fairgrounds, regardless of time or day.

- Livestock must be maintained with a certain standard and quality for it to be eligible to show at the fair.
 - Students (not parents) will also be responsible for barn-duty (out of school time) during the fair. Students (not parents) are responsible for feeding and caring for the animal during the fair.
 - Students will be responsible for taking care of your school responsibilities during the fair. This includes homework and make-up work.
 - Students must have the appropriate show uniform prior to the fair. It is the students responsibility to speak with the advisor to obtain jackets and/or scarf and tie.
 - Students are expected to be on time for all activities at the fair. Your animal is your number one priority during that week. Other fair activities, such as, Junior Fair Board and Petting Farms, come after your FFA responsibilities are met.
 - Students not excused by the Species Advisor, must be excused by a parent prior to missing school.
 - Students must show their own animal in both the market and showmanship classes.
- 

Livestock Code of Conduct

Students Name: _____

Students Address: _____

Students Home Phone: _____ Cell Phone: _____

Species: _____ Advisor: _____

I have read the above Livestock Code of Conduct and I understand the consequences of not following these expectations, before and during the raising of a livestock project. I also understand that I can be disqualified from the fair, even if my animal and I are already on the premises, due to inappropriate behavior.

Student Signature: _____ Date: _____

Parents Signature: _____ Date: _____

Parents Name (printed): _____

Parents Phone Number/s: _____

Species Advisors Signature: _____

Ag Teachers Signatures: _____

VUSD School Farm Use Agreement

The following is a list of rules and responsibilities that students must follow for a student to have access to and use the VUSD School Farm Facility. It is the responsibility of the Agricultural Teachers, School Farm Supervisor and School Farm Manager to monitor the conduct and behavior of all VUSD students utilizing the VUSD School Farm.

1. Students are responsible for the feeding care of livestock. This includes but is not limited to:
 - a. Fresh Water Supply
 - b. Proper Feed
 - c. Vaccination and Medication of Animals
 - d. Washing and Grooming of Animals
2. Pens and other facilities must be cleaned on a daily basis. This includes, but is not limited to:
 - a. The removal animal waste from the pen
 - b. Rinsing Concrete Pens
 - c. Raking Sheep and Cattle Pens
 - d. Cleaning-up spilled feed or hay
3. Tools and equipment belonging to the farm will be used properly and stored according to the Farm Managers request. This includes but is not limited to:
 - a. Dumping wheelbarrows after every use
 - b. Hanging tools on proper hooks
 - c. Rolling hoses in alley and in front of sheep pens
4. When animals are clipped or sheared it is the student's responsibility to clean-up hair and wool immediately and dump it in the trashcans or dumpsters.
5. Trashcans are for trash only. Manure and or old feed are not to be dumped in trashcans. This ruins the cans and makes it difficult to dump.
6. Pens and surrounding facilities must be cleaned the same day animals are removed from the premises.
7. Restrooms are a luxury provided to students using the farm. Students are expected to use the facilities correctly and report damages to the Farm Manager immediately.
8. Animals cannot be brought on site without the permission of the appropriate Agriculture Teacher and/or School Farm Manager or Supervisor.
9. Students are to feed during daylight hours only. This means from 6:00 AM to 9:00 PM. Student's onsite after 9:00 PM will be asked to leave.
10. Students are to store feed and equipment in the tack room provided to each school. Equipment left out will be confiscated or thrown away.
11. Alfalfa must be stored out of the weather and in an area out of the way of traffic and animals.

District and School Policies regarding student conduct, alcohol, tobacco and drug use as well as dress code are also in effect while students are on the VUSD School Farm premises.

Failure to following the above listed rules and responsibilities will result in the following consequences:

1. Warning from School Farm Manager and Advisor
2. Disciplinary Action from Individual School Administration
3. Suspension of Farm Use
4. Removal of Animals from the VUSD Farm

Please Read and Sign Below:

I have read the following School Farm Agreement and understand that failure to comply with the rules and responsibilities will result in disciplinary action and possible removal from the VUSD School Farm.

Students Name: _____ Date: _____

School Attended: _____ Phone #: _____

Species Raised: _____ Grade: _____

Students Signature: _____

Parents Signature: _____

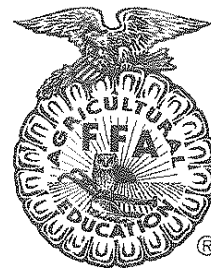
Teachers Signature: _____



Golden West High School

Ag Earth Science Syllabus

2014-2015



Course: Ag Earth Science

Instructor: Ms. Slover

Email: sslover@vusd.org

PREREQUISITE: This course is recommended for students in grade nine. Students will receive graduation credit for physical science.

- I. **Course Description:** Ag Earth Science is a comprehensive course that studies the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. It brings together the agriculture interactions that occur in the living and on-living world, and provides the learner with a solid understanding of the processes that introduce the students to different lab techniques while building their skills in critical thinking, inquiry, and observation. In addition, learners will gain experience through leadership development, Supervised Agriculture Experience (SAE) projects, a career exploration in the area of agriculture.

II. **Course Outline:**

SEMESTER 1

1. Classroom Orientation
2. Safety
3. Studying the Earth
 - a. Introduction to Earth Science
 - b. Earth as a System
 - c. Models of the Earth
4. Composition of the Earth
 - a. Rocks
 - b. Resources and Energy
5. The Dynamic Earth
 - a. Plate Tectonics
 - b. Deformation of the Crust
 - c. Earthquakes
 - d. Volcanoes
6. Reshaping the Crust
 - a. River Systems
 - b. Ground Water
7. Oceans
 - a. The Ocean Basins
 - b. Ocean Water
 - c. Movements of the Ocean

SEMESTER 2

- 8. Atmospheric Forces
 - a. The Atmosphere
 - b. Water in the Atmosphere
 - c. Weather
 - d. Climate
- 9. Space
 - a. Studying Space
 - b. Planets of the Solar System
 - c. Minor Bodies of the Solar System
 - d. The Sun
 - e. Stars, Galaxies, and the Universe

10. FFA, Leadership & SAE (ALL YEAR LONG)

FFA

Agriculture Foundation Standard 9.0 Leadership and Teamwork & 10.0 Technical Knowledge and Skills

- a. History of FFA
- b. Structure of FFA local, sectional, regional, state, and national organization
- c. FFA Emblem
- d. FFA Creed
- e. Official FFA Dress
- f. Chapter Officer Duties
- g. Opening and Closing Ceremonies
- h. Leadership opportunities.

Supervised Agriculture Experience (SAE) Project

Agriculture Foundation Standard 10.0 Technical Knowledge and Skills 10.2, 10.3

- a. Introduction to SAE projects
- b. Getting a project started
- c. Introduction to record books, i.e. budget, business agreement, journal, financial statement.

Grading: Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

Ag Earth Science

10%	Class Participation / Work Days
10%	FFA Participation *
10%	SAE Project
35%	Quizzes
35%	Classroom Assignments/Activities

100% Total

Materials Needed:

- **1-2"** (one to two inch wide) **3 Ring Binder** (a class section designated to AES)
- Notebook 70+pages, paper
- Pen, pencil, highlighter, dry erase marker



Golden West High School

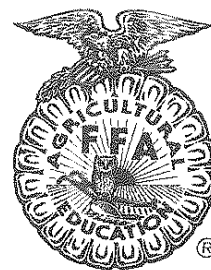
Animal Science Syllabus

2014-2015

Course: Animal Science

Instructor: Ms. Slover

Email: sslover@vusd.org



PREREQUISITE: This course is recommended for students in 11th and 12th grade. Students will need to have taken, English I, Ag Biology or Biology, or Chemistry

- I. **Course Description:** This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams.

Course Outline:

Classroom Orientation

1. Introduction to Animal Management

- a. Careers and SAE
- b. Animal Production in the United States
- c. Animals and their uses (Animal Welfare)

2. Breeding and Reproduction

- a. Mating Systems
- b. Breeding periods
- c. Female Reproductive tract
- d. Male Reproductive tract
- e. Reproductive Hormones

3. Nutrition

- a. Digestive Systems
- b. Functions of Essential Nutrients
- c. Calculating rations

4. Animal Health

- a. Causes of Disease
- b. Diagnosis
- c. Disease Prevention
- d. Controlling Parasites
- e. Controlling Poisonous Plants
- f. Treatment of Disease

5. Managing Beef Cattle

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

6. Managing Dairy Cattle

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

7. Managing Sheep

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

8. Managing Swine

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

9. Managing Poultry

- a. Types, breeds
- b. Breeding Management
- c. Feeding Management
- d. Health Management
- e. Housing and Equipment

1. **Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

<u>Animal Science</u>	
15%	Class Participation / Work Days
10%	FFA Participation *
10%	SAE Project
30%	Quizzes
35%	Classroom Assignments/Activities

100% **Total**

2. Materials Needed:

- **1-2"** (one to two inch wide) **3 Ring Binder** to be used *ONLY* for Animal Science. 'Species & Breed Binder'
- **1-2"** (one to two inch wide) **3 Ring Binder** (Have a section designated to Animal Science)
- Pen, pencil, highlighter, dry eraser, and paper
- Coveralls or 'work clothes' and Rubber boots or 'work shoes' **MUST** have closed toed shoes!



Golden West High School

Veterinary Science Syllabus

2014-2015

Course: Veterinary Science
Instructor: Ms. Slover

Email: sslover@vusd.org



PREREQUISITE: This course is recommended for students in 11th and 12th grade. Students will need to have taken, English I, Ag Biology or Biology, or Ag Chemistry or Chemistry

- I. Course Description:** Veterinary Science is an advanced course in the Agriculture Animal Science pathway. Fundamentals that are covered include: nutrition, diseases and sanitation, anatomy, physiology, small animal care, as well as basic livestock handling. This course supports the standards in Algebra, with emphasis on mathematical problem solving and English. In addition, learners will gain experience through leadership development, Supervised Agriculture Experience (SAE) projects, and a career exploration in the area of agriculture.

II. Course Outline:

Classroom Orientation

A. Safety and Sanitation

- a. Safety Hazards
- b. Common Restraints
- c. Zoonosis

B. Veterinary Terminology

- a. Prefixes
- b. Suffixes
- c. Roots

C. Anatomy and Physiology

- a. Anatomical Terminology
- b. Directional Terminology
- c. Skeletal Anatomy
- d. Systems

D. Clinical Exams

- a. Patient History
- b. Vitals
- c. Physical Exam

E. Hospital Procedures

- a. Diseases
- b. Procedures
- c. Needles and syringes
- d. Medication
- e. Bandaging

F. Parasitology

- a. Internal Parasites
- b. External
- c. Fecal Analysis

G. Office Management

- a. Communication
- b. Appointments

H. Posology

- a. Conversions and Formulas
- b. Labels for Rx
- c. Problem Solving

I. Laboratory Techniques

- a. Heart Circulation
- b. Blood
- c. Urinalysis

J. Animal Nutrition

- a. Types of Digestive systems
- b. Feed Components
- c. Palatability

K. Principles of Disease

- a. Health and Wellness
- b. Signs of Disease

L. Animals in Society

- a. Animal Roles
- b. Animal Rights

M. Career Exploration

- a. Careers
- b. Colleges
- c. Resumes

N. Animal Management

- a. Behavior
- b. Training

Golden West Agriculture Department
Advanced Environmental Horticulture
Ms. Serafin

Room: AG-3
Length of Course: 1 Year
School Phone: (559) 735-8087
Email: cserafin@vusd.org

1) Course Description:

Advanced Environmental Horticulture is a course designed for students who have a sincere interest in the nursery and or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities will include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Students will have the opportunity to grow nursery crops and sell them to the public through class run plant sales in the fall and spring. Leadership skills will be taught through participation in FFA.

2) Course Objectives: Students will be able to:

- understand plant classification and use principles.
- understand plant physiology and growth principles.
- understand sexual and asexual plant reproduction.
- understand water and soil management practices.
- understand ornamental plant nutrition practices.
- understand the selection, installation, and maintenance of turf.
- understand nursery production principles.
- understand the use of containers and horticultural tools, equipment, and facilities.
- understand basic landscape planning, design, construction, and maintenance.
- understand basic floral design principles.

3) Textbooks:

Introduction to Ornamental Horticulture (In Class Only)
Sunset Western Garden Book, 2001 Sunset Magazine
California Vocational Record Book

REQUIRED: Notebook
Pencils/Pens

4) Assessment Methods:

Tests and Quizzes
Classroom assignments
Self-Evaluations/ Group Projects
Participation

5) GRADING:

10%	Class Participation / Behavior
10%	FFA Participation
10%	SAE Project
35%	Horticulture Unit
25%	Classroom Assignments/Activities (Weekly Packets)
<u>10%</u>	<u>Test / Quizzes</u>

6) **Attendance:**

Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments, NOT the instructor's. This can best be done prior to missing class or after class and after school. Please be aware that class instruction time is never an appropriate time to request make up work.

Missing days when we are working in the OH Unit will result in a "0" for the day unless student is on an excused school activity

7) **No Name Work:**

Any assignment turned in without a name will be posted on the "No Name" clipboard. The assignment will remain there for 2 days. After the 2 days, if the paper has not been claimed by the student, the assignment will be thrown out.

8) **Course Outline:**

- a. Ag Leadership Development
 - i. FFA
 - ii. SAE
 - iii. California Record Book
- b. Plant Identification
 - i. Classification
 - ii. Common Names
 - iii. Botanical Names
- c. Plant Propagation
 - i. Sexual with seeds, methods & applications
 - ii. Asexual with methods and applications
 - iii. Cuttings
 - iv. Layering
 - v. Budding & Grafting
- d. Soils
 - i. Characters of planting medias
 - ii. PH of the soil & regulation
 - iii. Soil type characteristics
 - iv. Plant nutrients, functions & uses
- e. Landscape Design
 - i. Principles of design
 - ii. Tools & Materials
 - iii. Lettering, symbols & measurement
- f. Nursery Practices
 - i. Nursery & Greenhouse Plant Production
 - ii. Soil Mixes
 - iii. Sterlization Methods
 - iv. Planting Containers
- g. Irrigation Design
 - i. Basic Hydraulics

- ii. Irrigation Equipment
 - iii. System Design
- h. Plant Maintenance
 - i. Nursery Organization
 - ii. Proper Pruning Methods
 - iii. Irrigation Methods & schedules
- i. Floral Design Principles
 - i. Elements of design
 - ii. Color & the Color Wheel
 - iii. Design Style
- j. Holiday Arrangement
- k. Corsages & boutonnieres
 - i. Basic design & construction
- l. Merchandise & Sales
 - i. Management
 - ii. Advertising
 - iii. Cashiering
 - iv. Sales & Displays
- m. Job Preparation & Professionalism
 - i. Work ethics
 - ii. Filling out an application
 - iii. Preparing an effective resume
 - iv. Job researching skills

9) **Grading Scale:**

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% & Lower

CLASS SYLLABUS

Course Title: Agricultural Mechanics I

Grade Level: 9-12

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: None

Course Number & CBEDS Codes: 0001/4030

Replaces: N/A

Instructor: Mr. Schultz

e-mail: eshultz@vusd.org

Phone: Ag Dept. 735 – 8087

Course Description:

This course is designed to give students a strong foundation in the use of all basic farmshop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, electrical work, plumbing, welding, etc.

Supplementary Texts: Supplemental reference books provided to include *Shopwork on the Farm* and *Mechanics in Agriculture*.

Instructional Methods:

Instructional methods will include; lectures, demonstrations, class discussion, visual aids, laboratory practice, speakers/guest, practical application of shop practices.

Assessment and Evaluations:

- A. Written tests and weekly quizzes
- B. Daily work and cleanup
- C. Grading of all materials as completed, such as rope work, electrical work, woodwork, etc. after successful completion of each project. If a project is not completed during the time allowed a student may work on their project before or after school with prior permission for the instructor.
- D. FFA is inter-curricular and an important part of any Ag Class, participation is an important part of your grade. (Entering shop projects at the County Fair, attending lunch FFA meetings, attending FFA activities, participation on judging teams, FFA Record books, etc.)

Grading Policy:

Tests and Quizzes	=	20% of total grade.
FFA Participation	=	10% of total grade.
Projects and Daily Participation	=	70% of total grade

Grading Scale:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

CLASS SYLLABUS

Course Title: Agricultural Mechanics II

Grade Level: 10-12

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Agricultural Mechanics I

Course Number & CBEDS Codes: 0002/4030

Replaces: N/A

Instructor: Mr. Schultz

e-mail: eshultz@vusd.org

Phone: Ag Dept. 735 – 8087

Course Description:

This course is designed to give the students a further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene cutting, and project construction. The students learned the “basics” in Agriculture Mechanics I. Second semester students will learn small engine repair and maintenance, students will rebuild a Briggs & Stratton single cylinder engine.

Supplementary Texts: Supplemental reference books provided to include *Shopwork on the Farm, Mechanics in Agriculture, and Small Gas Engines.*

Instructional Methods:

Instructional methods will include; lectures, demonstrations, class discussion, visual aids, laboratory practice, speakers/guest, practical application of shop practices.

Assessment and Evaluations:

- A. Written tests and weekly quizzes
- B. Daily work and cleanup
- C. Grading of all materials as completed, welds, metal cuts, and safety procedures after successful completion of each project. If a project is not completed during the time allowed a student may work on their project before or after school with prior permission for the instructor. First missed appointment will result in 10% drop of grade and a second missed appointment will result in a **zero**.
- D. FFA is inter-curricular and an important part of any Ag Class, participation is an important part of your grade. (Entering shop projects at the County Fair, attending lunch FFA meetings, attending FFA activities, participation on judging teams, FFA Record Books, etc.)

Grading Policy:

Tests and Quizzes	=	20% of total grade.
FFA Participation	=	10% of total grade.
Projects and Daily Participation	=	70% of total grade

Grading Scale:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

CLASS SYLLABUS

Course Title: Agricultural Mechanics III & IV **Instructor:** Mr. Schultz
Grade Level: 11-12 **e-mail:** eshultz@vusd.org
Elective/Required: Elective **Phone:** Ag Dept. 735 – 8087
Length/Credits: 1 year/10 credits
Prerequisites: Agricultural Mechanics I & II **Replaces:** N/A
Course Number & CBEDS Codes: 0003/4030 & 0004/4030

Course Description:

Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

Supplementary Texts: Supplemental reference books provided to include *Shopwork on the Farm* and *Mechanics in Agriculture*. Various handouts given to the class explaining welding and welding techniques.

Instructional Methods:

Instructional methods will include; lectures, demonstrations, class discussion, visual aids, laboratory practice, speakers/guest, practical application of shop practices.

Assessment and Evaluations:

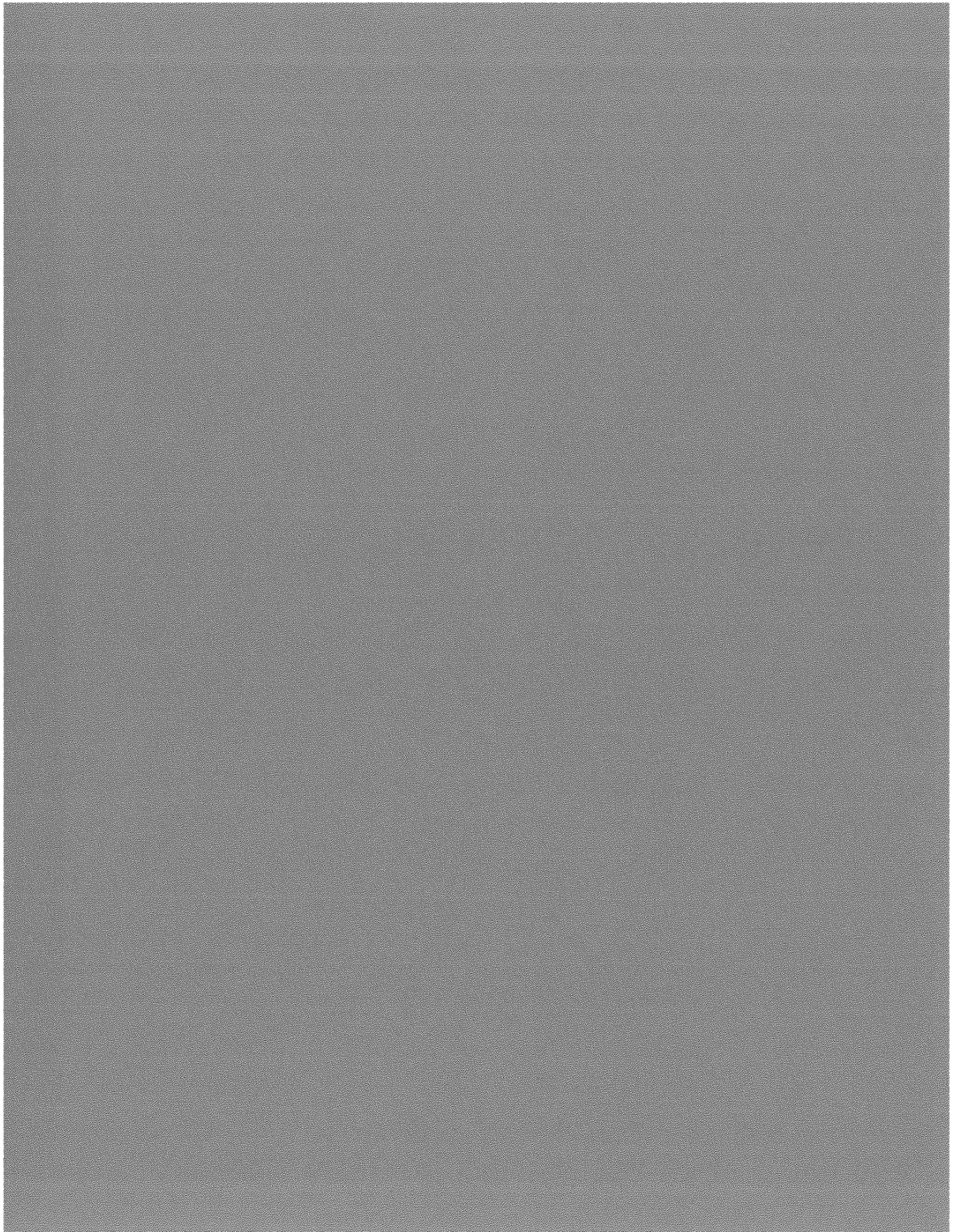
- A. Written tests and weekly quizzes
- B. Daily work and cleanup
- C. Grading of all materials as a successful completion or progress of each project. If a project is not completed during the time allowed a student may work on their project before or after school with prior permission for the instructor. First missed appointment will result in 10% drop of grade and a second missed appointment will result in a **zero**.
- D. FFA is inter-curricular and an important part of any Ag Class, participation is an important part of your grade. (Entering shop projects at the County Fair, attending lunch FFA meetings, attending FFA activities, participation on judging teams, FFA Record Books, etc.)

Grading Policy:

Tests and Quizzes	=	20% of total grade.
FFA Participation	=	10% of total grade.
Projects, Daily Participation and Cleanup pts.	=	70% of total grade

Grading Scale:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F



L. Proficiency Standards for Program Completers

Veterinary Science

Golden West High School

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 areas listed below may be obtained by calling the instructor.

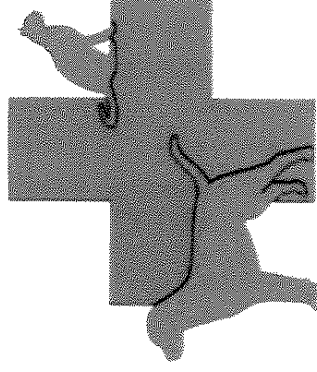
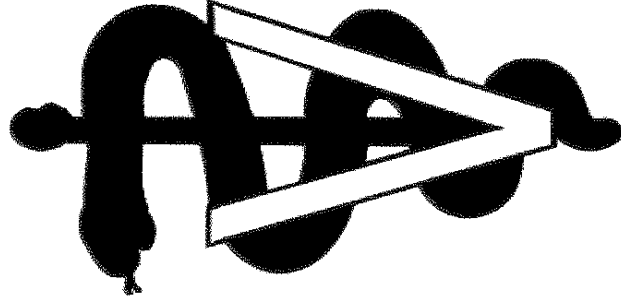
First Name

Last Name

Month

Day

Year



1.	Safety & Sanitation
2.	Veterinary Terminology
3.	Anatomy & Physiology
4.	Clinical Exams
5.	Hospital Procedures
6.	Parasitology
7.	Office Management
8.	Posology
9.	Laboratory Techniques
10.	Animal Nutrition
11.	Principles of Disease
12.	Animals in Society
13.	Career Exploration
14.	Animal Management

Congratulations!
2015-16

AGRICULTURAL WELDING

GOLDEN WEST HIGH SCHOOL

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 areas listed below may be obtained by calling the instructor at 627-3975

General Shop Safety

Proper and safe use of hand tools
Proper and 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.
Shielded Arc
Oxygen Acetylene

Job Skills

Demonstrates responsibility,
And other desirable skills
of a good employee.

Welds Completed

Flat bead
Fillet
Butt
Pad
Lap
Thick to thin
Pipe to plate
Pipe to pipe
Vertical

M.I.G

Flat bead
Fillet
Lap
Butt
Horizontal
Vertical

Project Construction

Demonstrates good
fabrication skills from
concept to completed
Project (paints and or
finishes project).

Oxygen Acetylene

Puddle
Fusion
Fillet with rod
Brazing
Cutting with torch

Please look this proof over very carefully. Check for overall
appearance, completeness and spelling. If you are not
satisfied, please indicate changes. After OK is given, TCOWE
WILL NOT be responsible for errors.

☐ OK

☐ Changes as indicated

rev 5/04

Signature/Date

ADVANCED ENVIRONMENTAL HORTICULTURE

GOLDEN WEST HIGH SCHOOL

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 areas listed below may be obtained by calling the instructor.

Plant Identification

Common name
Botanical name
Plant landscape uses

Plant Propagation

Seeds
Transplanting
Cuttings
Layerage
Budding and Grafting

Plant Maintenance

Nursery organization
Plant Fertilization
Pruning
Watering
Pest control

Nursery Stock Canning Operation

Soil mixes
Sterilization of soil and media
Planting and transplanting into containers

Landscape Design

Principles of design
Design Drafting
How to read blueprints
Design problems

Landscape Construction

Soil Conditioning
Installation of landscape plants

Irrigation Systems

Designing the system
System tools and parts
Installation

Floriculture

Tools, equipment and supplies
Corsage construction
Flower arrangements
Care of fresh flowers

Turf and Lawn Maintenance

Turf identification
Planting
Mowing
Fertilization
Irrigation

Marketing and Promotion

Marketing flowers and plants
Preparing plants for sales
Sales and customer relations

____ Work Habits

____ Attendance / Punctuality

Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCOWE WILL NOT be responsible for errors.

☐ OK

☐ Changes as indicated

Signature/Date

ORNAMENTAL HORTICULTURE

Student has completed the following areas of study and practice and has attained a competency level of (n/a) non-applicable; (1) does not meet basic standards; (2) meets basic standards; (3) exceeds basic standards

Competency Level

Plant Nutrition

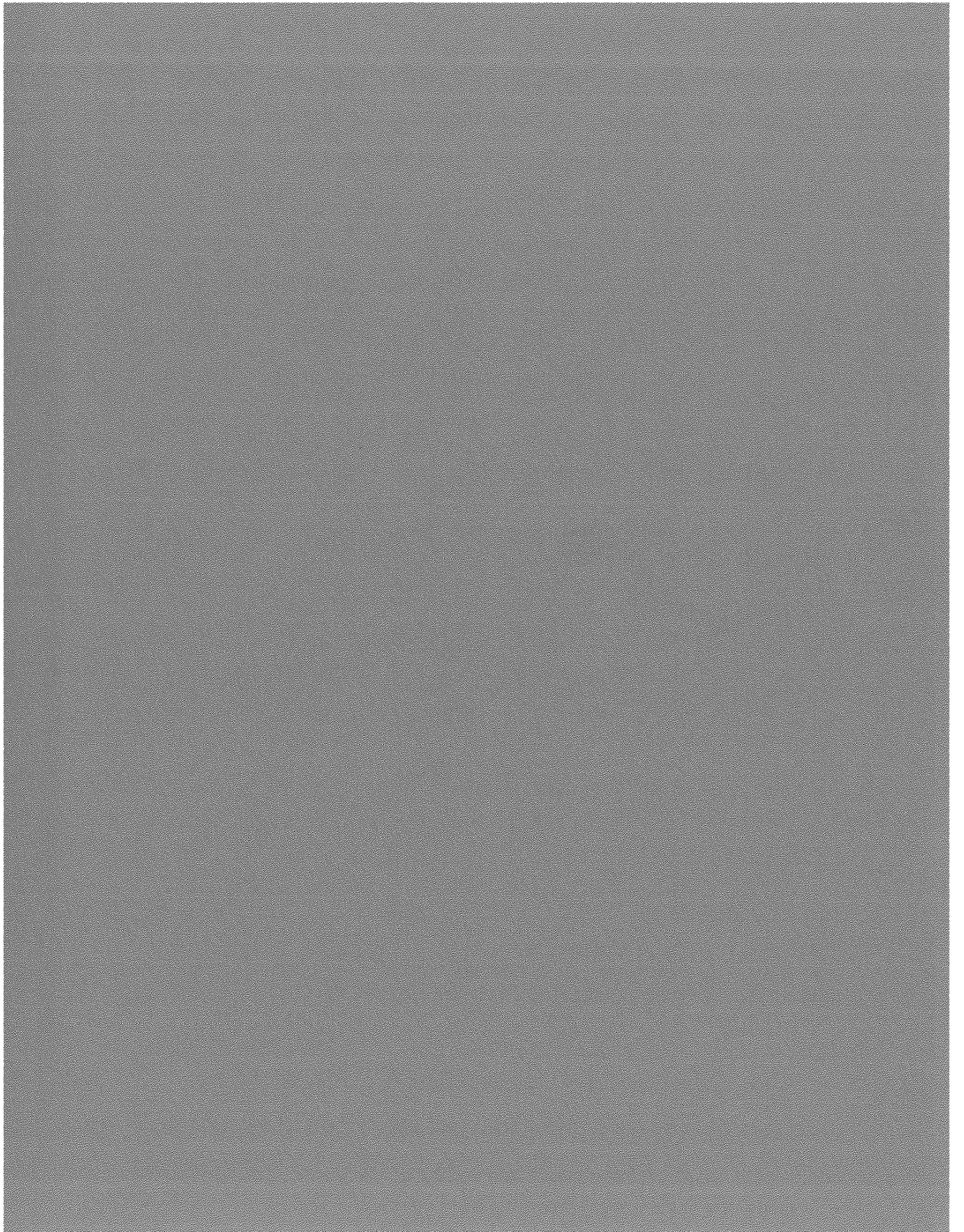
- _____ Nutrients Essential to plant growth
- _____ Sources of Primary Plant Nutrients
- _____ Fertilizer labels and calculations
- _____ Determining Nutrient Deficiencies
- _____ Fertilizer Application
- _____ Organic and Inorganic Fertilizers

Pest Management

- _____ Introduction to Plant Pests
- _____ Weed Control
- _____ Damage Caused by plant pests
- _____ Biology of Insects

Basic Botany

- _____ Photosynthesis
- _____ Respiration
- _____ Transpiration
- _____ Translocation
- _____ Plant Growth Requirements
- _____ Hormones



M. Teacher Data Sheets for each
Teacher

[Portal Home](#)
[CalAgEd.org](#)
[R2 Home](#)
[Main Menu](#)
[Roster](#)
[Teachers](#)
[Graduates](#)
[FAQ](#)
[Help](#)
[Logout](#)

R2 Teacher Information
Golden West HS, Visalia
Year: 2015

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Roche	Frank		Male	White	2	Agriculture Specialist	48396	9155	1134	0	N
Slover	Sammi	L	Female	White	4	Agriculture Specialist	53761	10171	1134	1260	Y
Castle	Courtney	L	Female	White	5	Agriculture Specialist	57757	10926	1134	0	N
Schultz	Emmett	F	Male	White	16	Agriculture Specialist	80686	15264	1134	0	N

Castle, Courtney						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Introduction to Environmental Horticulture	27	O.H./Floral	
1	2	0924	Introduction to Environmental Horticulture	28	O.H./Floral	
1	3	1031	Advanced Environmental Horticulture	28	O.H./Floral	
1	4	1135	Ag Biology	28	Ag Biology	
1	5	0119	Prep	0	Prep	
1	6	0223	Ag Biology	22	Ag Biology	

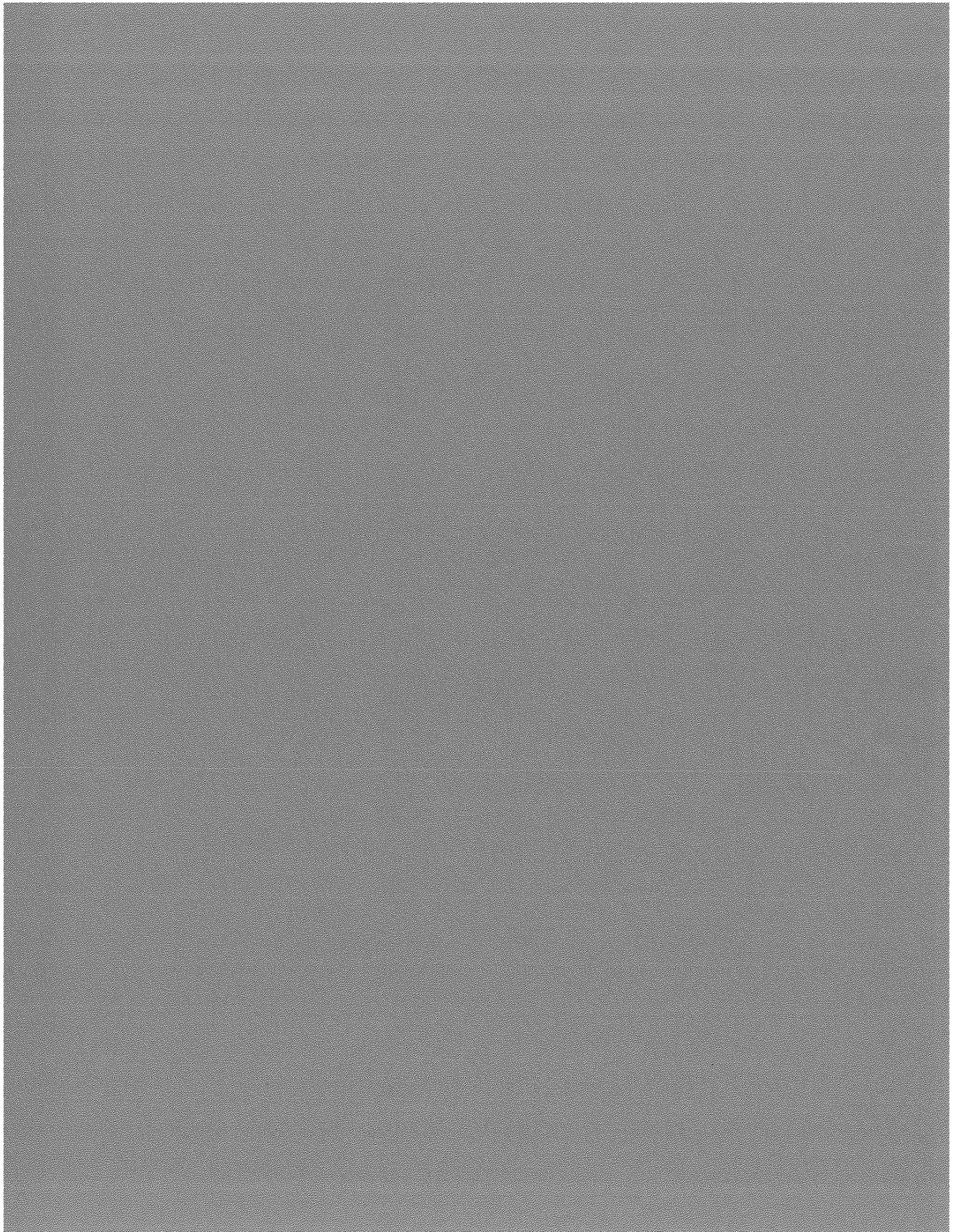
Roche, Frank						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Engineering	0	Non-Ag	
1	2	0924	Engineering	0	Non-Ag	
1	3	1107	Ag Engineering 2	31	Ag Mechanics	
1	4	1135	Prep	0	Prep	
1	5	0119	Ag Engineering 1	18	Ag Mechanics	
1	6	0223	Ag Engineering 1	27	Ag Mechanics	

Schultz, Emmett						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Ag Welding/Mechanics Construction ROP	16	Ag Mechanics	
1	2	0924	Ag Welding/Mechanics Construction ROP	16	Ag Mechanics	
1	3	1031	Ag Mechanics 2	22	Ag Mechanics	
1	4	1135	Prep	0	Prep	
1	5	0119	Ag Mechanics 1	21	Ag Mechanics	
1	6	0223	Ag Mechanics 1	22	Ag Mechanics	

Slover, Sammi					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0820	Veterinary Science	28	Animal Science
1	2	0924	Prep	0	Prep
1	3	1031	Ag Earth Science	27	Agriscience I
1	4	1135	SAE	0	SAE
1	5	0119	Animal Science	26	Animal Science
1	6	0223	Ag Earth Science	28	Agriscience I

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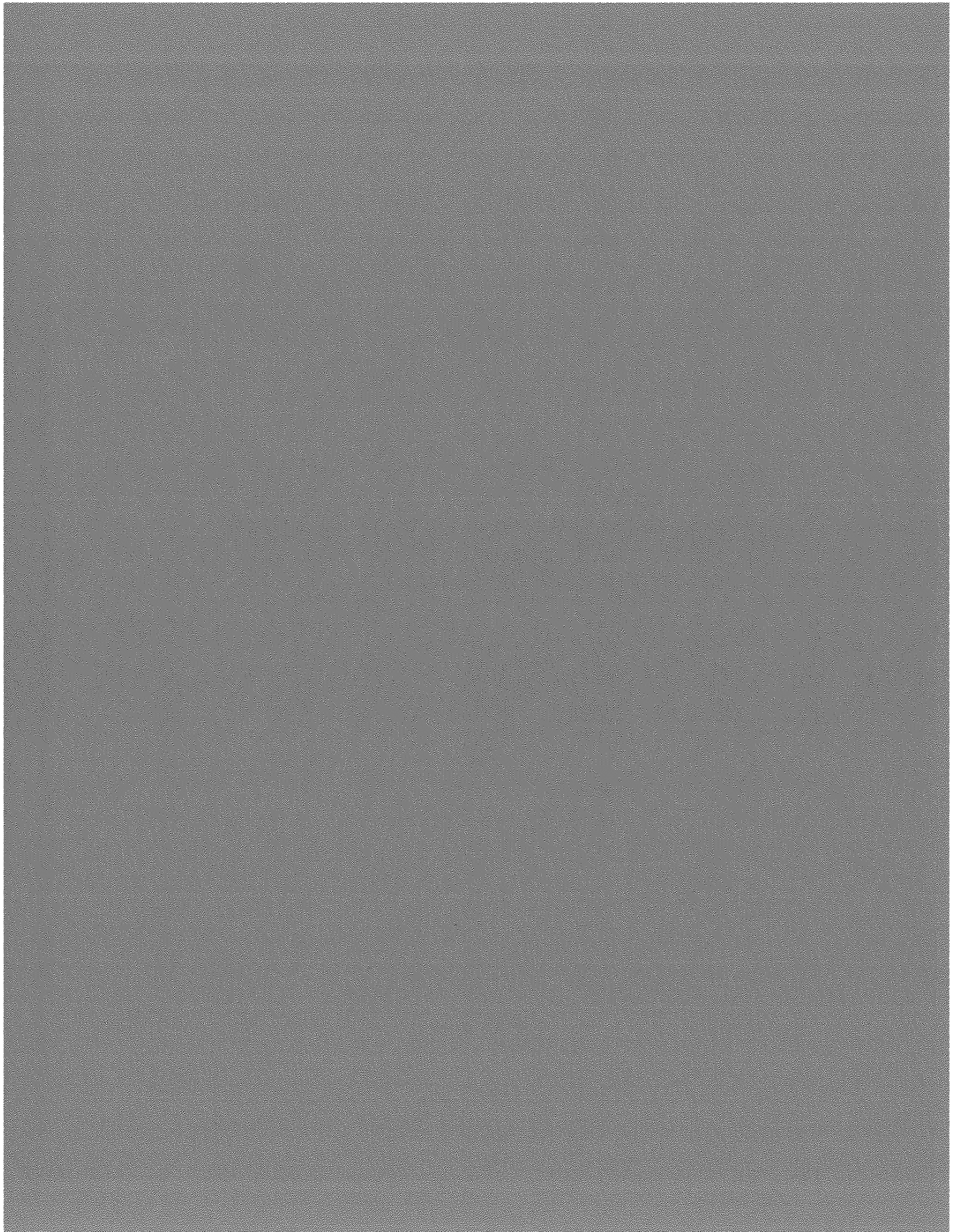
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Page last modified: 12/30/2011



N. Roster of Agriculture Advisory Committee

Agriculture Advisory Members 2015-2016

1. Johnny Jameson – President (Local Farmer)
2. Leslie Gardner (Community Member, 4H, Past Parent)
3. Fernando Fernandez (COS professors – OH)
4. Russell McKeith (COS professor – Ani. Sci.)
5. Pamela Gruber (Parent)
6. Mark Pratt (Farmer)
7. Jim Qualls (Board Member)
8. Tom Gruber (Farmer)
9. Bret Morse (PCA)



O. Advisory Committee Minutes

Ag Advisory Meeting Minutes
August 28, 2015

Members in attendance: Courtney Castle, Frank Roche, Allie Girard, Tom Polich, Johnny Jameson, Roger Seymore, Tim & Pam Gruber, Emmett Schultz, Russell McKeith, Sammi Slover and Jose Fregoso

1 & 3-5 year plans were proposed to committee and discussed. Enclosed are the plans as they currently stand.

A booster/parent support group is in development. Upcoming meeting will be held at Shannon Fleetwood's house on September 3.

Goals the Advisory Committee would like to see from the Ag department include:

- 1) Incorporating more Math & English into our classes- Students entering COS are deficient in both areas. How can we do more in the Ag department to encourage learning and growth in these two areas?
- 2) Connecting to Industry Professionals- Can we partner with local agriculturualists to get students first hand experience? Can students intern for a few hours every week somewhere?

Possible connections: Monrovia (Tim Grouber), Luis' Nursery (Courtney Castle), Foster Farms (Russell McKeith)

The committee would also like to see more community outreach from the agriculture department and students. Russell discussed student tours at COS.

Advisory members toured the expansion in the OH unit. Courtney's advanced class will create a list of possible citrus, stone fruits, nuts, and other fruit trees to plant in the space. The list of trees will be presented at the next Advisory meeting.

Suggested trees to plant include mandarins, tangellos, cara-caras, and Ivanhoe walnuts.

Tom Polich suggested an "Adopt-a-Tree" fundraiser to cover costs for the expansion. Price to adopt a tree has not been established yet. Each adopted tree would have a metal name plate with the name of who it was adopted by.

Jose received a contact number for Byron Fox of Fox farming as a potential Advisory member and/or orchard expansion supporter.

Next Advisory meeting set for sometime in November or December.

Golden West High School Ag Advisory and Alumni Committee Meeting

Meeting Minutes 1/20/2016

Opening:

The Golden West Advisory and Alumni Committee meeting was called to order on Wednesday, January 20, 2016 at 6:12pm by Sammi Slover at Golden West High School, room AG-3.

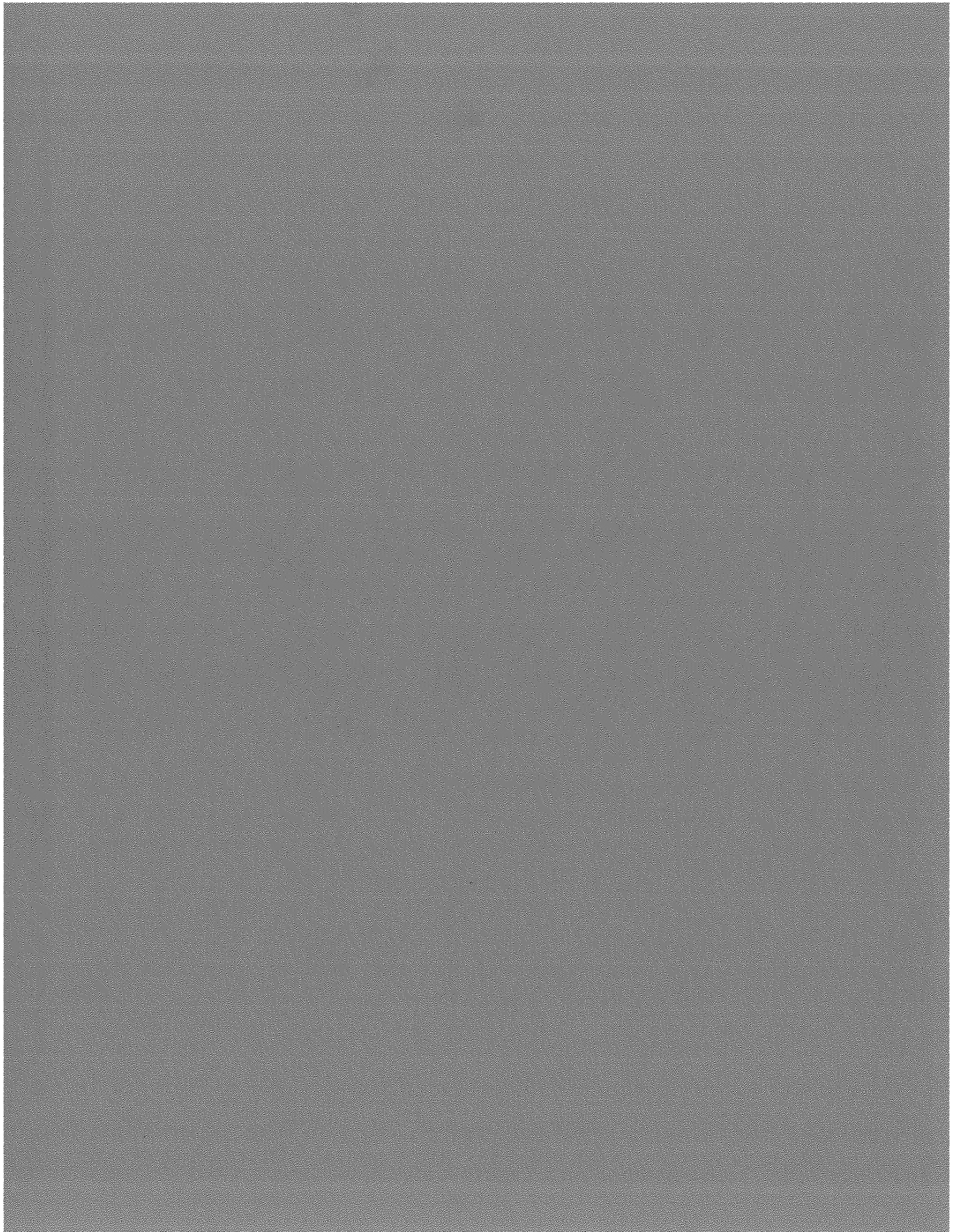
- A. Members in Attendance- Courtney Castle, Sammi Slover, Nicole Borba, Frank Roche, Emmett Schultz, Pam Gruber, Tim Gruber, Sarah Seymour, Brett Morse, Tom Polich, Gene Dupree, Lorree Rowley, Leslie Garner, Johnny Jameson, and Natalie Jameson.
- B. Approval of Minutes- Minutes were reviewed and approved as written.
- C. Orchard Proposal-
 - Adopt-A-Tree Sponsorship- Community members can sponsor a tree at the high school orchard and get a metal nameplate for \$100. The sponsorships opportunities will begin February 1st, 2016. Trees can be donated or a monetary donation can be made.
 - The Horticulture classes developed a potential list of trees to be planted. The committee reviewed the list of trees and approved. Tree planting will start mid-March with the first installment of 50 trees. The orchard will provide additional SAE opportunities for students on campus. A flyer will be developed and sent to the committee to distribute as needed. Committee members suggested contacting the Visalia Times-Delta newspaper for more community exposure.
 - Garden Beds- 16 garden beds have been created; plumbing needs to be installed on a few more. Half of the garden beds will be used for Horticulture classes, while the other half will be used as SAE opportunities.
- D. Community Partnerships-
 - Golden West High School wants to establish more community partnerships to support the curricular pathways. Discussion was opened to the committee for suggestions on partnerships. Suggestions included Paramount, the UC Davis extension center, local vet clinics, and CDFA.
 - Insurance stipulations and coverage will need to be investigated before placements/job shadowing can begin.
- E. Alumni Committee Update-
 - All collected funds have been submitted to the state for approval. After state approval, it will be sent to nationals who issue affiliations. Promotion of the Alumni Committee should begin to gain membership interest. T-shirt/sweatshirt flyers should be forwarded to the committee.
- F. Facility Updates-

- Barn- 80 feet was added to the barn including a show ring. Currently, gates are in the process of being hung and electrical, for lights, is scheduled to be completed by the spring.
- Growth Statistics- The enrollment has grown from 250 to 350 students in past 4 years. Roughly 150 students get turned down each year, so students are hand-selected. The amount of judging teams and speaking contest participation has increased dramatically over the past few years.

G. Ag Academy-

- There have been numerous changes in the Ag Academy curriculum and differing views on the future plans of the agriculture portion.
- Ag Academy instructor, Frank Roche, announced his decision to resign at the end of the school year.
- Courtney Castle will send the recruitment pamphlet and video to the committee, as well as the Agriculture Education requirements, numbers, goals, vision, and regulations that are set in place.
- The Ag Department never received the awarded match grant for the amount of \$20,000. This money was spent elsewhere in the Academy, but not in ways outlined in the grant proposal.
- The Advisory Committee will seek a discussion with those parties involved, and responsible, for the agriculture academy.

Meeting adjourned at 8:11pm.



P. Current Year Budget

FUND :010 GENERAL FUND SITE :636 GOLDEN WEST HIGH SCHOOL
 RESOURCE:70100 AGRICULTURAL VOCATIONAL EDUCAT GOAL :38000 VOCATIONAL EDUCATION

Fnd Res	PY Goal	Func	Obj	Si	Ty	Mgr	WORKING BUDGET	CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
4300.0													
							MATERIALS AND SUPPLIES						
							010-70100-0-38000-10000-43000-636-0000-125						
							12,297.00	11,531.50	11,531.50	93.7	766.12	0.62-	.0
							TOTAL: 4300.0	11,531.50	11,531.50	93.7	766.12	0.62-	.0
							TOTAL: 4xxx	11,531.50	11,531.50	93.7	766.12	0.62-	.0
5200.0							TRAVEL AND CONFERENCES						
							010-70100-0-38000-10000-52000-636-0000-125						
							5,989.00	5,988.26	5,988.26	99.9	0.00	0.74	.0
							TOTAL: 5200.0	5,988.26	5,988.26	99.9	0.00	0.74	.0
5600.0							RENTALS, LEASES AND REPAIRS						
							010-70100-0-38000-10000-56000-636-0000-125						
							360.00	156.00	156.00	43.3	204.00	0.00	.0
							TOTAL: 5600.0	156.00	156.00	43.3	204.00	0.00	.0
5710.3							DIRECT COSTS FOR TRANSPORTATIO						
							010-70100-0-38000-10000-57103-636-0000-125						
							2,870.00	2,869.32	2,869.32	99.9	0.00	0.68	.0
							TOTAL: 5710.3	2,869.32	2,869.32	99.9	0.00	0.68	.0
							TOTAL: 5xxx	9,013.58	9,013.58	97.7	204.00	1.42	.0
							TOTAL: 1xxx ~ 5xxx	20,545.08	20,545.08	95.4	970.12	0.80	.0

FUND :010 GENERAL FUND
 RESOURCE:35506 AGRICULTURE-CARL PERKINS

SITE :636 GOLDEN WEST HIGH SCHOOL
 GOAL :38000 VOCATIONAL EDUCATION

End Res	PY Goal	Func	Obj	Si	Ty	Mgr	WORKING BUDGET	CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
4300.0		MATERIALS AND SUPPLIES											
010-35506-0-38000-10000-43000-636-0000-125							2,052.00	1,564.45	1,564.45	76.2	486.94	0.61	.0
TOTAL: 4300.0							2,052.00	1,564.45	1,564.45	76.2	486.94	0.61	.0
4400.0		NON-CAPITALIZED EQUIPMENT											
010-35506-0-38000-10000-44000-636-0000-125							3,769.00	2,960.18	2,960.18	78.5	0.00	808.82	21.4
TOTAL: 4400.0							3,769.00	2,960.18	2,960.18	78.5	0.00	808.82	21.4
TOTAL: 4xxx							5,821.00	4,524.63	4,524.63	77.7	486.94	809.43	13.9
5200.0		TRAVEL AND CONFERENCES											
010-35506-0-38000-10000-52000-636-0000-125							500.00	150.00	150.00	30.0	350.00	0.00	.0
TOTAL: 5200.0							500.00	150.00	150.00	30.0	350.00	0.00	.0
5710.3		DIRECT COSTS FOR TRANSPORTATIO											
010-35506-0-38000-10000-57103-636-0000-125							365.00	0.00	0.00	.0	0.00	365.00	100.0
TOTAL: 5710.3							365.00	0.00	0.00	.0	0.00	365.00	100.0
TOTAL: 5xxx							865.00	150.00	150.00	17.3	350.00	365.00	42.1
TOTAL: 1xxx - 5xxx							11,000.00	6,663.33	6,663.33	60.5	1,865.94	2,470.73	22.4

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FROM 07/01/2015 TO 06/30/2016

FUND	:010	GENERAL FUND	SITE	:636	GOLDEN WEST HIGH SCHOOL
RESOURCE:10000		LCF SITE BASE ALLOCATION	GOAL	:11303	AGRICULTURE SCIENCE

Prd Res	Py Goal	Func Obj	Sl Ty	Mgr	WORKING BUDGET	CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	UNENCUMBERED BALANCE
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4300.0 MATERIALS AND SUPPLIES

010-10000-0-11303-10000-43000-636-0000-006

1,200.00	905.13	75.4	220.61	74.26	6.1
1,200.00	905.13	75.4	220.61	74.26	6.1
TOTAL: 4300.0					

TOTAL: 4XXX	1,200.00	905.13	905.13	75.4	220.61	74.26	6.1
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TOTAL: 1xxx - 5xxx	1,200.00	905.13	905.13	75.4	220.61	74.26	6.1
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57 VISALIA UNIFIED SCHOOL DIST. J6008

BUDGET REPORT

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75

FROM 07/01/2015 TO 06/30/2016

FUND :010 GENERAL FUND
RESOURCE:11000 STATE LOTTERY

SITE :636
GOAL :11302 GOLDEN WEST HIGH SCHOOL
AGRICULTURE

Fnd Res PY Goal Func Obj SI TY Mgr

WORKING BUDGET

EXPENDED/RECEIVED
CURRENT YEAR TO DATE

%

ENCUMBERED

UNENCUMBERED
BALANCE

%

4300.0

MATERIALS AND SUPPLIES

010-11000-0-11302-10000-43000-636-3550-125

TOTAL: 4300.0 5,996.00 4,181.04 4,181.04 69.7 0.00 1,814.96 30.2

5,996.00 4,181.04 4,181.04 69.7 0.00 1,814.96 30.2

69.7

0.00

1,814.96

30.2

TOTAL: 4xxx

5,996.00

4,181.04

4,181.04

69.7

0.00

1,814.96

30.2

5200.0

TRAVEL AND CONFERENCES

010-11000-0-11302-10000-52000-636-3550-125

TOTAL: 5200.0 1,504.00 0.00 0.00 0.0 1,353.04 10.0

1,504.00 0.00 0.00 0.0 1,353.04 10.0

0.0

1,353.04

150.96

10.0

TOTAL: 5xxx

1,504.00

0.00

0.00

0.0

1,353.04

150.96

10.0

TOTAL: 1xxx - 5xxx

7,500.00

4,181.04

4,181.04

55.7

1,353.04

1,965.92

26.2

409 VPIE

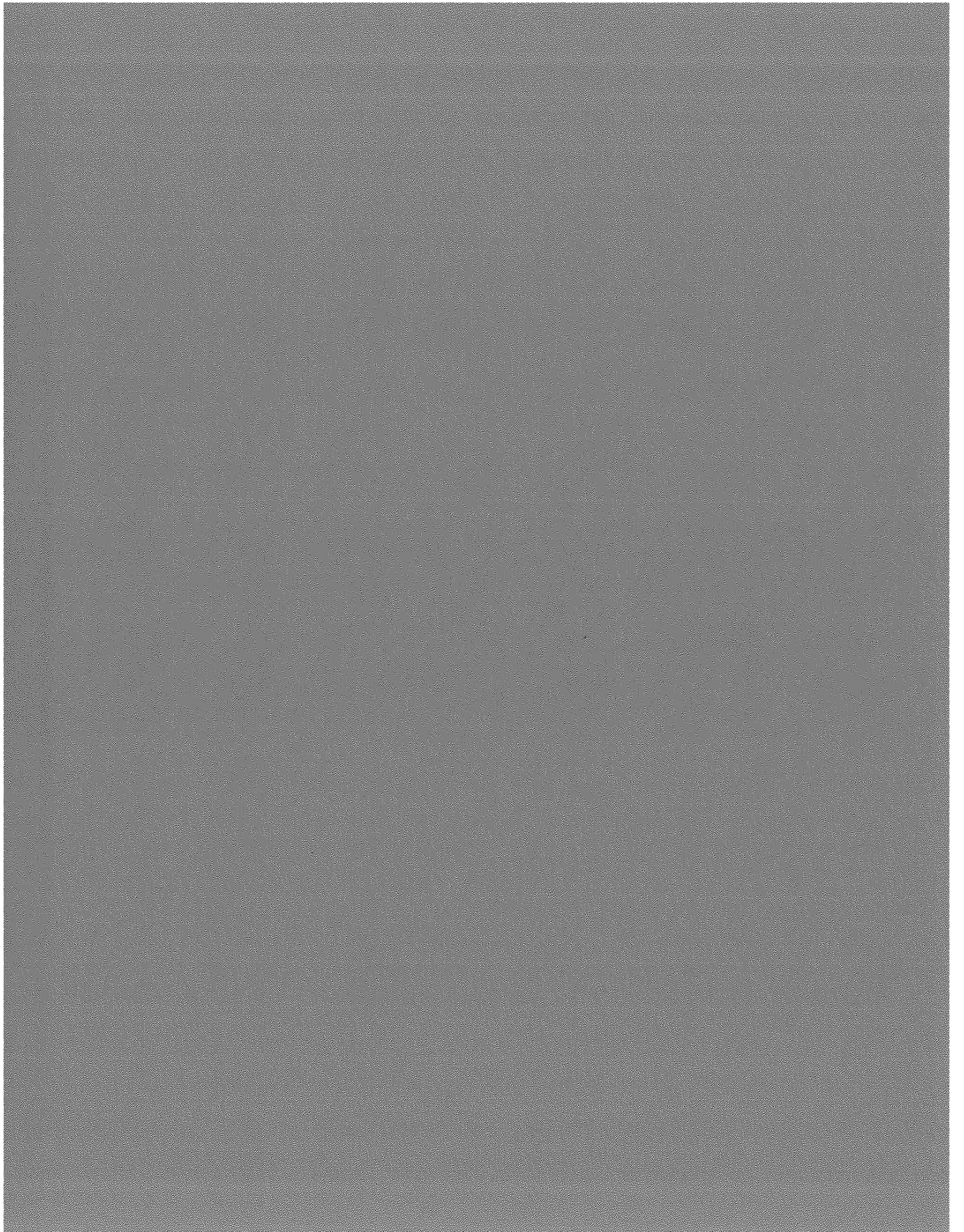
1500.00 VPIE

FROM 07/01/2015 TO 06/30/2016

FUND :010 GENERAL FUND				SITE :636		GOLDEN WEST HIGH SCHOOL						
RESOURCE:10000 LCFF SITE BASE ALLOCATION				GOAL :11329		METAL SHOP						
Fnd Res	PY Goal	Func	Obj	Si	Ty	Mgr	WORKING BUDGET	EXPENDED/RECEIVED		UNENCUMBERED		
								CURRENT	YEAR TO DATE	%	BALANCE	
4300.0 MATERIALS AND SUPPLIES												
010-10000-0-11329-10000-43000-636-00000-006								500.00	266.09	53.2	233.91	0.00
TOTAL: 4300.0								500.00	266.09	53.2	233.91	0.00
TOTAL: 4xxx								500.00	266.09	53.2	233.91	0.00
TOTAL: 1xxx - 5xxx								500.00	266.09	53.2	233.91	0.00

2015-2016 FFA BUDGET

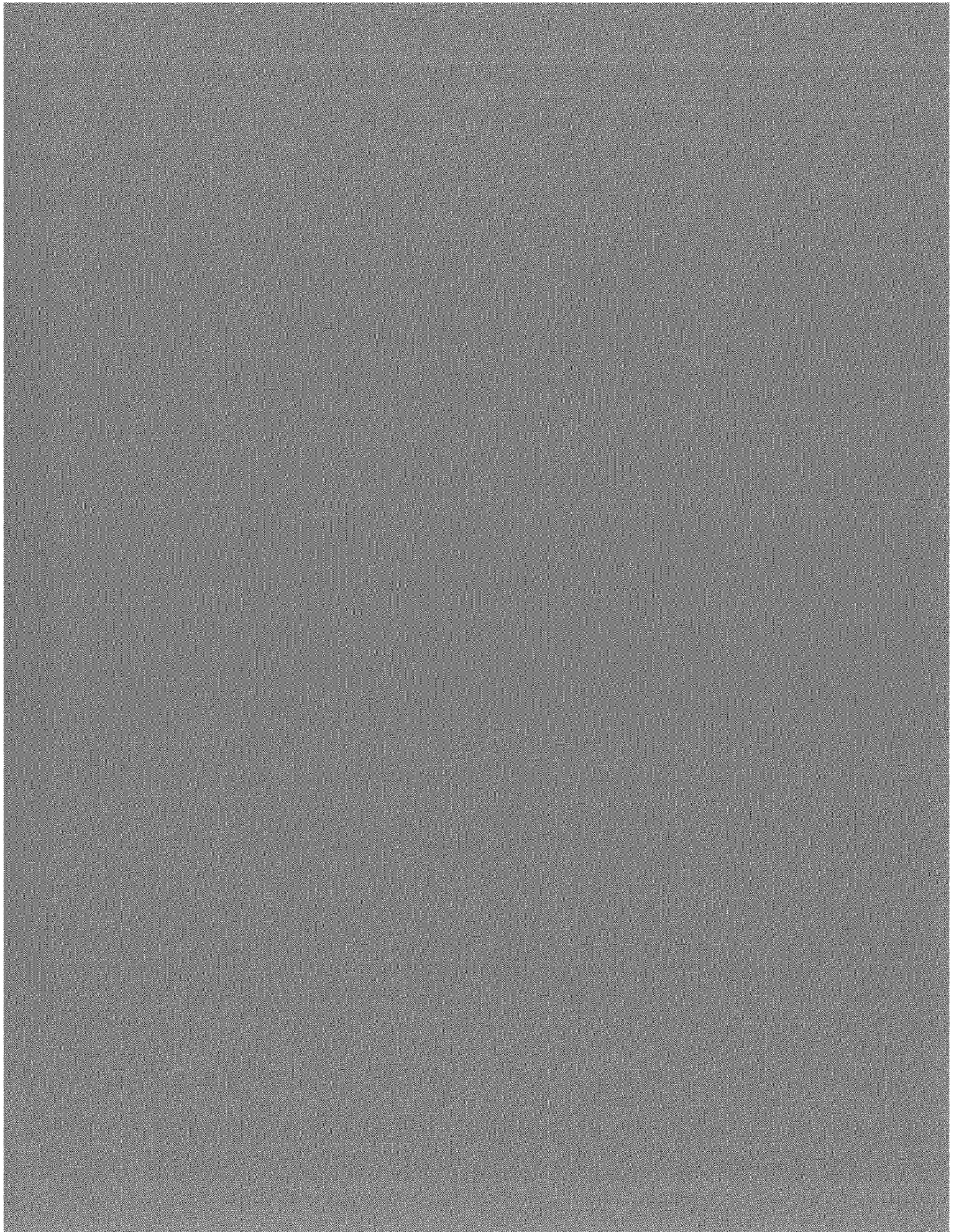
<u>Date</u>	<u>Event</u>	<u>Expenses</u>	<u>Receipts</u>
July	Planning Meeting	\$100	
Aug	SJR Boot Camp	\$385	
Aug	Officer/Parent Dinner	\$100	
Aug	Welcome Back BBQ	\$500	
Sept	Fair Supplies	\$200	
Sept	Fall Movie Night	\$100	\$100
	Placemat Ads		\$2000
Sept	Drive Thru BBQ	\$850	\$2000
Oct	Fall Extravaganza Meeting	\$200	
Nov	Greenhand Conference	\$720	\$400
Nov	Fall Awards Banquet	\$1000	\$1250
Dec	Winter Wonderland Meeting	\$50	
Dec	Officer Potluck	\$50	
Jan	Winter Officer Retreat	\$150	
Jan	Scavenger Hunt Meeting	\$100	\$100
Feb	MFE/ALA	\$600	\$300
Feb	Taco Truck Meeting	\$100	
	Semester Lunches	\$300	
Feb	Teacher Appreciation Breakfast	\$200	
	Spring Field Days	\$3000	\$200
	Western Week	\$400	\$100
	Sweetheart Dinner	\$300	\$11000
	State Convention	\$3000	\$1500
April	Spring Movie Night	\$100	\$100
May	Spring Awards Banquet	\$1000	
May	Pool Party	\$150	\$100
June	End of Year Trip	\$600	
	Outside Donations		\$1000
	T-Shirts	\$1500	\$2000
	Scholarships	\$250	
	Misc. Expenses	\$1000	
	Petting Farm	\$50	
	Officer Polos	\$600	
	COLC	\$235	
	SJR Spring Meeting	\$100	
		\$18,240	\$22,150



Q. Signed Articulation Agreement
and/or Evidence of Articulation

2+2 Agreements

Our courses are currently not articulated with any community colleges. The last record of an articulation agreement is from 2003 for Advanced Ornamental Horticulture with the College of the Sequoias. We are beginning to work more closely with our junior colleges and soon to hope have an agreement with each one of our capstone classes



R. Graduate Follow-up System

Graduate Follow Up Survey

Name: (optional)

1. Year Graduated

HS Graduated From

2. Sex: ☐ Male
☐ Female

3. Please check education/training you are now involved in or have completed since high school graduation.

- ☐ a. 4-year college degree
- ☐ b. 2-year college degree
- ☐ c. Vocational/Technical Training
- ☐ d. Military
- ☐ e. Apprenticeship program
- ☐ f. Other
- ☐ g. No further education/training

4. If working, my current job is:

5. In my working experience since graduation:

(check all that are true)

- ☐ a. I use computer technology often
- ☐ b. I work in small groups to solve work problems
- ☐ c. I need to read technical manuals
- ☐ d. I do basic math without any technology
- ☐ e. I am expected to "think on my feet"
- ☐ f. I have to communicate well in writing
- ☐ g. I have to communicate well verbally
- ☐ h. I have to analyze information to solve problems

6. Staff at my high school encouraged me to:

(check all that apply)

- ☐ a. strive for excellence

- ☐ b. strive to achieve specific goals
- ☐ c. be whatever I wanted to be
- ☐ d. try new courses/areas
- ☐ e. reach for my highest potential
- ☐ f. explore activity options
- ☐ g. avoid specific courses/areas
- ☐ h. give something back to the community

7. For each area below, check column A to represent which high school skills/courses best prepared you for what you are doing now

<input type="checkbox"/> A	<input type="checkbox"/> B	Agriculture
<input type="checkbox"/> A	<input type="checkbox"/> B	Art
<input type="checkbox"/> A	<input type="checkbox"/> B	Business Education
<input type="checkbox"/> A	<input type="checkbox"/> B	Computers
<input type="checkbox"/> A	<input type="checkbox"/> B	Language Arts
<input type="checkbox"/> A	<input type="checkbox"/> B	Foreign Language
<input type="checkbox"/> A	<input type="checkbox"/> B	Home Economics
<input type="checkbox"/> A	<input type="checkbox"/> B	Industrial Arts
<input type="checkbox"/> A	<input type="checkbox"/> B	Mathematics
<input type="checkbox"/> A	<input type="checkbox"/> B	Music-Instrumental
<input type="checkbox"/> A	<input type="checkbox"/> B	Music-Vocal
<input type="checkbox"/> A	<input type="checkbox"/> B	Physical Education
<input type="checkbox"/> A	<input type="checkbox"/> B	Science
<input type="checkbox"/> A	<input type="checkbox"/> B	Social Studies
<input type="checkbox"/> A	<input type="checkbox"/> B	Speech
<input type="checkbox"/> A	<input type="checkbox"/> B	Technology (not comp)
<input type="checkbox"/> A	<input type="checkbox"/> B	Extracurricular Activit
<input type="checkbox"/> A	<input type="checkbox"/> B	Other

8. Of the above, are there any classes you feel should have been emphasized more? Check B

9. How could the following services be improved?

Counseling (guidance services)
Career Ed. - speakers/job shar
Field Trips
Media/Library
Vocational/technical

--

10. For each area below, indicate activities you were involved in:

- ☐ Pep Club
- ☐ Speech
- ☐ Drama
- ☐ Music
- ☐ Athletics
- ☐ Cheerleading
- ☐ Church Group
- ☐ 4-H
- ☐ FFA/FHA
- ☐ Student Council
- ☐ Other

11. How well have these activities prepared you for your current situation?

(Examples: team player, goal setting)

12. How well did the education you received at your H.S. prepare you for your current situation? (e.g., work, education, other)

- ☐ a. very well
- ☐ b. well
- ☐ c. adequately
- ☐ d. poorly

13. Grade each item below with an A, B, C, D, or F.

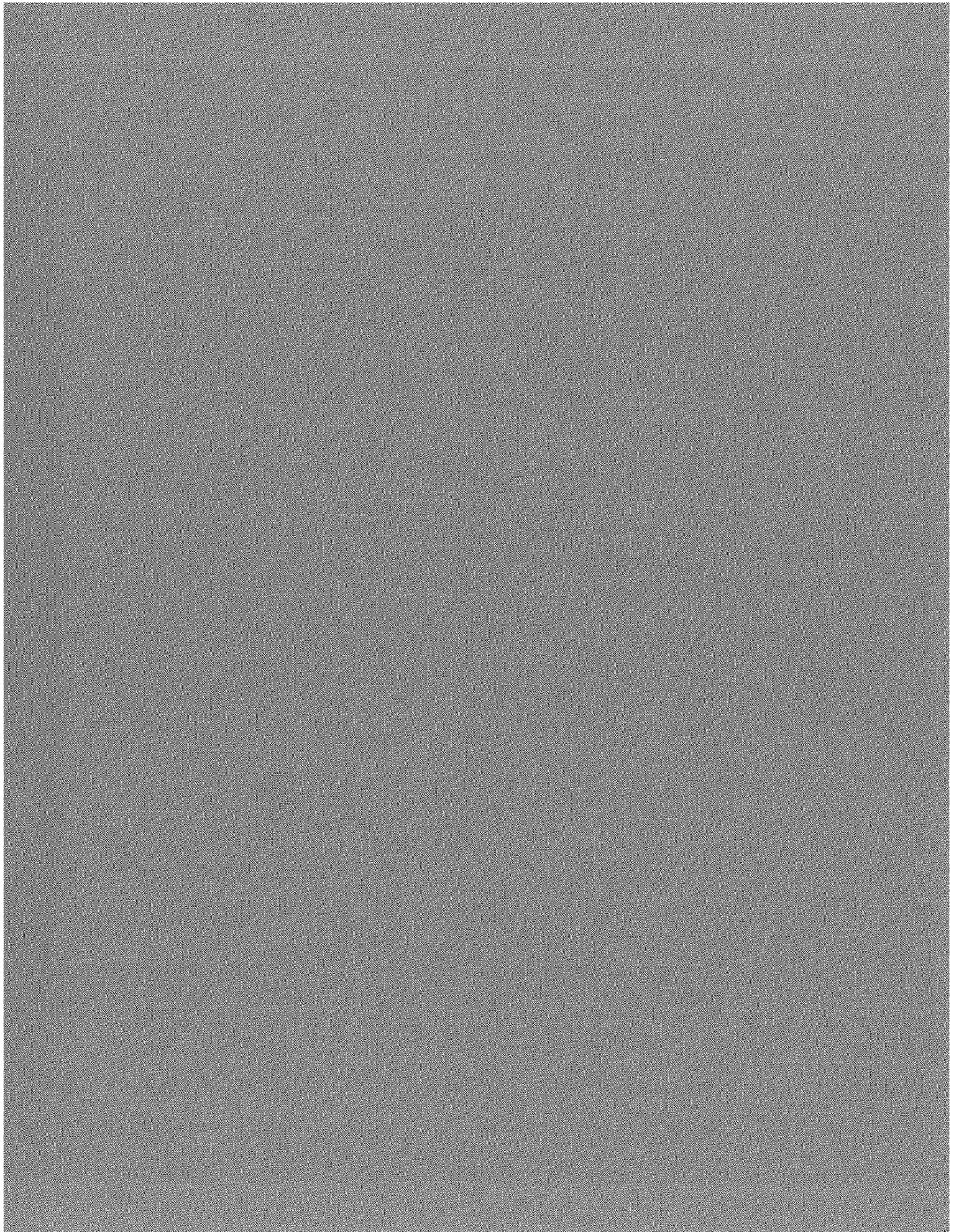
- The quality of the program:
- The school climate:
- The support I received for personal needs:
- The practical learning I received:
- The problem solving skills I learned:
- The quality of equipment and materials:

the quality of equipment and materials.

The availability of equipment and materials:

14. If you could repeat high school, what classes would you want offered?

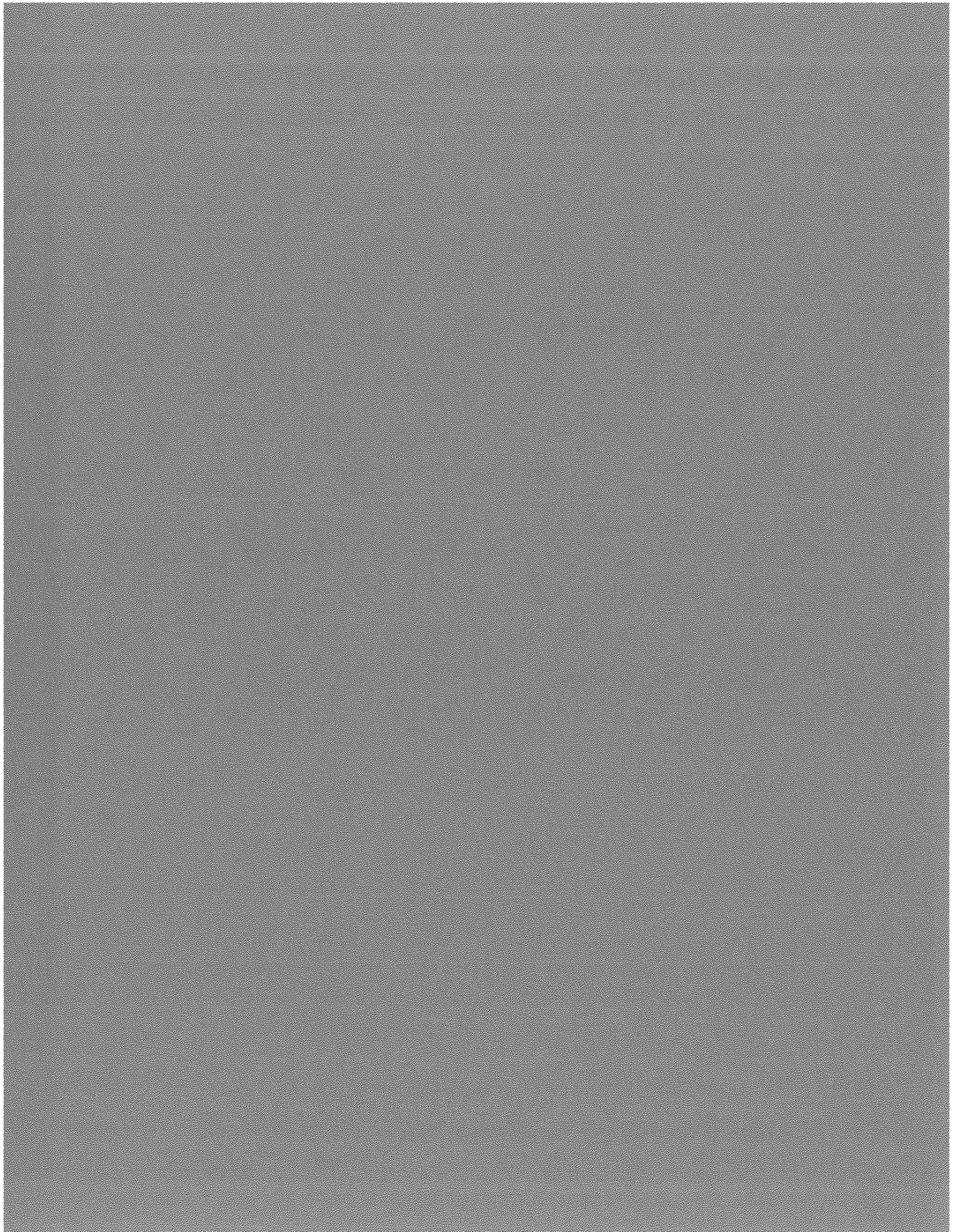
Submit



S. List of Active Placement Sites

S. Active Placement Sites

We are working with our current Agriculture Advisory Committee on creating a list of active placement sites and will update this section upon completion of that list.



T. Recruitment Activities and Materials

Recruitment Program

Our Agriculture Department participates in four specific recruitment activities during the course of the school year. The four events are: Valley Oak lunch visits, 8th Grade walk thru, 8th Grade parent night, and our Annual Petting Farm.

Valley Oak Lunches

The Valley Oak lunch visits stemmed from an idea at our officer retreat in July and were extremely successful. We set up four visits to promote four specific areas: FFA, Ag Mechanics, Animal Science and Plant Science. On December 5, we made our first visit to Valley Oak Middle School and promoted our FFA chapter. Our members wore their FFA t-shirts and we brought along our scrapbook, trophies and FFA banner. We handed out postcard flyers and played a few icebreakers with interested students. On December 18, we went back to Valley Oak and focused on our Ag Mechanics pathway. Emmett had some of his Intro to Ag Mechanics students attend the visit and student projects were brought along as displays. We had interested students sign up and write down their student identification number so that we could give that to our counseling staff. We continued our visits on January 15 and January 24 with our emphasis on our Animal Science and Plant Science pathways respectively. At the Animal Science lunch visit we were able to coordinate with their annual Kiss A Pig event and bring a pig as well as a goat. At the plant science visit, current freshmen in Intro to OH recruited potential 8th graders for the program. The Principal at Valley Oak was so impressed with our visits that they have already asked us back for next year.

8th Grade Walk Thru

Every year, prior to ninth grade registration, 8th graders from the local feeder schools visit Golden West and are given a tour of campus by our Link Leaders. On this day, departments are encouraged to set up a display table for the groups. We not only set up a table display outside the department, we also have live animals and current freshmen students out there. The animals are a great way to get students interested.

8th Grade Parent Night

In conjunction with the 8th grade walk thru, we also hold an 8th grade parent night. All incoming freshmen parents and guardians are invited to the Main Gym at Golden West where they have the opportunity to meet Administrators, counselors and clubs and organizations on campus. We set up a display table at this event and are on site to answer any questions the parents may have about the program.

Annual Farm Tour

With the completion of our onsite barn in 2011, we began holding a petting farm in the late spring. Our annual petting farm has morphed into "Farm Tours", where we have 10-12 educational stations. The purpose of farm tours is to ignite interest in agriculture and in our program at an early age. Local first and second graders from our feeder schools are invited to our on site farm and are rotated through various livestock and planting stations. This is a huge hit with the local schools and a lot of teachers are using this as their field trip for the year since it is local, free and very hands-on.

Become a Golden West FFA Member!!

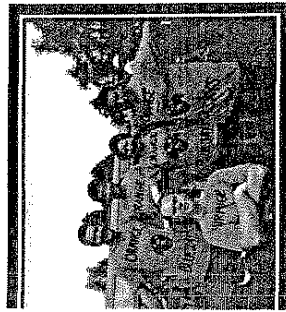
Sign up for Ag Earth Science or Ag
Mechanics I today!



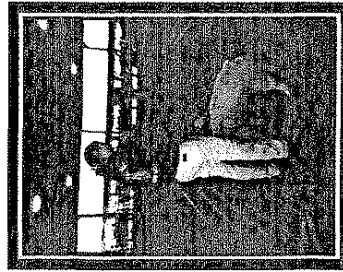
LEADERSHIP

THROUGH

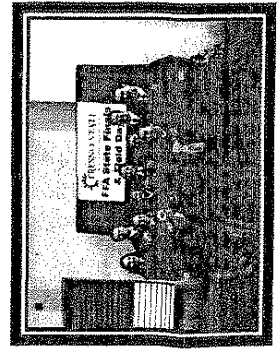
FFA!



Western Week



Tulare Fair



Judging Competitions

Pathways:

Animal Science-

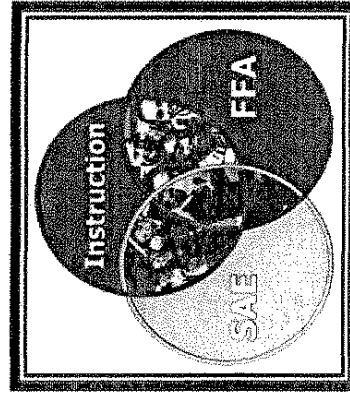
- Agriculture Earth Science
- Agriculture Biology
- Animal Science
- Pre-Vet Tech

Horticulture-

- Agriculture Earth Science
- Agriculture Biology
- Introduction to Environmental Hort.
- Advanced Environmental Hort.

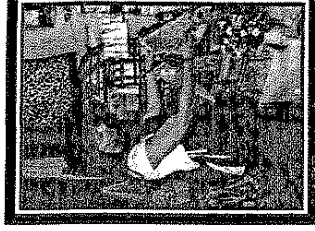
Ag Mechanics-

- Intro to Ag Mechanics
- Ag Mechanics 2
- TCOVE Ag Mechanics (11th & 12th)

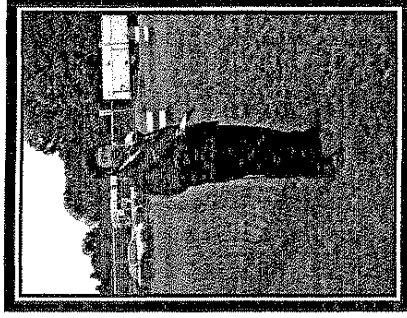


It all starts in the
CLASSROOM!

10% of a student's grade in an ag class comes from FFA participation. Another 10% comes from an SAE project.



Work Experience-
gain experience
working in the field of
agriculture

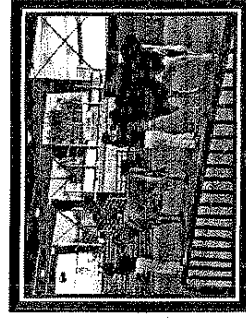
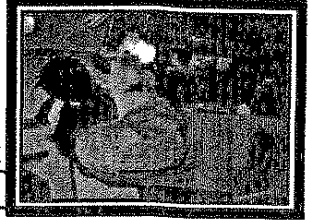


SAE

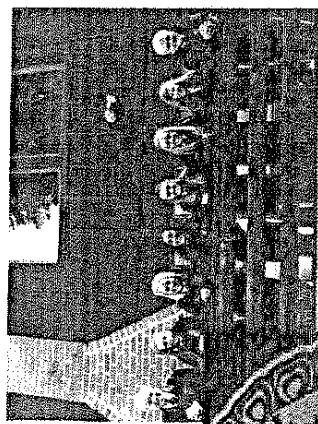
What's in it

for you?

Enterprise Project-
Applying knowledge of
agriculture by taking
ownership of your own
project



Golden West FFA The Ag Way or The Highway!



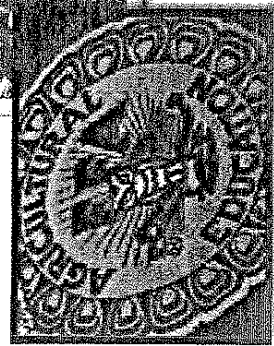
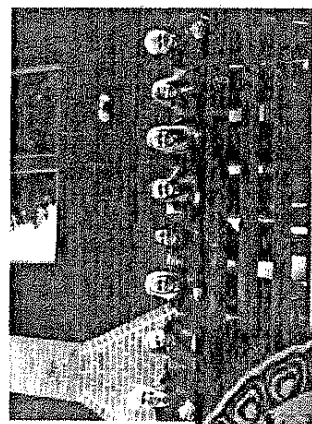
GET INVOLVED!!!

FFA Activities include
monthly meetings,
raising animals,
traveling and more!



<http://www.facebook.com/goldenwestffa>

Golden West FFA The Ag Way or The Highway!



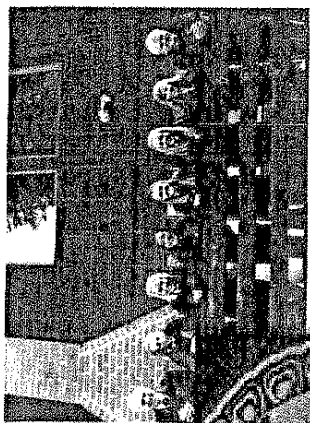
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<http://www.facebook.com/goldenwestffa>

Golden West FFA The Ag Way or The Highway!



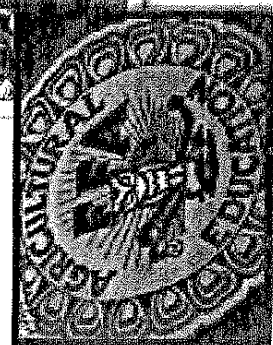
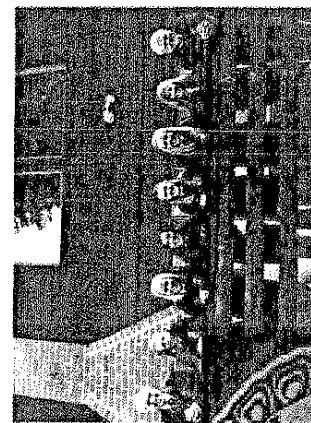
GET INVOLVED!!!

FFA Activities include
monthly meetings,
raising animals,
traveling and more!



<http://www.facebook.com/goldenwestffa>

Golden West FFA The Ag Way or The Highway!

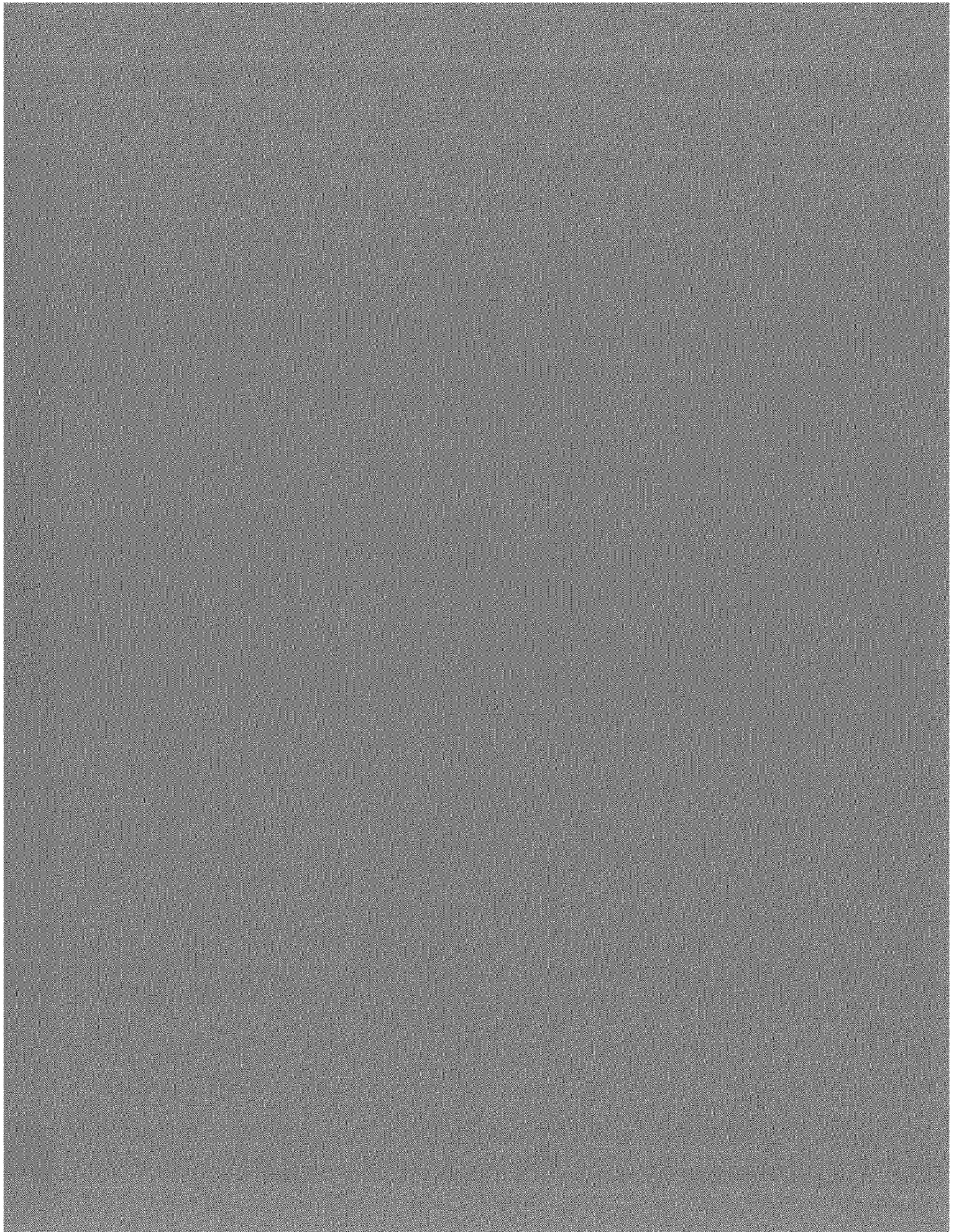


GET INVOLVED!!!

FFA Activities include
monthly meetings,
raising animals,
traveling and more!



<http://www.facebook.com/goldenwestffa>



U. Staff In-Service Record

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year

2015-16

School

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				
	Emmett Schultz	Courtney Castle	Sammi Slover	Frank Roche	
Fall Region Meeting	X	X	X	X	
Region In-service Day	X	X		X	
Spring Region Meeting	X	X	X	X	
Section In-service*	X	X	X	X	
Section In-service*	X	X	X	X	
Section In-service*					
Section In-service*					
Summer Conference	X				
University AgEd Skills Week					
Professional Development **	X	X	X	X	

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

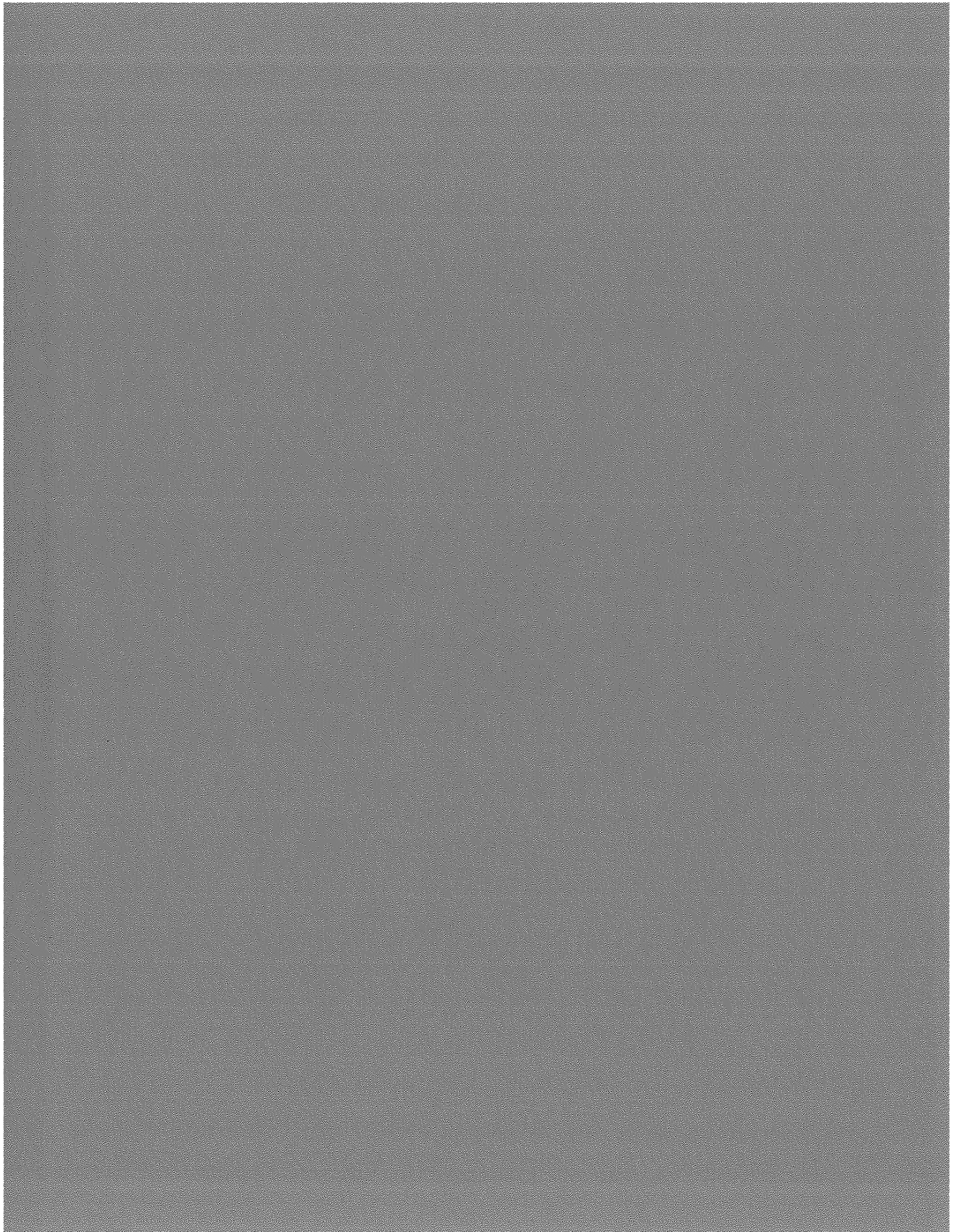
** Can utilize a *maximum* of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional

1 Courtney, Lead teacher training for CASE - MN, CASE Institute in SD,

2 Frank - New Professionals, Stem 101, Technology

3 Emmett - Naf training- Wash. DC

4 Sammi, Courtney, Emmett, Frank - Section Record Book Scoring



V. Staff Minutes

Officer Agenda 3/29/16

Sectional Activity

April 12 5-8 PM \$19

Spring Carnival Meeting-

- Stations on Back
- free popcorn
- \$soda, candy, frito bags

Stamp cards

↳ go to all stations,
earn stamps, get
free food

Summer Survival Kits

Farm Tours

Bills

TK Section \$960-
BW Casa Grande \$598.87-
1st - Hannah Seymore
2nd - Katie Walker

Officer Agenda 2/9:

□ Hamster Ball
Rental?
Buy on Amazon

World Ag Expo

Thurs 2/11 uniform 5:15 AM

~~X~~ add officers to list

2/10 Sequoia Meet & Greet

Sadie, Coral, Cort, Hannah S, Katie,

Taco Truck

<u>No</u>	<u>Get Back</u>
Fleetwood	Aurora
Ulysses	Bailey
Casery	

2/23 - Tuesday

Tables & chairs - Katie

Sale candy & soda & water \$1.00 - Ulysses will
Katie - posters & signs
or Cort inventory

Teacher Appreciation Breakfast

2/25 - Thursday

□ email on 2/16 (next Tuesday)

□ Sign ups in class 2/16 -
practice @ lunch 2/24

Kids there @
6 AM

Sweetheart Nominations, candidates, dates & letters

~~X~~ tickets today - print & cut

□ Nominate in class on Tues 2/16

□ Announce 2/19

□ Candidate mtg 2/23

Taco truck:

Aurora & Castle

Cleaning-

igloos - Katie
Sodas - ice down 4th - Aurora
Petty cash deposit - Cort
tickets for tacos

Teacher App. B-fast.

Jasay & Schultz

10 AM

office pot - office max

10 re-orders & emails out to teachers -
Castle → approx. time

Western Week

M - BBQ lunch; hot dogs, chips, punch
team sign-ins

T - Hamster Ball?

W - Penny in a haystack

R - Obstacle course

F - tug o' war

sign ups - Feb 29 - March 4

Blazer Central - Hannah

Bulletin & Marquee - Castle

posters by Feb. 29 during PLC

Farm Tours

May 18-20

add Mr. Passmore / Village
Pre-school

stations:

① oranges/citrus

② Planting

③ Sheep

④ Goats - pygmy

⑤ Pigs

⑥ Cows

⑦ pick a plant - ^{in the} gardens

⑧ Ducks & Geese / poultry

⑨ Horse

⑩ Feeds - corn pool w/toys

tables to side &
carrying flats
per class

Rotations
Group leaders

water
hand
sanitizer

dress up days

M - FFA colors & shirts

T - Animal Day

W - Farmer / Western

R - Camo (Bootcamp Day)

F - "Fandom" Friday

OFFICER MEETING 2/16/16

① Sequoia FFA meet & greet - Sadie & Katie

② Taco Truck meeting

③ Kiss-A-Cow - Wednesday

Count funds
□ Bulletin announcement - Thursday

④ Teacher Appreciation Breakfast

⑤ Regional Meeting - total - how many did we register?

⑥ Bills - \$85.91 out of \$500 homegrowers reimbursement to Mrs. Castle for class supplies

~~\$80.00~~ MJC out of \$450

1st - Hannah Seymour

2nd - Katie Walker

⑦ Impromptu

OFFICER AGENDA 1/19

Winter Movie Night - shopping - next Tues.

nacho cheese in fridge?
Aux cord? Roche

KISS-A-COW-

- ☐ Bulletin announcement
- ☐ print flyer

Regional Meeting - 2/27

Ulisses, Katie, Bailey, Hannah, Cort, ~~Sadie~~, Jesus,

State Conference -

\$150 -

Bills

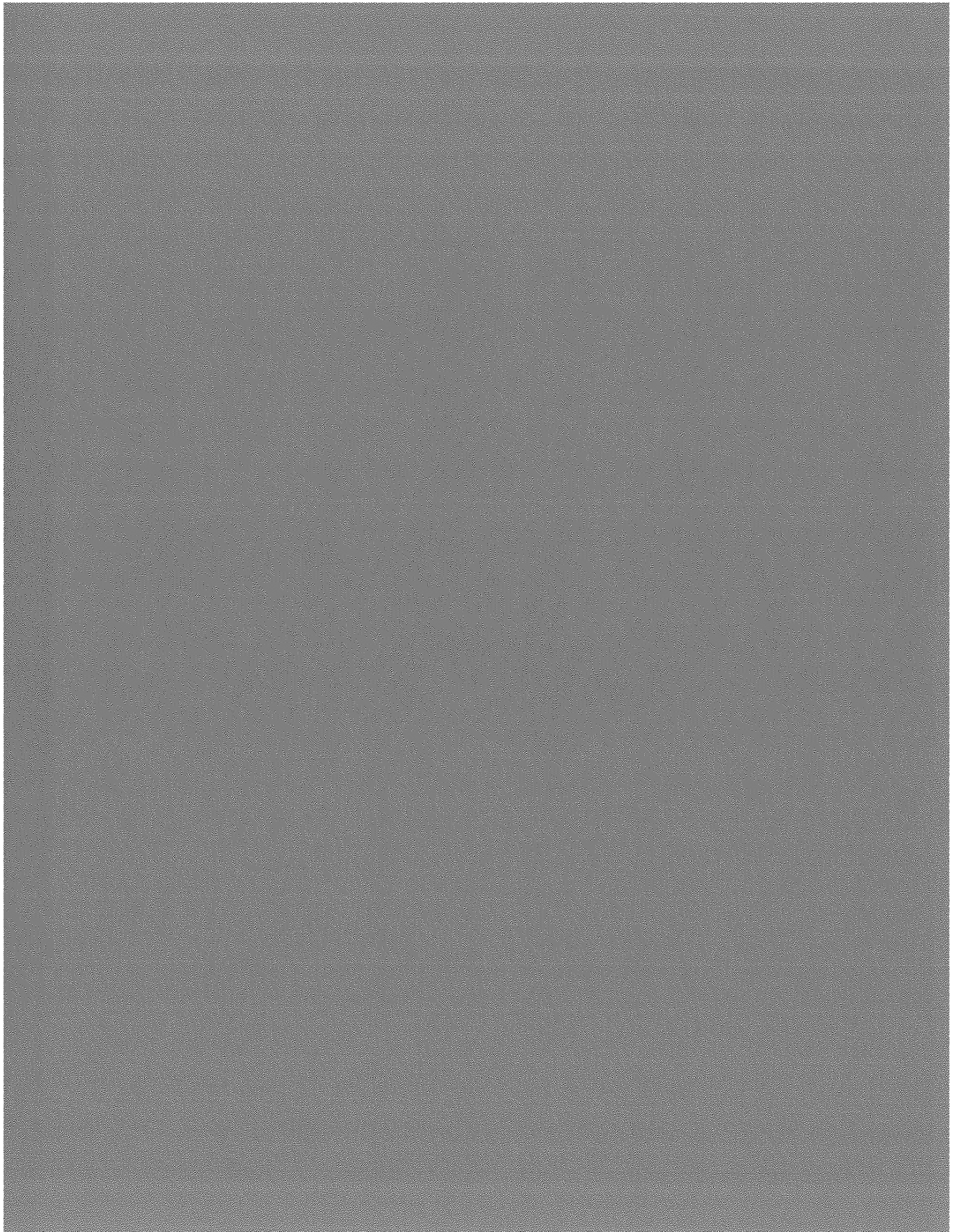
State of CA \$150

~~Hannah FFA \$150~~

Tulare FFA \$40

1st- Hannah Seymore

2nd- Katie Walker



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171087

CABINET, TOOL W/TOOLS: BRODHEA

TOOL STORAGE

2

3 DEC 00

Study Period:

1

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1

1999

1

1

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100

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1

Source: Author.

1

11

1000

10

1

1000

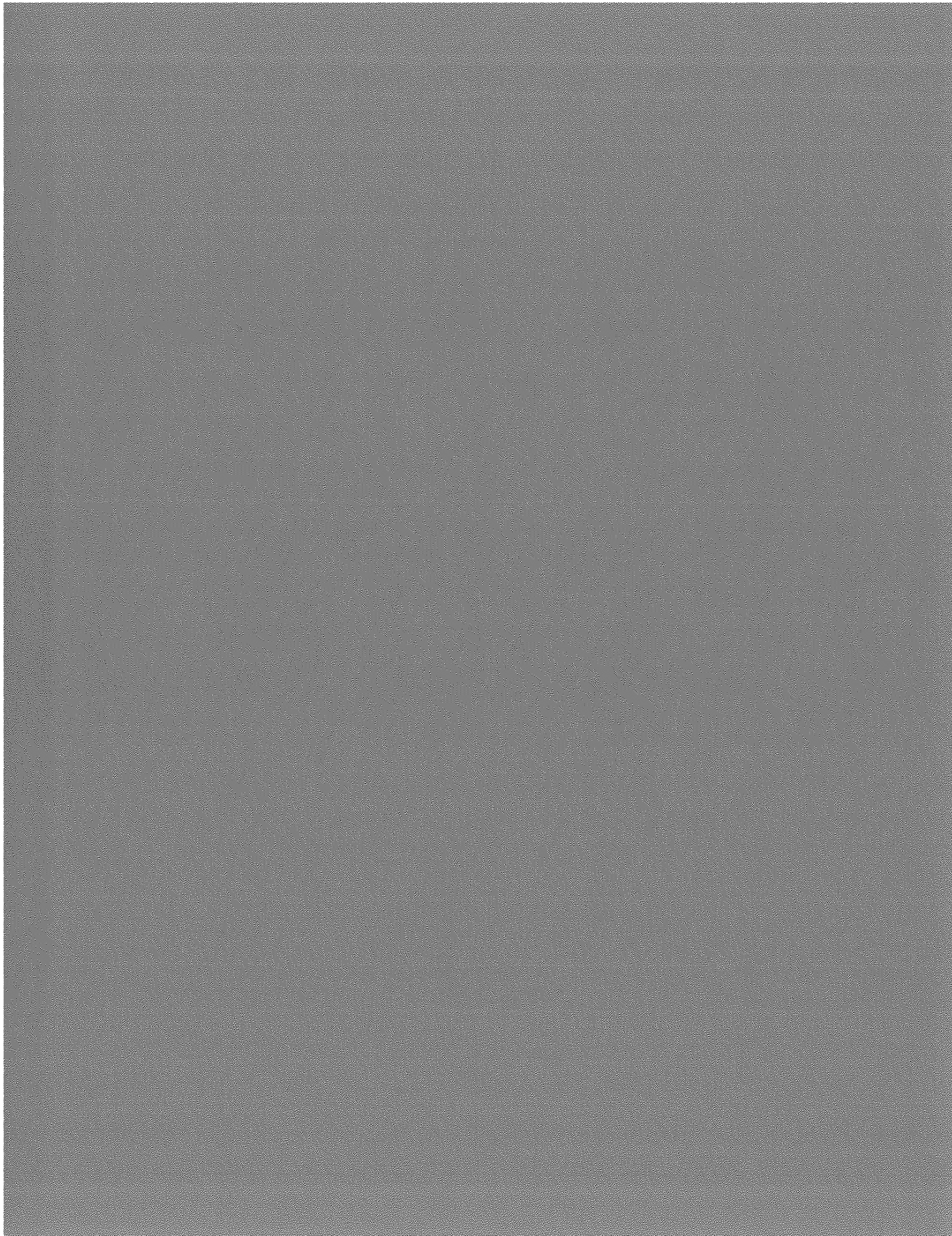
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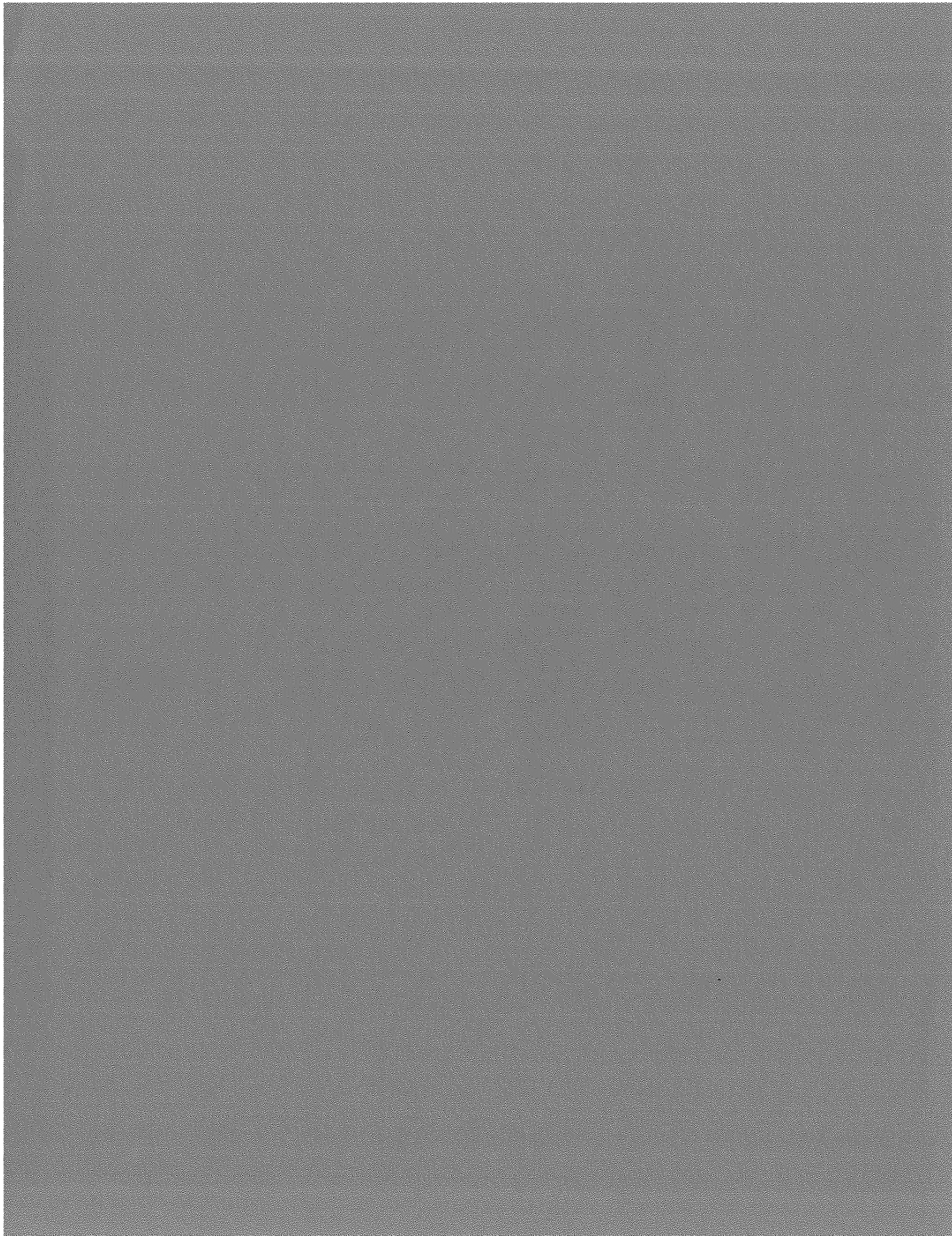
W. Department Inventory



X. List of Courses that Qualify for Alternative Credit

X. Courses that Qualify for Alternative Credit

Agriculture Class:	Requirement Met:
Ag Earth Science	Graduation Science; A-G College
Ag Biology	Graduation Science; A-G College
Animal Science	Elective; A-G College
Pre-Vet Science	Elective; A-G College
Intro to Environmental Horticulture	Elective
Advanced Environmental Horticulture	Elective; A-G College
Intro to Ag Mechanics	Elective
Ag Mechanics II	Elective
Ag Mechanics III	Elective
Ag Mechanics IV	Elective



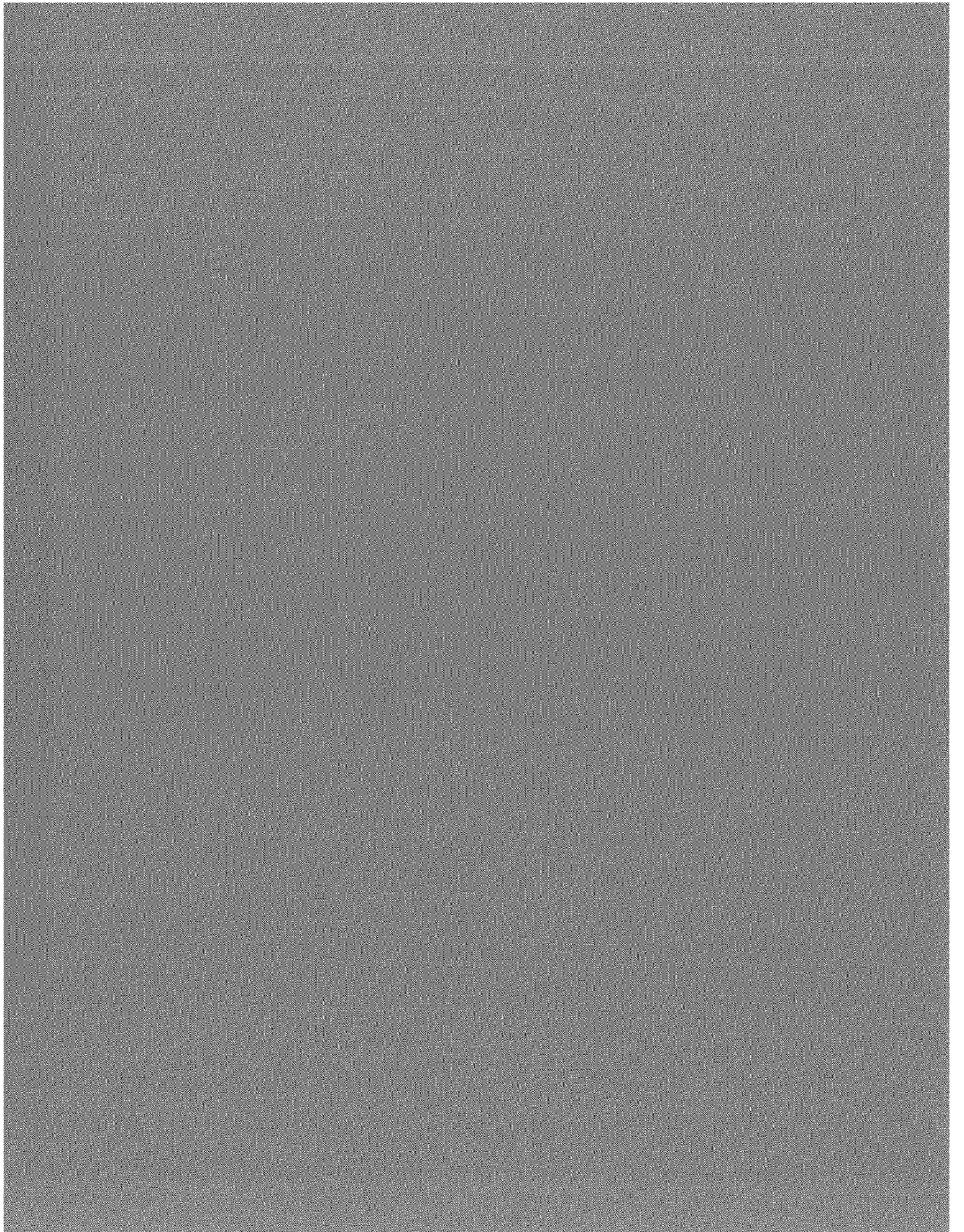
15. *Advisory* Committee Meeting *Agendas*

Agriculture Advisory Members 2015-2016

1. Johnny Jameson – President (Local Farmer)
2. Leslie Gardner (Community Member, 4H, Past Parent)
3. Fernando Fernandez (COS professors – OH)
4. Russell McKeith (COS professor – Ani. Sci.)
5. Pamela Gruber (Parent)
6. Mark Pratt (Farmer)
7. Jim Qualls (Board Member)
8. Tom Gruber (Farmer)
9. Bret Morse (PCA)

Ag Advisory Agenda
August 28, 2015

1. Introductions
2. 1-3-5 year plans
3. Booster/Parent Support Group
4. Advisory Committee Goals
5. Community Partnerships/Shadowing
6. Committee Wants
7. Orchard/Additional Acre Tour



16. *Advisory* Committee Meeting Minutes

Ag Advisory Meeting Minutes
August 28, 2015

Members in attendance: Courtney Castle, Frank Roche, Allie Girard, Tom Polich, Johnny Jameson, Roger Seymore, Tim & Pam Gruber, Emmett Schultz, Russell McKeith, Sammi Slover and Jose Fregoso

1 & 3-5 year plans were proposed to committee and discussed. Enclosed are the plans as they currently stand.

A booster/parent support group is in development. Upcoming meeting will be held at Shannon Fleetwood's house on September 3.

Goals the Advisory Committee would like to see from the Ag department include:

- 1) Incorporating more Math & English into our classes- Students entering COS are deficient in both areas. How can we do more in the Ag department to encourage learning and growth in these two areas?
- 2) Connecting to Industry Professionals- Can we partner with local agriculturualists to get students first hand experience? Can students intern for a few hours every week somewhere?

Possible connections: Monrovia (Tim Grouber), Luis' Nursery (Courtney Castle), Foster Farms (Russell McKeith)

The committee would also like to see more community outreach from the agriculture department and students. Russell discussed student tours at COS.

Advisory members toured the expansion in the OH unit. Courtney's advanced class will create a list of possible citrus, stone fruits, nuts, and other fruit trees to plant in the space. The list of trees will be presented at the next Advisory meeting.

Suggested trees to plant include mandarins, tangellos, cara-caras, and Ivanhoe walnuts.

Tom Polich suggested an "Adopt-a-Tree" fundraiser to cover costs for the expansion. Price to adopt a tree has not been established yet. Each adopted tree would have a metal name plate with the name of who it was adopted by.

Jose received a contact number for Byron Fox of Fox farming as a potential Advisory member and/or orchard expansion supporter.

Next Advisory meeting set for sometime in November or December.

Golden West High School Ag Advisory and Alumni Committee Meeting

Meeting Minutes 1/20/2016

Opening:

The Golden West Advisory and Alumni Committee meeting was called to order on Wednesday, January 20, 2016 at 6:12pm by Sammi Slover at Golden West High School, room AG-3.

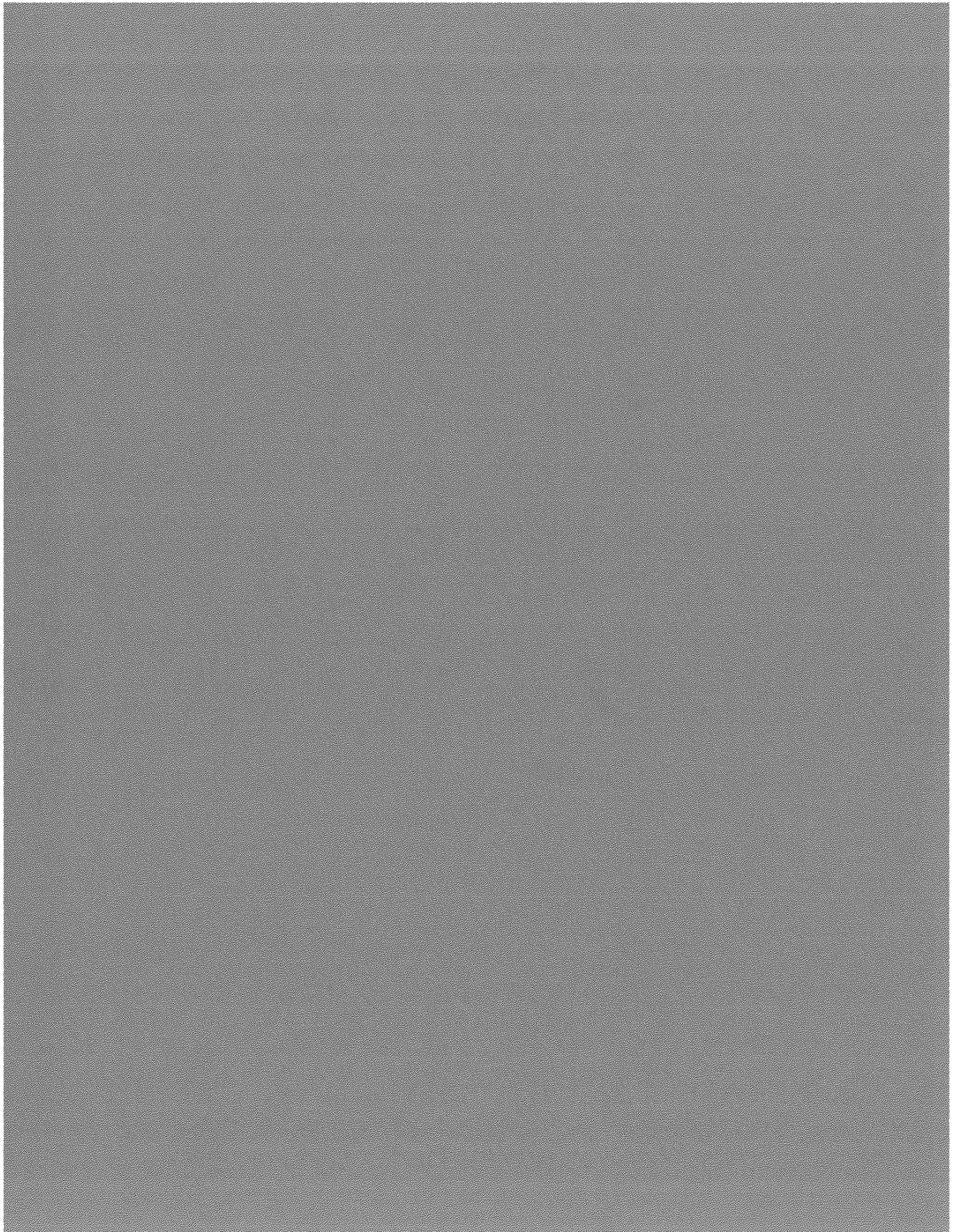
- A. Members in Attendance- Courtney Castle, Sammi Slover, Nicole Borba, Frank Roche, Emmett Schultz, Pam Gruber, Tim Gruber, Sarah Seymour, Brett Morse, Tom Polich, Gene Dupree, Lorree Rowley, Leslie Garner, Johnny Jameson, and Natalie Jameson.
- B. Approval of Minutes- Minutes were reviewed and approved as written.
- C. Orchard Proposal-
 - Adopt-A-Tree Sponsorship- Community members can sponsor a tree at the high school orchard and get a metal nameplate for \$100. The sponsorships opportunities will begin February 1st, 2016. Trees can be donated or a monetary donation can be made.
 - The Horticulture classes developed a potential list of trees to be planted. The committee reviewed the list of trees and approved. Tree planting will start mid-March with the first installment of 50 trees. The orchard will provide additional SAE opportunities for students on campus. A flyer will be developed and sent to the committee to distribute as needed. Committee members suggested contacting the Visalia Times-Delta newspaper for more community exposure.
 - Garden Beds- 16 garden beds have been created; plumbing needs to be installed on a few more. Half of the garden beds will be used for Horticulture classes, while the other half will be used as SAE opportunities.
- D. Community Partnerships-
 - Golden West High School wants to establish more community partnerships to support the curricular pathways. Discussion was opened to the committee for suggestions on partnerships. Suggestions included Paramount, the UC Davis extension center, local vet clinics, and CDFA.
 - Insurance stipulations and coverage will need to be investigated before placements/job shadowing can begin.
- E. Alumni Committee Update-
 - All collected funds have been submitted to the state for approval. After state approval, it will be sent to nationals who issue affiliations. Promotion of the Alumni Committee should begin to gain membership interest. T-shirt/sweatshirt flyers should be forwarded to the committee.
- F. Facility Updates-

- Barn- 80 feet was added to the barn including a show ring. Currently, gates are in the process of being hung and electrical, for lights, is scheduled to be completed by the spring.
- Growth Statistics- The enrollment has grown from 250 to 350 students in past 4 years. Roughly 150 students get turned down each year, so students are hand-selected. The amount of judging teams and speaking contest participation has increased dramatically over the past few years.

G. Ag Academy-

- There have been numerous changes in the Ag Academy curriculum and differing views on the future plans of the agriculture portion.
- Ag Academy instructor, Frank Roche, announced his decision to resign at the end of the school year.
- Courtney Castle will send the recruitment pamphlet and video to the committee, as well as the Agriculture Education requirements, numbers, goals, vision, and regulations that are set in place.
- The Ag Department never received the awarded match grant for the amount of \$20,000. This money was spent elsewhere in the Academy, but not in ways outlined in the grant proposal.
- The Advisory Committee will seek a discussion with those parties involved, and responsible, for the agriculture academy.

Meeting adjourned at 8:11pm.



17. *Advisory Committee Constitution & By-Laws*

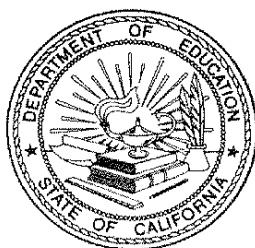
Advisory Committee's Constitution and By-Laws

We do not have a copy of our Advisory Committee's Constitution and By-Laws. We do, however, have a Career Technical Education Advisory Committee Manual that is implemented by Visalia Unified School district. This is something that we plan on discussing at our next Advisory Committee Meeting.

Career Technical Education

Advisory Committee Manual

July 2015



**Career Technical Education Administration and
Management Office
Career and College Transition Division
California Department of Education**

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Introduction

This manual provides information for Career Technical Education (CTE) coordinators, school administrators, boards of trustees, teachers of CTE, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Legal Citations

The federal Carl D. Perkins Career Technical Education Improvement Act of 2006 (Perkins IV) requires:

- Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 U.S.C. § 2354 (b)(5).)

California *Education Code* specifies:

- “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department (EDD).” (EC § 8070.)

The State Plan for Career Technical Education specifies:

- “Each CTE program assisted with Section 131 or 132 funds must have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008—2012 Local Plan for Career Technical Education and instructions for the annual application for funds.” (2008—2012 CA CTE State Plan, Ch. 5 (2).)

Forming an Advisory Committee

1. Nomination of Committee Members

- 1.1 Nominations should be recommended by the head of the career technical education (CTE) department with input from the other CTE teachers, site principal, superintendent and/or the chairperson of the school board.
- 1.2 The advisory committee should be truly representative of the district and CTE program.
 - 1.2.1 Committee members should be representative of the various industry sector programs offered and include: parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, and representatives of special populations.
 - 1.2.2 Members must have recent, firsthand, and practical experience and must be individual/s engaged or working in an industry sector offered by the district.
 - 1.2.3 Members should exhibit substantial interest in the CTE program.
 - 1.2.4 Members should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
 - 1.2.5 Members should include representatives from across the district regionally or service areas of CTE.
 - 1.2.6 Members should recognize the time required and express a willingness to serve on the committee.

2. How Many Committee Members?

- 2.1 There is no fixed number that will satisfy all situations.
- 2.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 2.3 The group should not be so large that it is unwieldy or difficult to call together.
- 2.4 Seven to eleven persons are suggested with nine being a workable medium.
- 2.5 The program should present only the number of names previously decided upon by the local governing board for confirmation.
- 2.6 The committee should represent parity (an equal number of representatives) between all groups involved. There should never be more district or school staff than representatives of business/industry/labor.

3. How are Committee Members Notified of Their Selection?

- 3.1 Upon appointment by the LEA board, notification of the committee member is usually done in writing, by the principal or superintendent, on behalf of the school board. (EC § 8070.)
- 3.2 The letter should:
 - 3.2.1 Indicate that the CTE program staff is supportive.
 - 3.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
 - 3.2.3 Include a request that the member indicate whether he or she will accept.
 - 3.2.4 Urge speed of acceptance to gain an orderly efficient start.

4. Understanding of Responsibility

- 4.1 Of greatest importance is that the committee is *only* advisory in nature.
- 4.2 The committee has no administrative or policy forming power.
- 4.3 The committee will make suggestions and/or recommendations on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Functions and Duties of Advisory Committees

It is the function of the committee to:

Program

1. Help to determine what type of CTE program is offered.
2. Assist the teacher in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in industry occupations.
3. Help attract and encourage qualified/capable students into the CTE program.
4. Assist in recruiting and providing opportunities for special needs students.
5. Evaluate the effectiveness of the CTE program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Career Technical Education Administration and Management Unit of the California Department of Education.
6. Help gain support for legislation and appropriations.
7. Obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and the Career Technical Student Organizations (CTSO) or other youth programs.
8. Unify the activities of the CTE program with those of other groups and agencies interested in CTE.
9. Study and make recommendations to help solve problems presented to the district/program by the school board on which further information is needed.
10. Identify current standards for new equipment.

Teacher/Classroom

1. Help establish curriculum that has a hands-on, technological approach as aligned with CTE standards.
2. Assist to develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
3. Assist in determining skills needed for particular jobs at entry, technical, and professional levels so that the skills may be included in the instructional program.

4. When appropriate, serve as resource when the teacher is visiting work place learning sites of students and participate in classroom instruction or demonstrations and accompanying or hosting field trips.
5. Provide technical assistance and keep the teacher aware of new developments in the CTE industry.
6. Provide current resources to develop and maintain a library of visual aids, magazines, and books concerning pathway projects.
7. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
8. Assist in procuring opportunities to upgrade the technical skills and knowledge of the teacher.

Appendix A

(SAMPLE)

Suggested Opening Session Script and Notes for the 1st year of the Advisory Committee

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible CTE program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students and school staff expect to benefit from your work.
7. We need help to:
 - 7.1 Review existing programs, courses of study, facilities, and equipment.
 - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
 - 7.3 Evaluate existing programs and proposed new programs.
 - 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
 - 7.5 Develop building plans, review architects' plans, etc., where new buildings are being proposed.
 - 7.6 Point out changes needed for the future in your area of interest, keeping the program up to date.
 - 7.7 Assist in placement and in evaluating performance of our CTE students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor as the program is implemented and progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors—catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1, 2, or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who cannot continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Appendix B

(SAMPLE)

Advisory Committee Meeting Agenda

TO: List committee members here

FROM: Chairperson

DATE: Date agenda is published

RE: Next Advisory Committee Meeting

DATE: Date of next meeting

TIME: Time of next meeting

PLACE: Place where meeting is being held

AGENDA

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

Appendix C

(SAMPLE)

Set of Minutes

Advisory Committee Meeting January 21, 2015

The meeting was called to order by chairperson, Joe Smith at 3 p.m., January 21, 2015, in room 8 at Your High School.

The minutes of the previous meeting were read, amended (by changing the word 'shall' to 'should' in topic number eight), and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2015. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2015.

Ms. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Ms. A, Ms. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Ms. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Auto class. Added topics being considered are: brakes, ignition, and fuel system. Course titled "Auto Body practices" will likely be deleted as a specific course in "Auto bodywork" is being considered for next Fall.

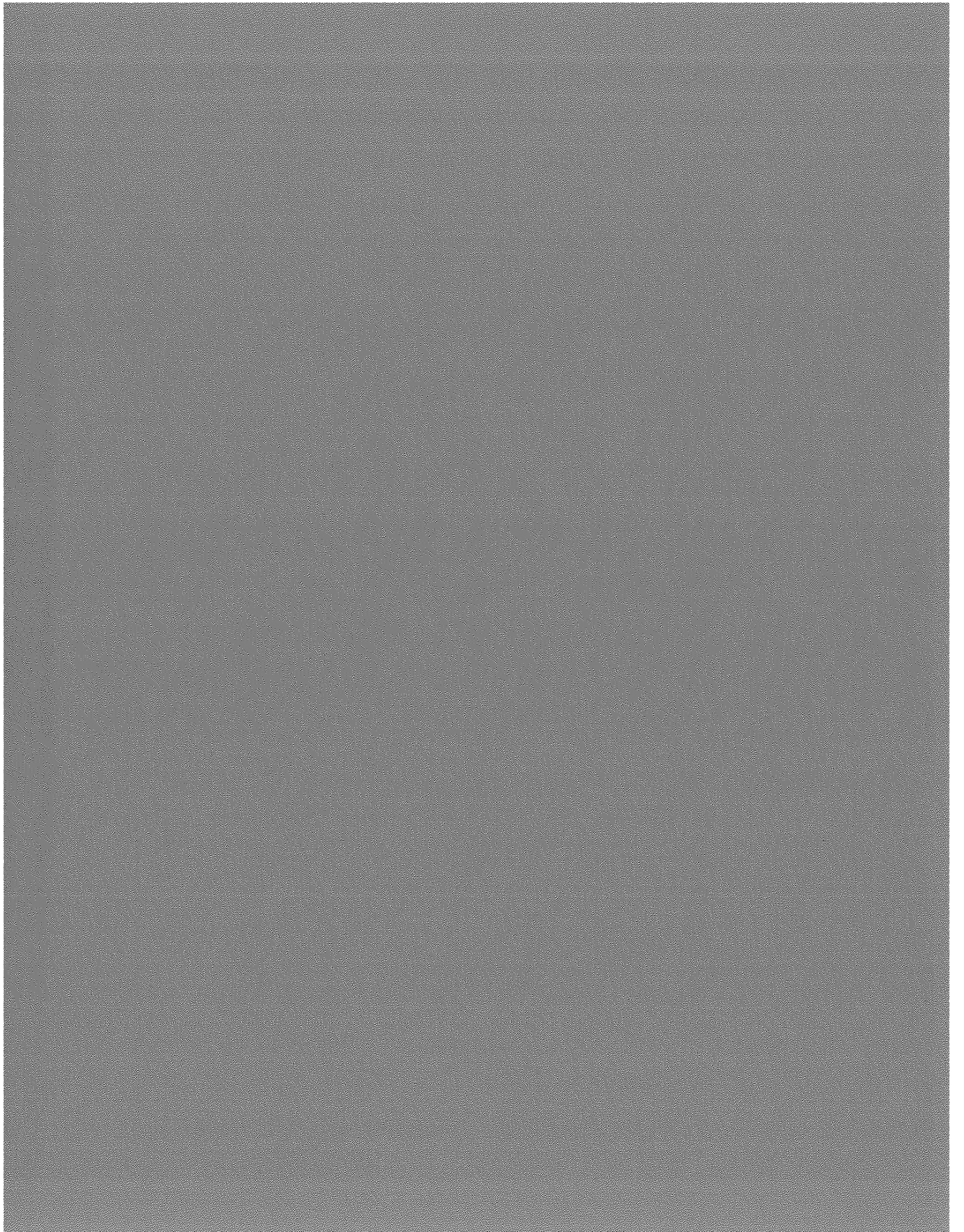
DECA President, Sally M. reported on this year's calendar of events of the chapter. She was commended by the Chair for her leadership and hard work.

The next meeting is scheduled for 3 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5 p.m. by Chairperson Joe Smith.

Respectfully Submitted,

Ms. Z, Recorder



18. Proficiency Standards

Veterinary Science

Golden West High School

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 areas listed below may be obtained by calling the instructor.

First Name

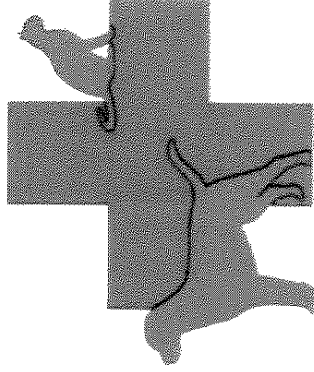
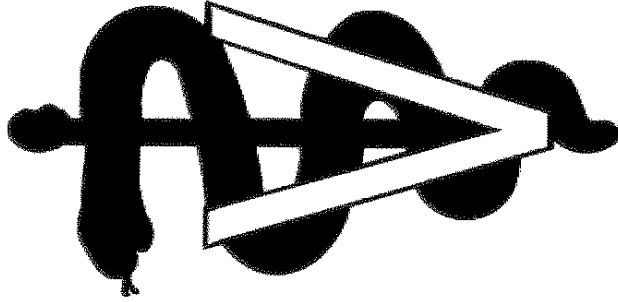
Last Name

Month

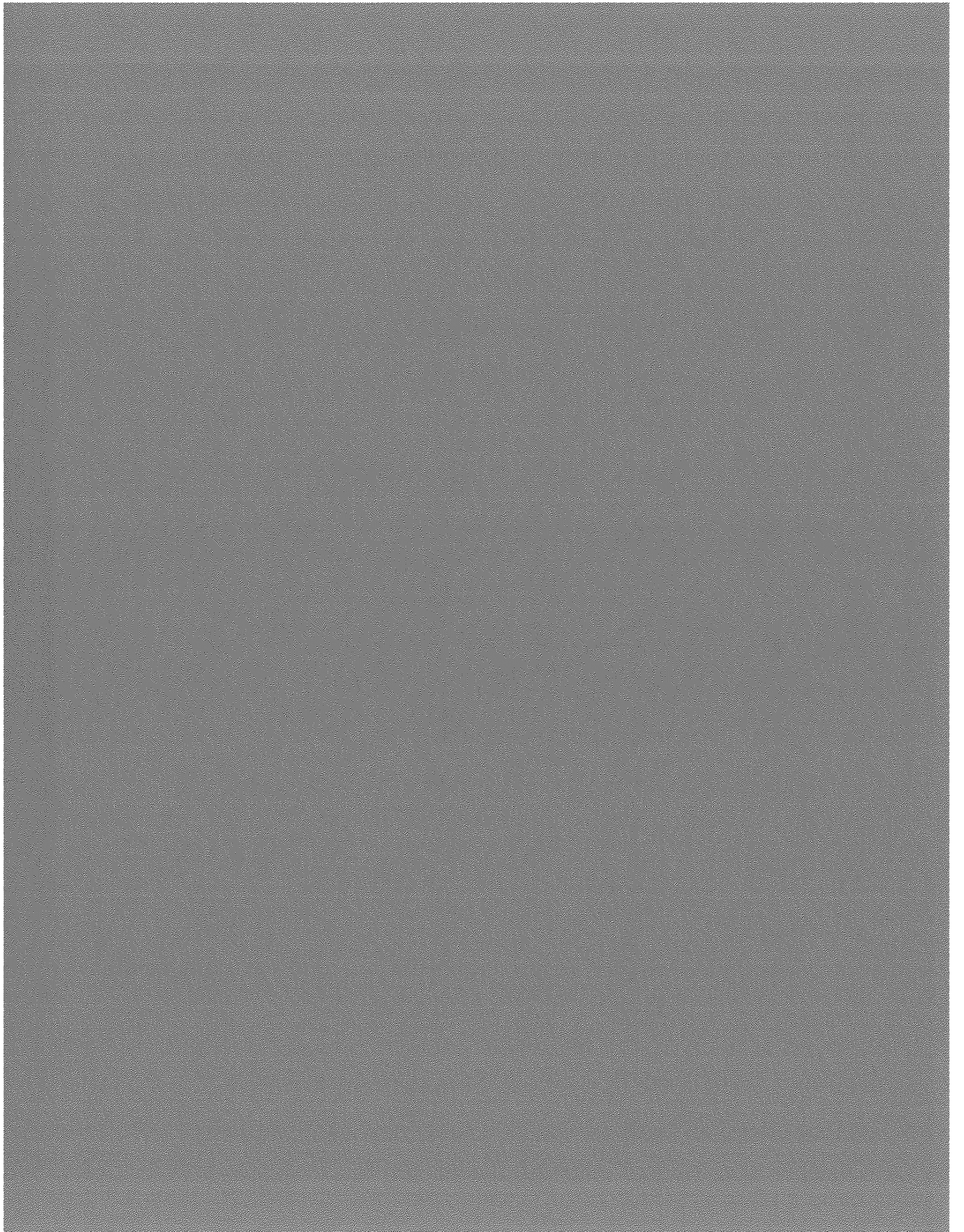
Day

Year

1.	Safety & Sanitation
2.	Veterinary Terminology
3.	Anatomy & Physiology
4.	Clinical Exams
5.	Hospital Procedures
6.	Parasitology
7.	Office Management
8.	Posology
9.	Laboratory Techniques
10.	Animal Nutrition
11.	Principles of Disease
12.	Animals in Society
13.	Career Exploration
14.	Animal Management



Congratulations!
2015-16



19. Credentials



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

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Document Number:

[New Search](#)

Last Name: SLOVER
First Name: SAMMI
Middle Name: LEE

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 Action Indicator:

Fingerprint Process Complete: Y

Document | [Application](#) | [Adverse and Commission Actions](#)

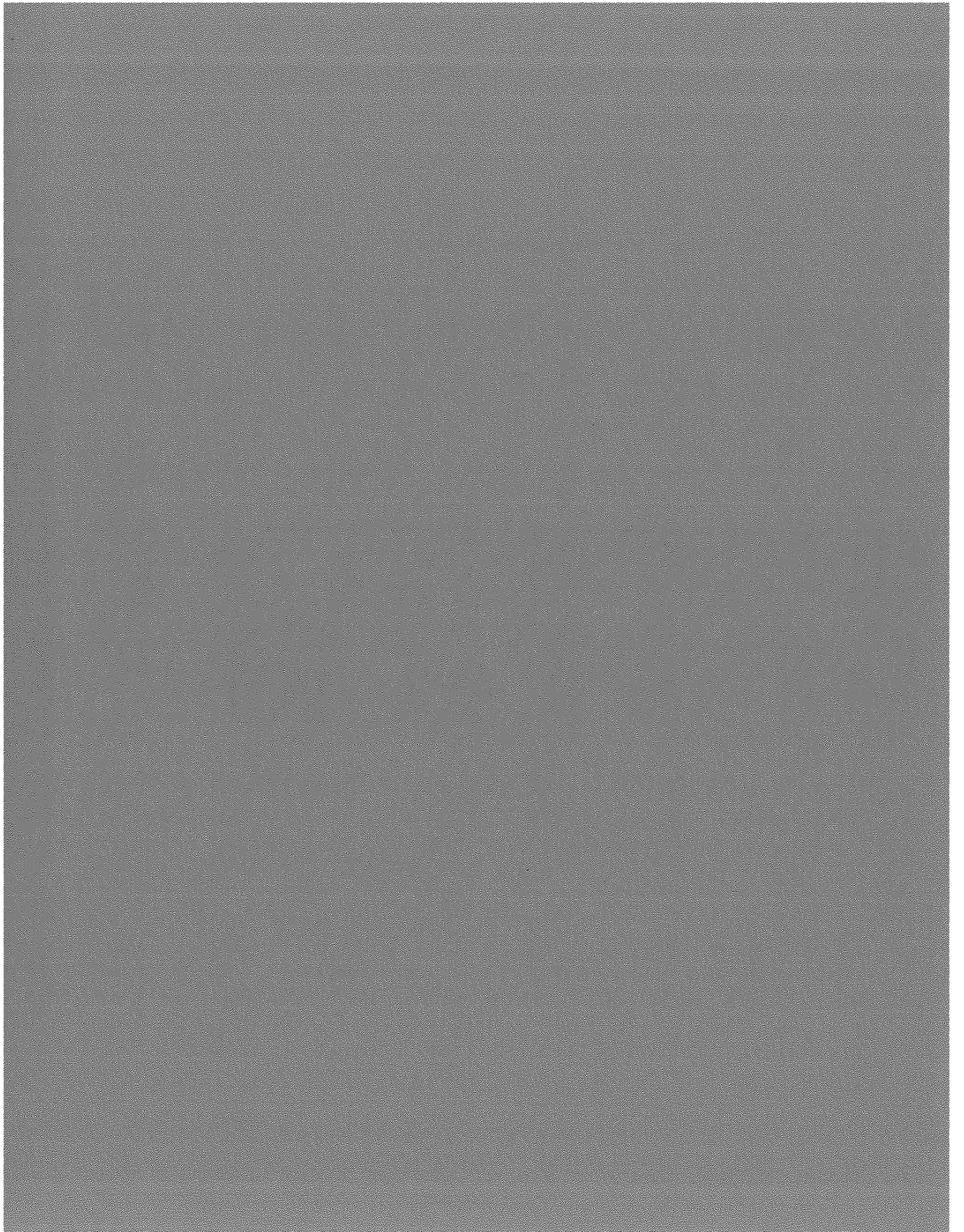
◀ 1 - 5 of 5 ▶

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date
➤ 150014926	Single Subject Teaching Credential	Clear	Valid	12/1/2014	1/1/2020	2/23/2010
➤ 101123577	Single Subject Teaching Credential	Preliminary	Valid	2/23/2010	3/1/2015	2/23/2010
➤ 101123576	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/23/2010	3/1/2015	2/23/2010
➤ 090251796	Certificate of Clearance		Valid	12/8/2009	1/1/2015	
➤ 080050650	Certificate of Clearance		Valid	2/20/2008	3/1/2013	

Authorization/Subjects

◀ 1 - 2 of 2 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects				



20. Chapter Activities Calendar

GOLDEN WEST FFA

FALL SEMESTER EVENTS 2015

August

- 26: Welcome Back BBQ, 5:30 PM, Ag Department
- 29: Tulare Fair Work Day, 8:00 AM, Tulare Fairgrounds

September

- 9: VUSD Farm Fair, 6:00 PM, VUSD School Farm
- 11: Placemat Ad Sales End
- 15-20: Tulare County Fair, Times Vary, Tulare Fairgrounds
- 23: Fall Movie Night, 6:00 PM, Ag Department
- 26: Drive Thru BBQ, 6-8 PM, Ag Department
- 29: Opening/Closing Contest, 5 PM, Mt. Whitney HS

October

- 2: Happy Trails Fundraising Dinner, Tulare
- 7: Sectional Opening/Closing Contest, 5 PM, Hanford
- 8: Greenhand Leadership Conference, All Day, Tulare
- 10: Cotton Contest, 8 AM-1 PM, Corcoran
- 24: Cotton Contest, All Day, Modesto Junior College
- 28: Fall Extravaganza, 6 PM, Ag Department
- 28-31: National FFA Convention, Louisville, KY

November

- 5: Cotton Contest, 5 PM, Hanford HS
- 17: Fall Awards Banquet, 6 PM, Mini-Gym
- 18: Sectional Activity, 5 PM, Roller Towne

December

- 2: BIG/COOP Contest, 6 PM, Avenal HS
- 9: Winter Wonderland Meeting, Ag Department
- 12: Citrus Contest, 8 AM- 1 PM, Golden West HS

Golden West FFA 2016 Spring Semester Events

JANUARY

- 16 Dinuba Vine Pruning
- 22 State Degree Record Books Due
Proficiency Applications Due
SJ Region Officer Apps Due
- 23 Hanford Citrus Contest
- 27 Winter Movie Night- 6PM
- 30 Tulare Citrus Contest
Minarets Parli Pro Contest

FEBRUARY

- 2 Sectional Speaking Manuscripts Due
- 3 Kiss A Cow Begins
- 6 Citrus & Vine Pruning State Finals
MJC Parli Pro Contest
- 11 World Ag Expo Field Trip
(Advanced Ag Classes only)
- 12 Chico State Parli Pro Contest
- 17 Sectional Speaking Contest
- 19-20 MFE/ALA Conferences
SJ Region Officer Interviews
- 23 Taco Truck Meeting- 6 PM
- 24 Kiss A Cow Ends
- 25 Teacher Appreciation Breakfast
- 26 Kiss A Cow at Lunch
- 27 SJ Regional Meeting

MARCH

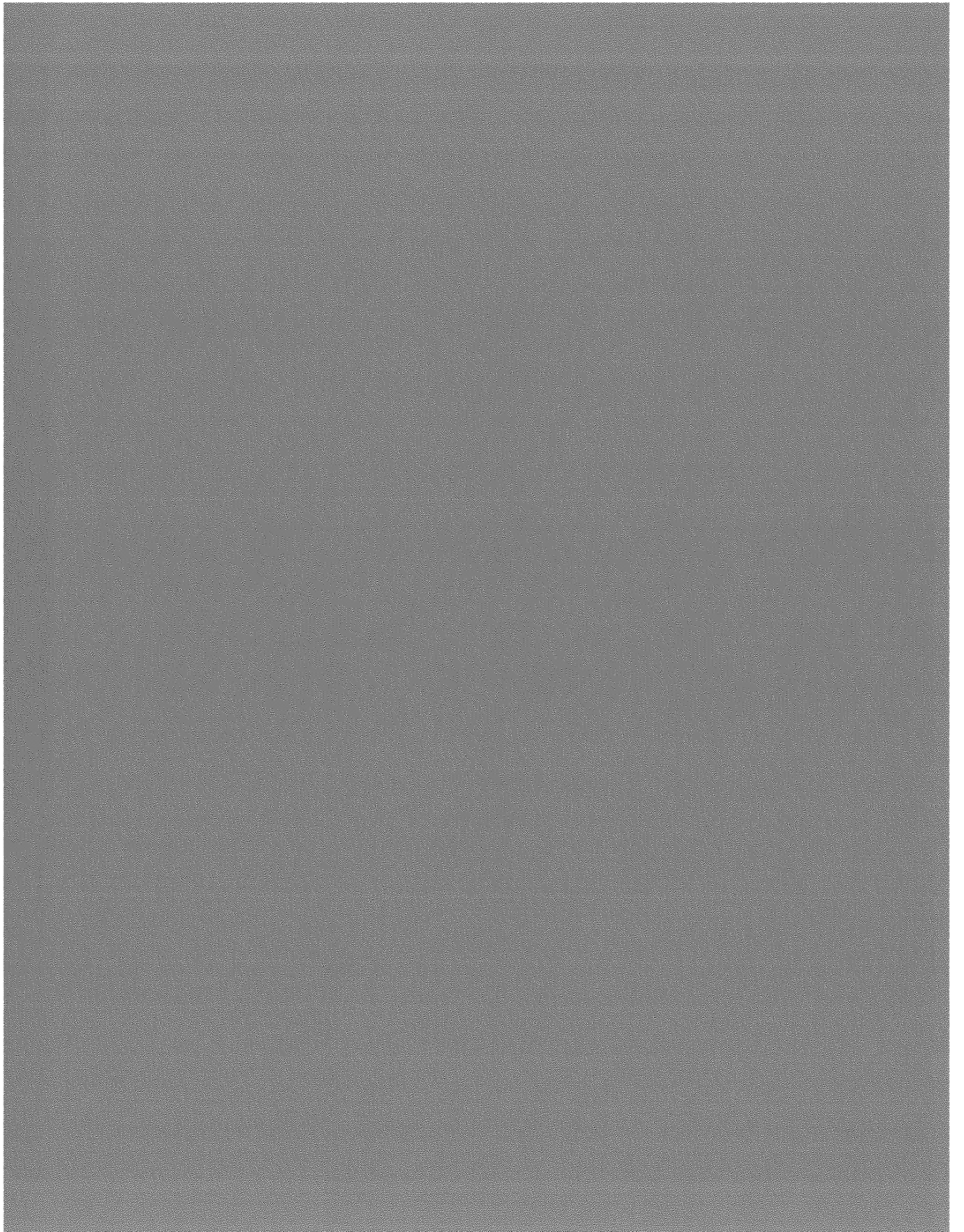
- 4-5 UC Davis Parli Pro Contest
- 7-11 Western Week
- 11 Sweetheart Dinner
- 16 Sectional Parli Pro Contest
- 18 SJ Regional Speaking Contest
- 19 Merced Field Day
Dinuba Vet Science Contest
- 31 Sectional Awards Banquet

APRIL

- 1 SJ Regional Parli Pro Contest
- 2 MJC Field Day
- 12 Sectional Pool Party
- 16 Reedley Field Day
- 19 Scavenger Hunt Meeting- 6 PM
- 21 State Speaking Finals
- 22 State Parli Pro Contest
- 23-26 State FFA Conference
- 29 Chapter Officer Applications Due

MAY

- 3-4 Chapter Officer Interviews
- 5 Sectional Officer Interviews
- 6-7 Cal Poly State Finals
- 10 Water Wars Meeting- Time TBD
- 12 Sectional Officer Elections
- 12-14 Norm Phillips Plant Sale
- 17 End of Year Banquet
- 18-20 Elementary Schools Farm Tours
- 24 Semester Awards Lunch



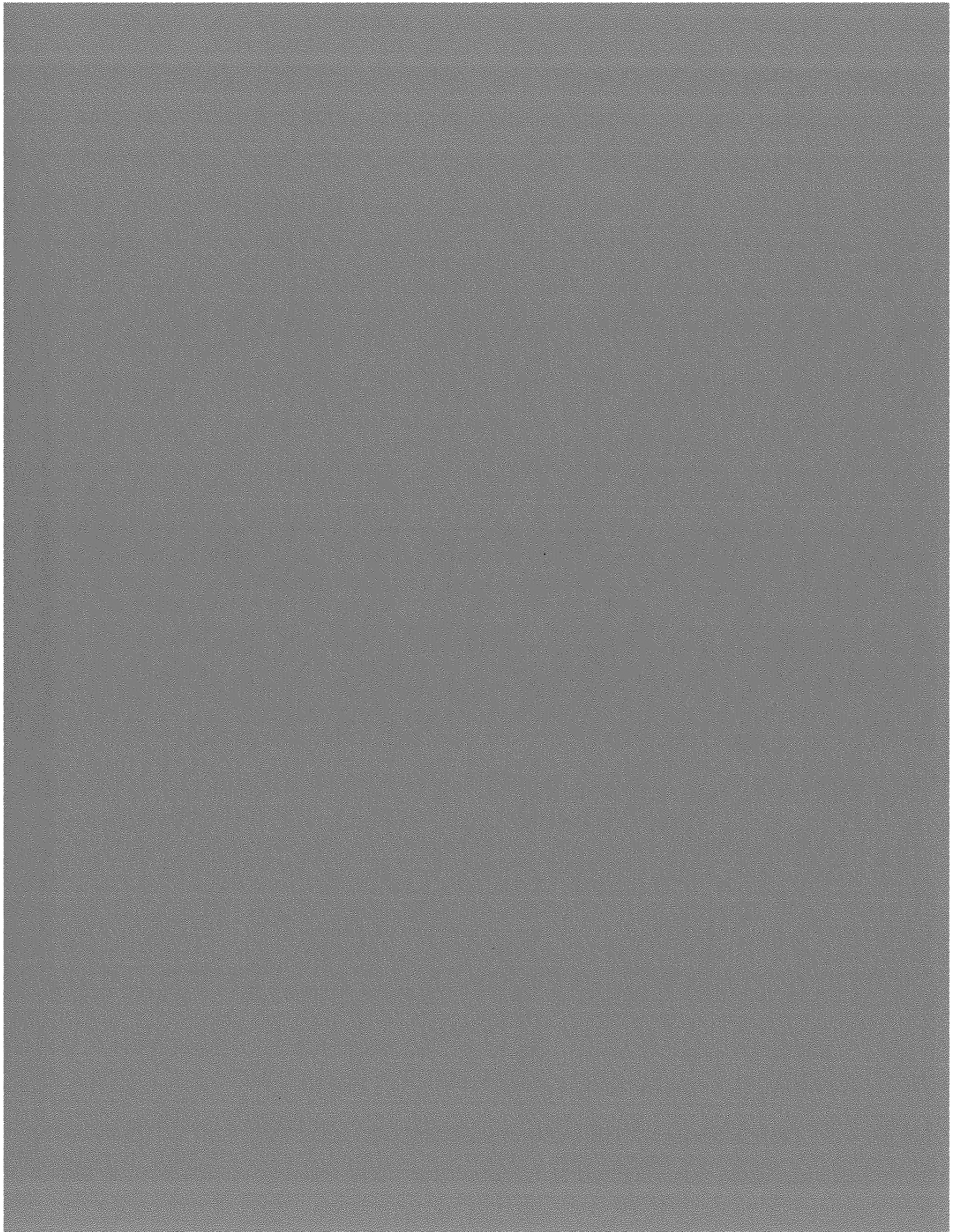
21. Professional Growth & Development Activities

Professional Growth and Development Activities

Below is a list of professional development activities I have participated in during the 2015-2016 school year.

August 13:	Staff Development Day
October 6:	Sectional CATA Meeting
October 15:	Staff Development
November 17:	Regional CATA Meeting
November 29:	Agriculture Advisory Committee Meeting
November 29:	Evaluation Meeting with Principal
December 3:	Regional CATA Roadshow
December 6:	Evaluation Meeting with Principal
January 17:	Evaluation Meeting with Principal
April 19:	Written Exam for Master's Degree
February 27:	Regional CATA Meeting
March 13:	Final Evaluation Meeting with Principal
April 10:	BTSA Meeting at District Office
April 15:	Oral Interview for Master's Degree
May 6:	Sectional CATA Planning Meeting
June 26-30:	CATA Summer Conference

Every Monday during the current school year, I participate in PLC meetings with the other Ag teachers on campus and within the district. We also hold lunch meetings every Monday with our FFA Chapter Officer Team.



22. R-2 Report

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Golden West HS
R2 Student Report
Year:2015

Gender

Schnum	ProgName	Male	Female
187	Ag Mech.	127	27
187	Agriscience	20	22
187	An. Science	25	66
187	O.H.	27	45
187	Plant/Soil Sci.	2	0

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Mech.	92	62
Agriscience	25	17
An. Science	53	38
O.H.	48	24
Plant/Soil Sci.	2	0

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Mech.	63	0	0	21	21	1	63
Agriscience	10	1	0	1	1	0	29
An. Science	36	0	0	0	0	0	54
O.H.	21	1	0	1	1	2	45
Plant/Soil Sci.	0	0	0	0	0	0	2

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	107	28	18	41	0	0	0	0	194
2	0	68	10	10	0	0	0	0	88
3	0	0	36	16	0	0	0	0	52
4	0	0	0	19	0	0	0	0	19
5	0	0	0	0	7	0	0	0	7
6	0	0	0	0	0	1	0	0	1
Total	107	96	64	86	7	1	0	0	361
Total 9-12									353

Freshman Persistence:

Cohort Year: 2012-2013

Years in Ag Completed	Count	Percent
1	39	47%

2	13	16%
3	10	12%
4	21	25%
Freshman Cohort Students	83	
Average Years Completed	2.2	

*Prior to 2010 Hispanic is listed as a race.

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R2 Teacher Information
Golden West HS, Visalia
Year: 2015

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Roche	Frank		Male	White	2	Agriculture Specialist	48396	9155	1134	0	N
Slover	Sammi	L	Female	White	4	Agriculture Specialist	53761	10171	1134	1260	Y
Castle	Courtney	L	Female	White	5	Agriculture Specialist	57757	10926	1134	0	N
Schultz	Emmett	F	Male	White	16	Agriculture Specialist	80686	15264	1134	0	N

Castle, Courtney						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Introduction to Environmental Horticulture	27	O.H./Floral	
1	2	0924	Introduction to Environmental Horticulture	28	O.H./Floral	
1	3	1031	Advanced Environmental Horticulture	28	O.H./Floral	
1	4	1135	Ag Biology	28	Ag Biology	
1	5	0119	Prep	0	Prep	
1	6	0223	Ag Biology	22	Ag Biology	

Roche, Frank					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0820	Engineering	0	Non-Ag
1	2	0924	Engineering	0	Non-Ag
1	3	1107	Ag Engineering 2	31	Ag Mechanics
1	4	1135	Prep	0	Prep
1	5	0119	Ag Engineering 1	18	Ag Mechanics
1	6	0223	Ag Engineering 1	27	Ag Mechanics

Schultz, Emmett					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0820	Ag Welding/Mechanics Construction ROP	16	Ag Mechanics
1	2	0924	Ag Welding/Mechanics Construction ROP	16	Ag Mechanics
1	3	1031	Ag Mechanics 2	22	Ag Mechanics
1	4	1135	Prep	0	Prep
1	5	0119	Ag Mechanics 1	21	Ag Mechanics
1	6	0223	Ag Mechanics 1	22	Ag Mechanics

Slover, Sammi					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0820	Veterinary Science	28	Animal Science
1	2	0924	Prep	0	Prep
1	3	1031	Ag Earth Science	27	Agriscience I
1	4	1135	SAE	0	SAE
1	5	0119	Animal Science	26	Animal Science
1	6	0223	Ag Earth Science	28	Agriscience I

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Graduate Follow-up Report

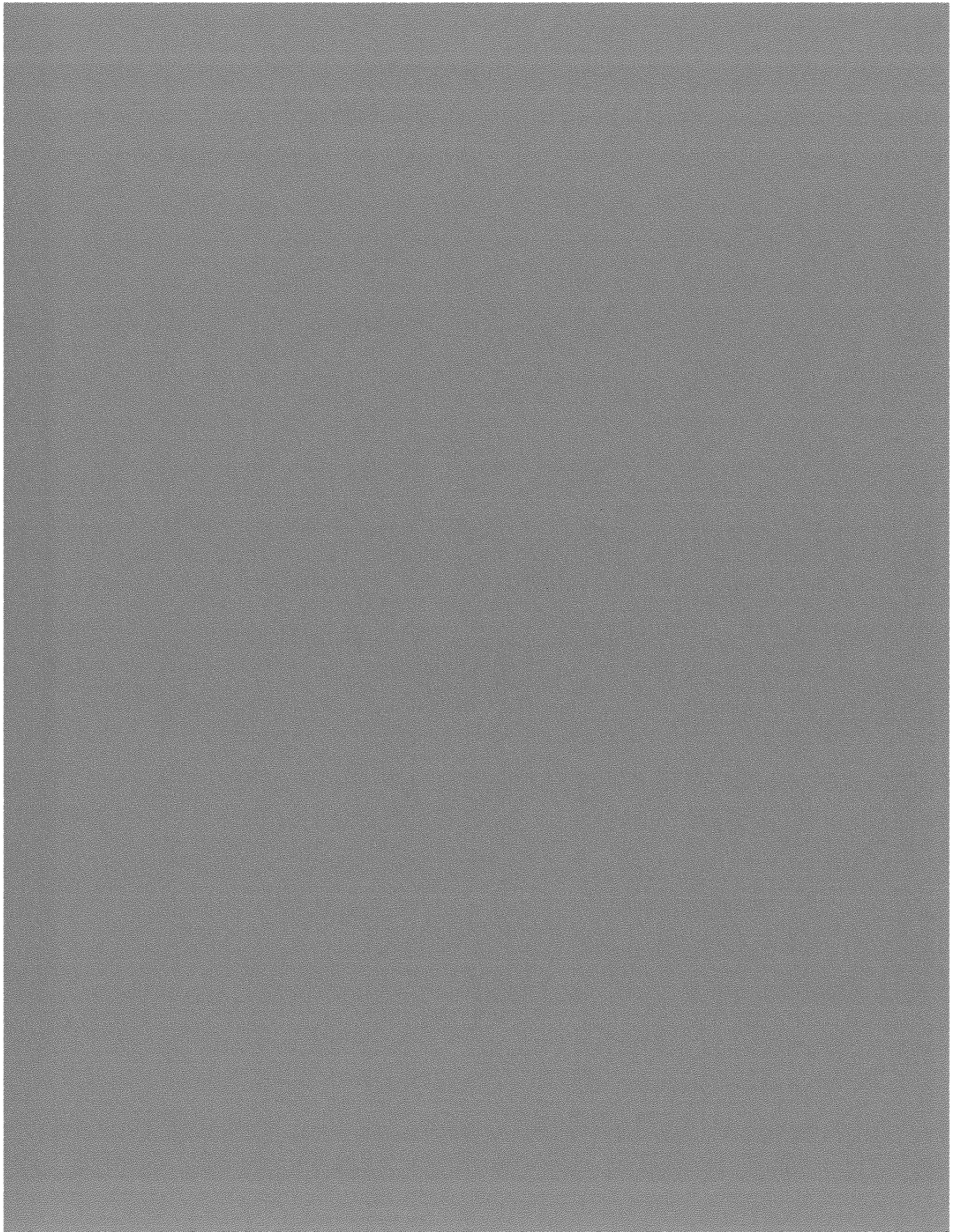
Filing Year=2015

CA0224 Visalia - Golden West
Golden West HS
1717 N. McAuliff
Visalia, CA 93292

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Total Seniors (Year=2014):	61
Total Seniors having completed 3 or more years of Ag Instruction:	23
Program Completer Status	
Two Year College Ag Major	5
Two Year College Non-Ag Major	5
Four Year College Ag Major	4
Four Year College Non-Ag Major	1
Employed - Fulltime Ag Job	2
Military	1
Location or Position Unknown	5

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23. Travel Request

VISALIA UNIFIED SCHOOL DISTRICT — CONFERENCE ATTENDANCE FORM

2003-2004

Vendor # _____

Name SAMMI SLOVERWork site/Department GW AgPosition TEACHERDate and Location of Conference 8/15-8/16/15Title of Conference SJR BOOT CAMPSAN WIS OBISPO

Summary of Conference Expectations (attach brochure) _____

The following checklist must be completed with necessary forms attached to this request.

ESTIMATED COSTS

ACTUAL COSTS

(OUT OF POCKET)

Registration

\$ _____

\$ _____

☐ Prepay (attach a GS-1 for prepaid registrations)☐ Reimburse (paid by employee)

Lodging

\$ _____

\$ _____

☐ Prepay (attach a GS-1 for prepaid lodging)☐ Reimburse (paid by employee)

Travel Costs

\$ _____

\$ _____

☐ Personal (miles _____ x rate _____) or☐ District (attach transportation request form)☒ Other

Meals including Tips (receipts required)

\$ 40.00

\$ _____

(Should not exceed \$40.00/day)

Other Costs (receipts required)

\$ _____

\$ _____

Substitutes

\$ _____

\$ _____

☐ Substitute needed for _____ days (attach sub request form)☒ Substitute not needed

TOTAL

\$ _____

\$ _____

BUDGET NUMBER FOR REIMBURSEMENT ITEMS:

Fund	Resource	Project Year	Goal	Function	Object	Site	Type	Mgr.
(3 digits)	(5 digits)	(1 digit)	(5 digits)	(5 digits)	(5 digits)	(3 digits)	(4 digits)	(3 digits)
	ASB #450							

STUDENT FIELD TRIPS BEYOND SEVENTY-FIVE MILES MUST HAVE BOARD APPROVAL

☐ Board approval has already been processed☒ Request for Board approval is attached☐ Not a student field trip

Please list in the space below any expense that will be covered by another agency and where the billing should be sent to:

REQUEST/APPROVAL TO ATTEND CONFERENCE

REQUEST FOR REIMBURSEMENT

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 heretofore been paid:

Signature of Employee

date

Signature of Principal or Director

date

Signature of Asst. Supt. or Superintendent

date

Signature of Employee

date

Signature of Principal or Director

date

1) Submit three copies to Chief Site Administrator for approval.

2) Two copies will be returned to employee following approval.

3) After conference, complete actual costs column and return one copy to Accounting Department for actual reimbursement.

Approved by Cabinet 9/22/93

See Reverse For Required Documentation

Revised 4/2001 1021.2A (1 of 2)

☐ Under 75 miles

☐ Over 75 miles

☒ Overnight

☐ Out of state

☐ Out of country

☐ Competitive

☒ Non-competitive

APPROVED JUN - 9 2015

APPROVED JUN - 9 2015

VISALIA UNIFIED SCHOOL DISTRICT
REQUEST FOR BOARD APPROVAL OF
STUDENT FIELD TRIP

1. Title and/or purpose of trip: San Joaquin Region FFA Boot Camp, Leadership Conference
2. Inclusive dates of trip: From: August 15, 2015 Through: August 16, 2015
3. Destination and/or description of itinerary: Camp San Luis, San Luis Obispo, CA
4. Means of transportation: Ag Vehicles
5. Expenses to be paid by: ASB FFA Account #450
Otherwise known as the sponsoring group.
Budget Number (if applicable):
6. Attached is an outline of the sponsoring group's plans for fund raising activities, accounting of funds raised and expended, and return of funds not used.
7. Attached is a sponsoring group waiver, exempting the Board from financial responsibility and specifying that public funds will not be utilized for this trip.
8. Total Number of Students: 10 Grade Level(s): 10-12
A list of students must be submitted prior to departure.
9. Names and Addresses of Instructors/Supervisors for the Field Trip :
Courtney Castle, Sammi Slover, Emmett Schultz, Frank Roche, 1717 N. McAuliff Rd., Visalia, CA 93292

10. School at which students are enrolled: GOLDEN WEST HIGH SCHOOL

Dated : 05/26/15

CCastle

Signature of Person Submitting Request

I certify compliance with the requirements of the appropriate Administrative Regulation

Dated _____, 20 _____

[Signature]

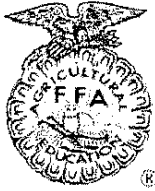
Signature of School Principal

Dated 6-2 20 15

[Signature]

Signature of Director

6/9/15



San Joaquin Region FFA
2910 E. Barstow Avenue
Fresno, CA 93740-0115
Phone: (559) 278-5777; Fax (559) 278-6112
Email: cparker@cde.ca.gov

May 1, 2015

TO: FFA Members and Advisors

SUBJECT: Team Building Boot Camp

The Regional Officers will be conducting the 4th Annual San Joaquin Region FFA Team Building Boot Camp on August 14-16 at Camp San Luis (Between Cal Poly and Questa College). This year, there are two options in which a chapter may participate.

Option One – August 14-15, 2015 (Friday/Saturday Conference)

Option Two – August 15-16, 2015 (Saturday/Sunday Conference)

There is limited space in each option. Therefore, registrations will be confirmed in the order for which they are received. If an option is full, the chapter will have the choice to participate in the alternative option if space is available.

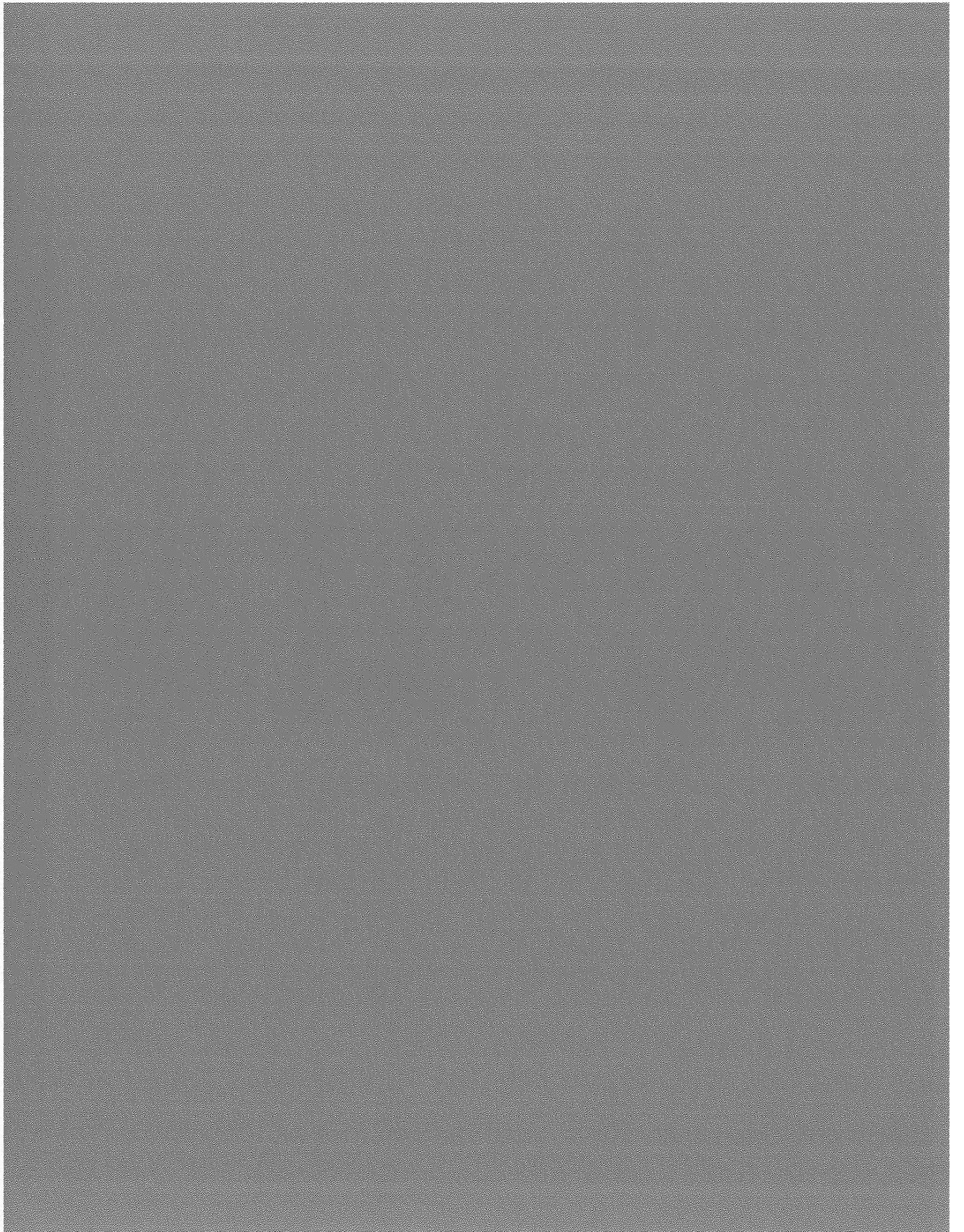
Registration will take place on Day One of each conference at 12:00 noon with the Boot Camp beginning promptly at 1:00 p.m. Adjournment is scheduled on Day Two of each conference at 11:30 a.m. Students should eat lunch prior to their arrival. Dinner on Day One and Breakfast on Day Two is included in the registration.

- Attire will be jeans, t-shirt or polo shirt, and tennis shoes.
- Bring sleeping bags, pillows, and bathroom supplies.

Activities will include some competitive events, some time to reflect, and plenty of time to visit with teammates and other students. Advisors must accompany their officers at the boot camp and should bring along the appropriate student emergency forms for each student.

In order to determine the number of activities, conference materials, coordination of meals and cabin space, I am asking that you **complete the attached registration form by July 25, 2015**. Remember that space is limited and reservations are confirmed in the order in which they are received.

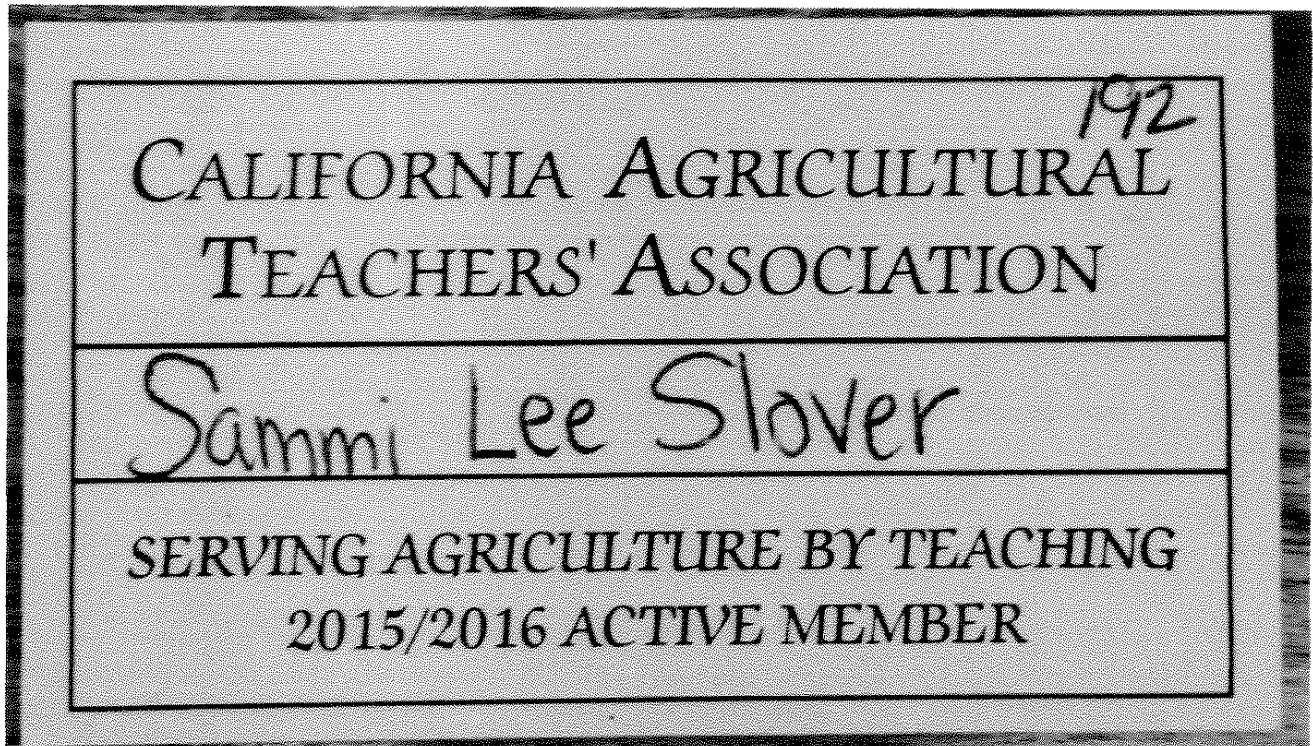
Please note: A \$25.00 late fee per person will be assessed after the July 25 deadline.

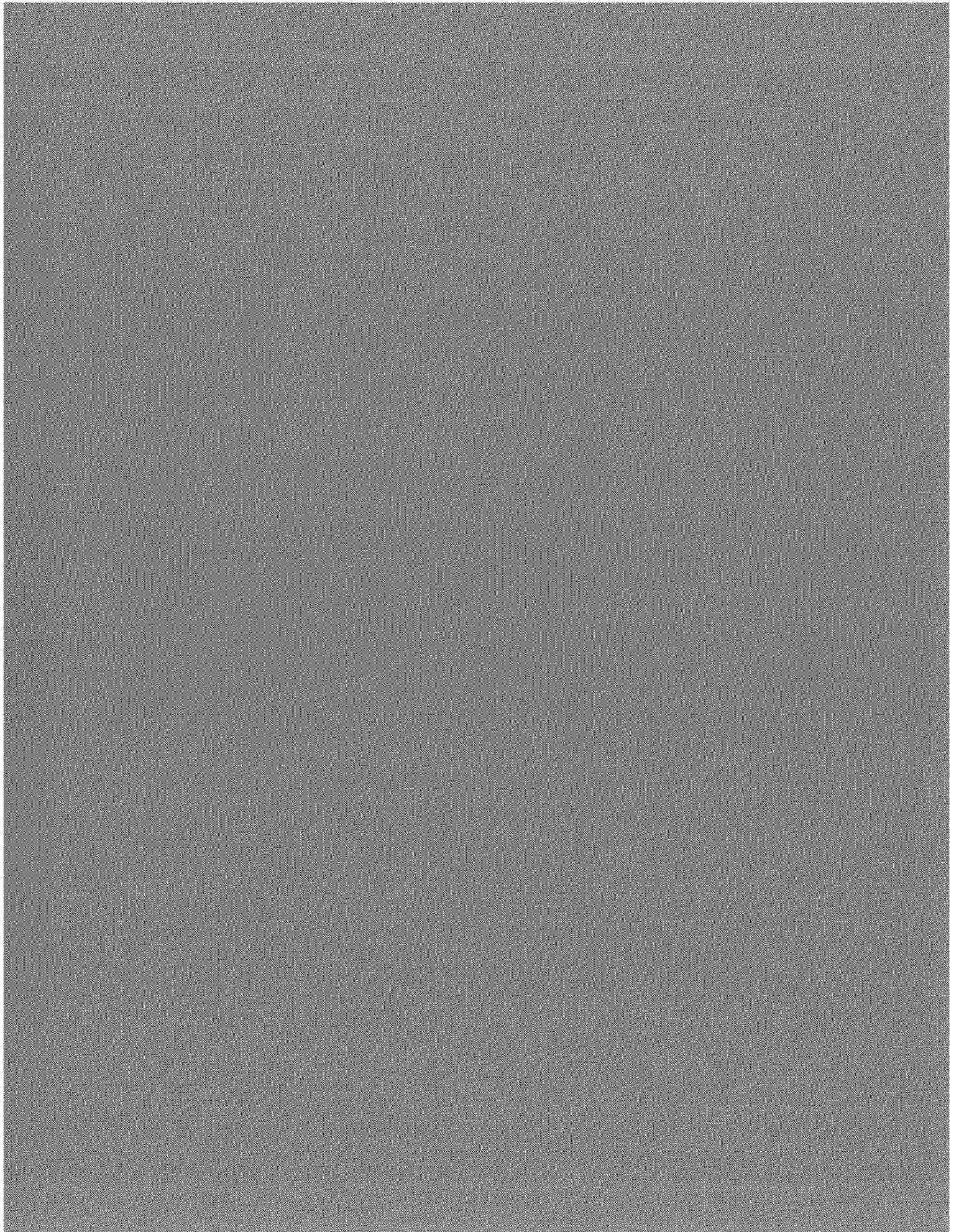


24. CATA Membership Card

CATA Membership

Below is a copy of my CATA membership card for the current school year. I am currently serving as the Sequoia Section CATA Membership Treasurer.





25. Administrative Reports

Microsoft Office Outlook Web Access

Type here to search This Folder Address Book Options Log Off

Mail Calendar Contacts

Deleted Items (126)
Drafts [248]
Inbox (4343)
Junk E-Mail
Sent Items

Click to view all folders

Manage Folders...

Reply Reply to All Forward Move Delete Close

THANKS!
Slover, Sammi

Sent: Tuesday, March 29, 2016 12:35 PM
To: Fregoso, Jose

Good day,

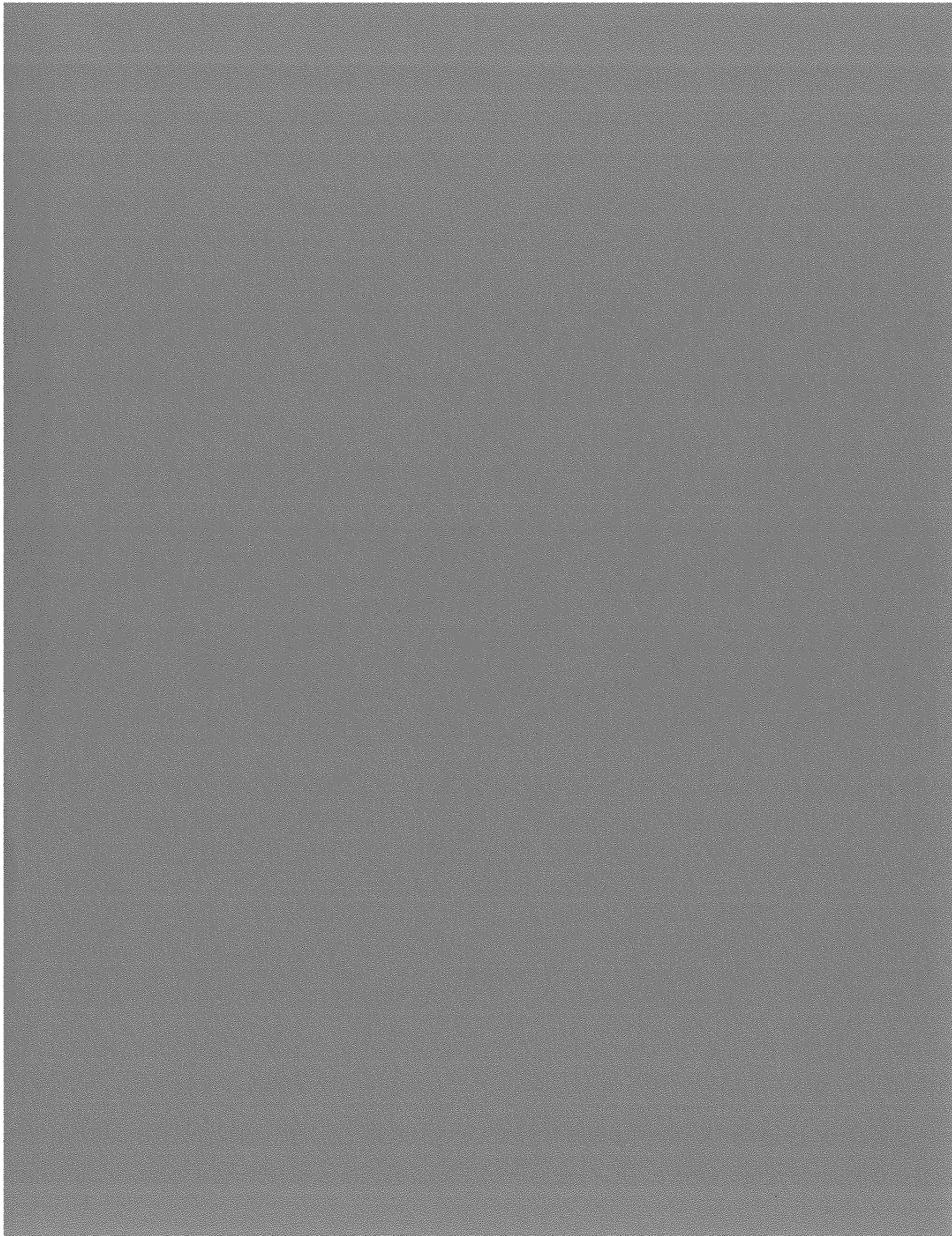
I just wanted to thank you for allowing the entire Agriculture department to attend the 2 day AET conference. AET is the new Ag records system. This opportunity will benefit all current and future Ag students by giving them a number of opportunities such as successfully completing many applications which include: State degree, proficiency, American and many more. (Always wanting our students to shine for the work they do!)

Thanks again for seeing the positive outcome of professional development.

Sammi Lee Slover

Golden West High School
Agriculture Department
Dept. Head/ Animal Science
(559)735-8087

Connected to Microsoft Exchange



26. Five-Year Acquisition List

Five-Year Facility and Equipment Acquisition Schedule for Golden West Ag Department

2014-2015

Recondition Livestock Trailer	In Progress
Install Squeeze Chute	
Computers for Student Use	Complete
Build Fence for Pastures Attached to Barn	
Finish grass area in OH unit	Complete
Purchase New Ag Vehicle	
Repair Livestock Scale	Complete

2015-2016

Replace/Repair Greenhouse Siding	Complete
Repaint Tool Sheds	
Replace Forklift	
Plant Orchards and Vines	
Install Irrigation in Orchard	
Construct Poultry Unit	In Progress
Barn Expansion	In Progress

2016-2017

Build Equipment Storage	
Replace Copy Machine	
Replace Weed Cover in Shade House	Complete
Expand Barn	In Progress
Install sewage and drainage in barn	
New Soil Sterilizer	

2017-2018

Purchase New/Replacement Ag Vehicle
Install Permanent Raised Beds with Irrigation
Re-gravel Greenhouse floor
Build/Buy New Greenhouse Benches

2018-2019

Pour cement sidewalks in greenhouse and shade house
Replace equipment in wood shop
Convert home economics room into lab/electrical room

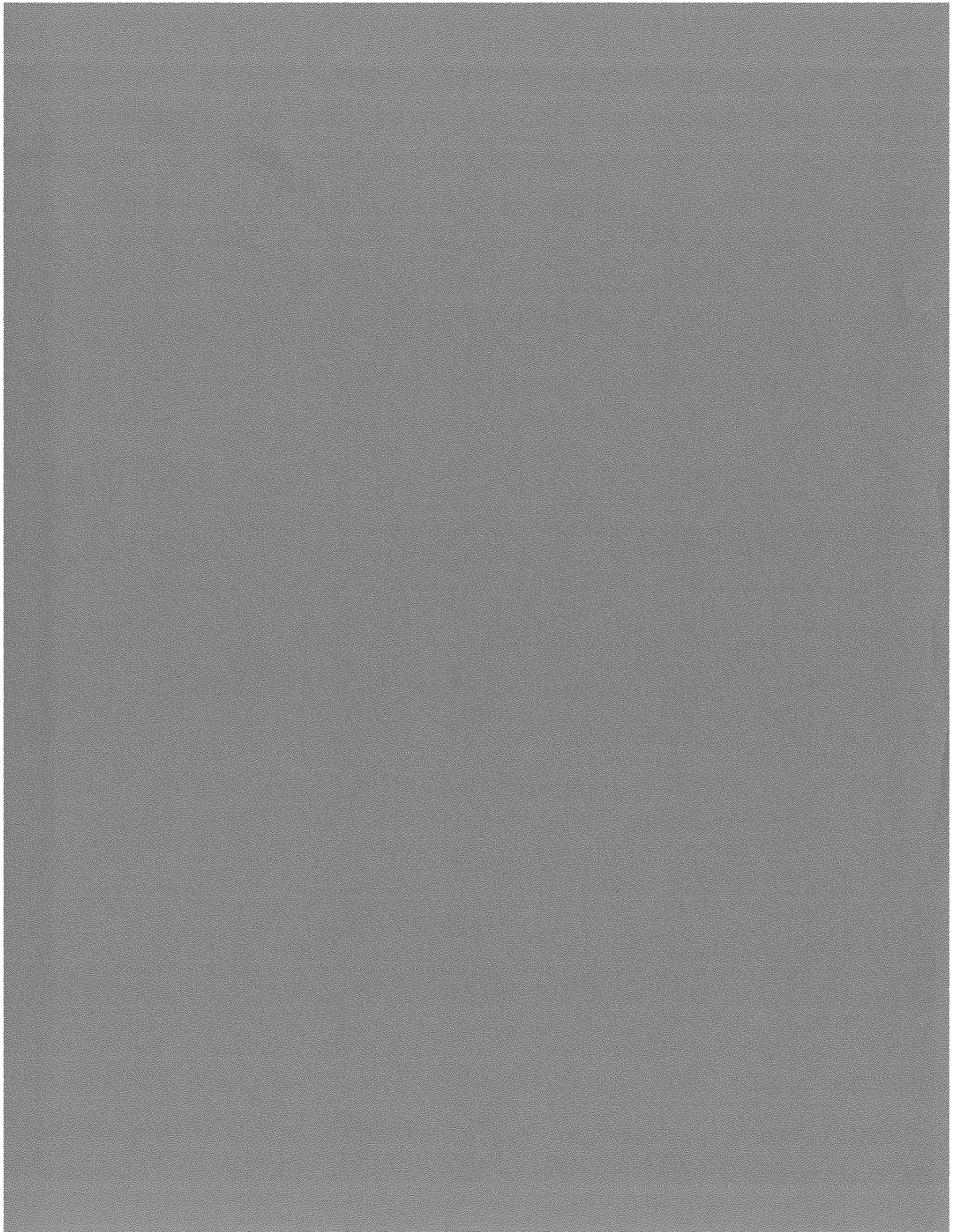
Ag Department Goals

2015-2016 Goals

- 1) Complete Orchard & Garden Beds
- 2) Plumbing to Orchard & Garden Beds
- 3) Complete Barn Utilities- Water, Lights, Etc.
- 4) Fence off Pasture
- 5) Landscape Curbing
- 6) Meat Bird & Layer Facilities- Waterers, Plumbing, Etc.
- 7) Update Course Offerings
CASE AFNR

3-5 Years

- 1) U-Pick Enterprise Started
- 2) Ag Vehicle
- 3) Additional Ag Teacher
- 4) Transfer Equipment in Shops- Electrical Needed
- 5) Ag Department Chrome cart
- 6) Orchard Storage/Clean Up Area



27. Operating Budget

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

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

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

Golden West High School

(School Site)

Visalia Unified School Distri

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; to the best of my knowledge, the information contained in this application is correct and complete; and that the attached documents are accepted as the basic conditions of the operations in this project/program for local participation and as

Signature of Authorized Agent

Superintendent

Title

Signature of Agriculture Teacher Responsible for the Program

Signature of Principal

Contact Phone Number: (559)735-

Date of Approval of Local Agency Board:

Funds Requested - Part I

\$5,000.00

Part II

\$2,880.00

Part III

\$16,400.00

Part IV

\$0.00

Total

\$24,280

Number of Different Agriculture Teachers at Site:

4

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

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

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

PART I - CONTINUED

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

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

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2014-15 R2 Number	Amount Rec
List Number from R2 Report (\$8/Member)	360	\$2,880.

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

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

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplier time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Techn 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 wa 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 project supervision period. Project periods will be counted if the teacher has a preparation period regular teaching day.

Number of FTE Agriculture Teachers at Site:

3.6

List the Names of the Agriculture Teachers:

Emmett Schultz

Frank Roche

Courtney Castle

Sammi Slover

Number Meeting
Criteria

Criterion 10 - Student/Teacher Ratio

3.6

Criterion 11A - Year-Round Employment

3.6

Criterion 11B - Project Supervision Period

1

TOTAL FUNDS REQUESTED PART IV

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

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	
1	4000	Books & Supplies		11,000.00	
2			Subtotal for 4000	\$11,000.00	
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel & Conferences	3,000.00	
4			2. Rental, Repairs	2,500.00	
5			3. Transportation	3,000.00	
6			4. Consulting	2,000.00	
			5.		
7			6.		
8			Subtotal for 5000	\$10,500.00	
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	
14			Total for 4000-6000 Lines 2, 8, 13	\$21,500.00	

TOTAL 2015-16 Incentive Grant Allocation:

\$24,280

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

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	
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		

TOTAL Amount of Waiver Requested:

May 2015



ict

that to the best
ed assurances
sistance.

8087



00

Variance
Requested



proposed plan
result in
application.

following

requested

00

requested

.00

uality Criteria

the full-
ical Education

is

provided a
as part of the

Amount Requested
\$7,200.00
\$7,200.00
\$2,000.00
\$16,400.00

C

C
Matching Funds
15,000.00
\$15,000.00
3,000.00
2,500.00
3,000.00
2,000.00
\$10,500.00
\$0.00
\$25,500.00

0.00

C
Amount of Salary and Benefits

	\$0.00

2015-2016 FFA BUDGET

<u>Date</u>	<u>Event</u>	<u>Expenses</u>	<u>Receipts</u>
July	Planning Meeting	\$100	
Aug	SJR Boot Camp	\$385	
Aug	Officer/Parent Dinner	\$100	
Aug	Welcome Back BBQ	\$500	
Sept	Fair Supplies	\$200	
Sept	Fall Movie Night	\$100	\$100
	Placemat Ads		\$2000
Sept	Drive Thru BBQ	\$850	\$2000
Oct	Fall Extravaganza Meeting	\$200	
Nov	Greenhand Conference	\$720	\$400
Nov	Fall Awards Banquet	\$1000	\$1250
Dec	Winter Wonderland Meeting	\$50	
Dec	Officer Potluck	\$50	
Jan	Winter Officer Retreat	\$150	
Jan	Scavenger Hunt Meeting	\$100	\$100
Feb	MFE/ALA	\$600	\$300
Feb	Taco Truck Meeting	\$100	
	Semester Lunches	\$300	
Feb	Teacher Appreciation Breakfast	\$200	
	Spring Field Days	\$3000	\$200
	Western Week	\$400	\$100
	Sweetheart Dinner	\$300	\$11000
	State Convention	\$3000	\$1500
April	Spring Movie Night	\$100	\$100
May	Spring Awards Banquet	\$1000	
May	Pool Party	\$150	\$100
June	End of Year Trip	\$600	
	Outside Donations		\$1000
	T-Shirts	\$1500	\$2000
	Scholarships	\$250	
	Misc. Expenses	\$1000	
	Petting Farm	\$50	
	Officer Polos	\$600	
	COLC	\$235	
	SJR Spring Meeting	\$100	
		\$18,240	\$22,150

FROM 07/01/2015 TO 06/30/2016

FUND :010 GENERAL FUND
 RESOURCE:35506 AGRICULTURE-CARL PERKINS
 SITE :636 GOLDEN WEST HIGH SCHOOL
 GOAL :38000 VOCATIONAL EDUCATION

End Res	PY Goal	Func	Obj	Si	Ty	Mgt	WORKING BUDGET	CURRENT	EXPENDED/RECEIVED	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED	%
4300.0														
							MATERIALS AND SUPPLIES							
							010-35506-0-38000-10000-43000-636-0000-125	2,052.00	1,564.45	1,564.45	76.2	486.94	0.61	.0
							TOTAL: 4300.0	2,052.00	1,564.45	1,564.45	76.2	486.94	0.61	.0
4400.0							NON-CAPITALIZED EQUIPMENT							
							010-35506-0-38000-10000-44000-636-0000-125	3,769.00	2,960.18	2,960.18	78.5	0.00	808.82	21.4
							TOTAL: 4400.0	3,769.00	2,960.18	2,960.18	78.5	0.00	808.82	21.4
							TOTAL: 4xxx	5,821.00	4,524.63	4,524.63	77.7	486.94	809.43	13.9
5200.0							TRAVEL AND CONFERENCES							
							010-35506-0-38000-10000-52000-636-0000-125	500.00	150.00	150.00	30.0	350.00	0.00	.0
							TOTAL: 5200.0	500.00	150.00	150.00	30.0	350.00	0.00	.0
5710.3							DIRECT COSTS FOR TRANSPORTATION							
							010-35506-0-38000-10000-57103-636-0000-125	365.00	0.00	0.00	.0	0.00	365.00	100.0
							TOTAL: 5710.3	365.00	0.00	0.00	.0	0.00	365.00	100.0
							TOTAL: 5xxx	865.00	150.00	150.00	17.3	350.00	365.00	42.1
							TOTAL: 1xxx - 5xxx	11,000.00	6,663.33	6,663.33	60.5	1,865.94	2,470.73	22.4

500.54
 - 500.00

Budget
 500.54

BUDGET REPORT

BDX110 H.00.30 03/22/16 07:54 PAGE

FROM 07/01/2015 TO 06/30/2016

FUND :010 GENERAL FUND
RESOURCE:35506 AGRICULTURE-CARL PERKINS

GOLDEN WEST HIGH SCHOOL,
VOCATIONAL EDUCATION

End Res	PY Goal	Func	Obj	Si	Ty	Mgr	WORKING BUDGET
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	EXPENDED/RECEIVED CURRENT YEAR TO DATE	%	ENCUMBERED BALANCE	%
--	---	---	-----------------------	---

1100.2 SUBSTITUTE TEACHERS
010-35506~0~38000-10000~11002-636-0053~125

	4,314.00	1,962.52	45.4	1,029.00	1,322.48	30.6
TOTAL: 1100.2	4,314.00	1,962.52	45.4	1,029.00	1,322.48	30.6

3101.0 STRS - CERTIFICATED POSITION
010-35506~0-38000~10000-31010-636-0053-125

	0.00	13.41	100.0	0.00	13.41	0.00
TOTAL:	3101.0	13.41	100.0	0.00	13.41	0.00

3301.3 MEDICARE CERTIFICATED
010-35506-0-38000-10000-33013-636-0053-125

	0.00	1.81	100.0	0.00	1.81	0.00
TOTAL:	3301.3	1.81	100.0	0.00	1.81	0.00

3301.4 ALTERNATIVE RETIREMENT CERT
010-35506-0-38000-10000-33014-636-0053-125

	0.00	4.69	100.0	0.00	4.69-	0.0
TOTAL:	3301.4	4.69	100.0	0.00	4.69-	0.0

3501.0 STATE UNEMPLOYMENT INS CERT
010-35506-0-38000-10000-35010-636-0053-125

	0.06	0.06	0.06	0.06	0.06-
TOTAL:	3501.0	0.00	100.0	0.00	.0
		0.06	0.06	0.06	0.06-
		0.06	0.06	0.06	.0

3601.0 WORKER'S COMPENSATION -CERTIFI
010-35506-0-38000-10000-36010-636-0053-125

	0.00	4.27	4.27	0.00	4.27-
TOTAL: 3601.0	0.00	4.27	4.27	0.00	4.27-

3701.0 OPEB ALLOCATED CERTIFICATED
010-35506-0-38000-10000-37010-636-0053-125

	0.00	1.94	1.94	100.0	0.00	1.94~	.0
	0.00	1.94	1.94	100.0	0.00	1.94-	.0
TOTAL:	3701.0						

TOTAL: 3xxx	0.00	26.18	26.18	100.0	0.00	26.18	26.18
-------------	------	-------	-------	-------	------	-------	-------

FROM 07/01/2015 TO 06/30/2016

FUND :010	GENERAL FUND	SITE :636	GOLDEN WEST HIGH SCHOOL										
RESOURCE:10000	LCFF SITE BASE ALLOCATION	GOAL :11303	AGRICULTURE SCIENCE										
End Res	py Goal	Func	Obj	Si	Ty	Mgr	WORKING BUDGET	EXPENDED/RECEIVED	CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED
													BALANCE
													%
4300.0		MATERIALS AND SUPPLIES											
010-10000-0-11303-10000-43000-636-0000-006													
							1,200.00	905.13	905.13	75.4	220.61	74.26	6.1
							1,200.00	905.13	905.13	75.4	220.61	74.26	6.1
							TOTAL: 4xxx	1,200.00	905.13	905.13	75.4	220.61	74.26
							TOTAL: 1xxx - 5xxx	905.13	905.13	75.4	220.61	74.26	6.1

FROM 07/01/2015 TO 06/30/2016

FUND :010 GENERAL FUND
RESOURCE:11000 STATE LOTTERYSITE :636
GOAL :11302 GOLDEN WEST HIGH SCHOOL
AGRICULTURE

Fnd Res	PY Goal	Func	Obj	SI	TY	Mgt	WORKING BUDGET	EXPENDED/RECEIVED	CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED	BAIANCE	%
4300.0 MATERIALS AND SUPPLIES															
010-11000-0-11302-10000-43000-636-3550-125															
TOTAL:	4300.0						5,996.00	4,181.04	4,181.04	69.7	0.00	1,814.96	30.2		
TOTAL:	4300.0						5,996.00	4,181.04	4,181.04	69.7	0.00	1,814.96	30.2		
TOTAL:	4xxx						5,996.00	4,181.04	4,181.04	69.7	0.00	1,814.96	30.2		
5200.0 TRAVEL AND CONFERENCES															
010-11000-0-11302-10000-52000-636-3550-125															
TOTAL:	5200.0						1,504.00	0.00	0.00	.0	1,353.04	150.96	10.0		
TOTAL:	5xxx						1,504.00	0.00	0.00	.0	1,353.04	150.96	10.0		
TOTAL:	1xxx - 5xxx						7,500.00	4,181.04	4,181.04	55.7	1,353.04	1,965.92	26.2		

Ag
Vpie1500.00
Vpie

FROM 07/01/2015 TO 06/30/2016

FUND :010 GENERAL FUND
RESOURCE:10000 LCFF SITE BASE ALLOCATION

SITE	: 636
GOAL	: 1132

GOLDEN WEST HIGH SCHOOL
METAL SHOP

End Res	py	Goal	Func	Obj	Si	Ty	Mgr	WOF
---------	----	------	------	-----	----	----	-----	-----

EXPENDED/RECEIVED
CURRENT YEAR TO DATEUNENCUMBERED
BALANCE

4300.0 MATERIALS AND SUPPLIES
010-10000-0-11329-10000-43000-636-0000-006

500.00
500.00

53.2 53.2

233.91
~~233.91~~

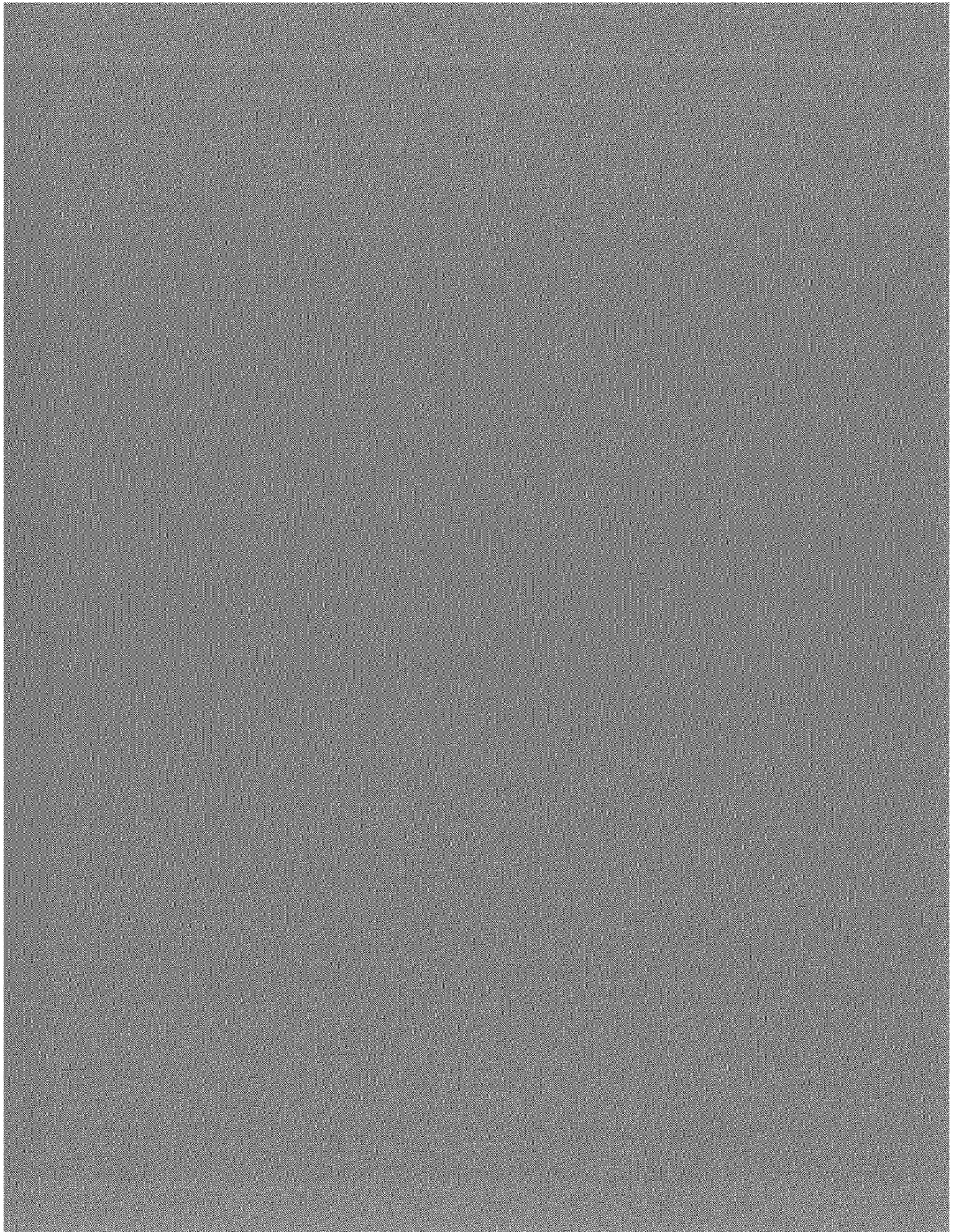


TOTAL: 4300.0

TOTAL: 4xxx

TOTAL: 1xxx - 5xxx

0.



28. District & Department Budget Process

District/Department Budget Process

The agriculture department receives funding through the Agriculture Incentive Grant (AIG), Carl Perkins, Site Budget and VPIE

Agriculture Incentive Grant

The department is in charge of completing the application to receive funding for the Agriculture Incentive Grant (AIG) on a yearly basis. The funding for the grant is budgeted to be spend throughout the year depending on the needs of each teacher in the program. The budget can be mended if need by throughout the year. The school and school board approve the budget each year.

Perkins

Carl Perkins is another source of funding that the principal splits among the departments depending on the budgeted needs for the department for that school year. Each department turns in a list of the items their department needs or wants at the beginning of the year. All of this funding must have purchase orders turned in by April 19th. If the money is not spent or encumbered by the beginning of May, the funds in these accounts will be swept and spent elsewhere.

Site Budget

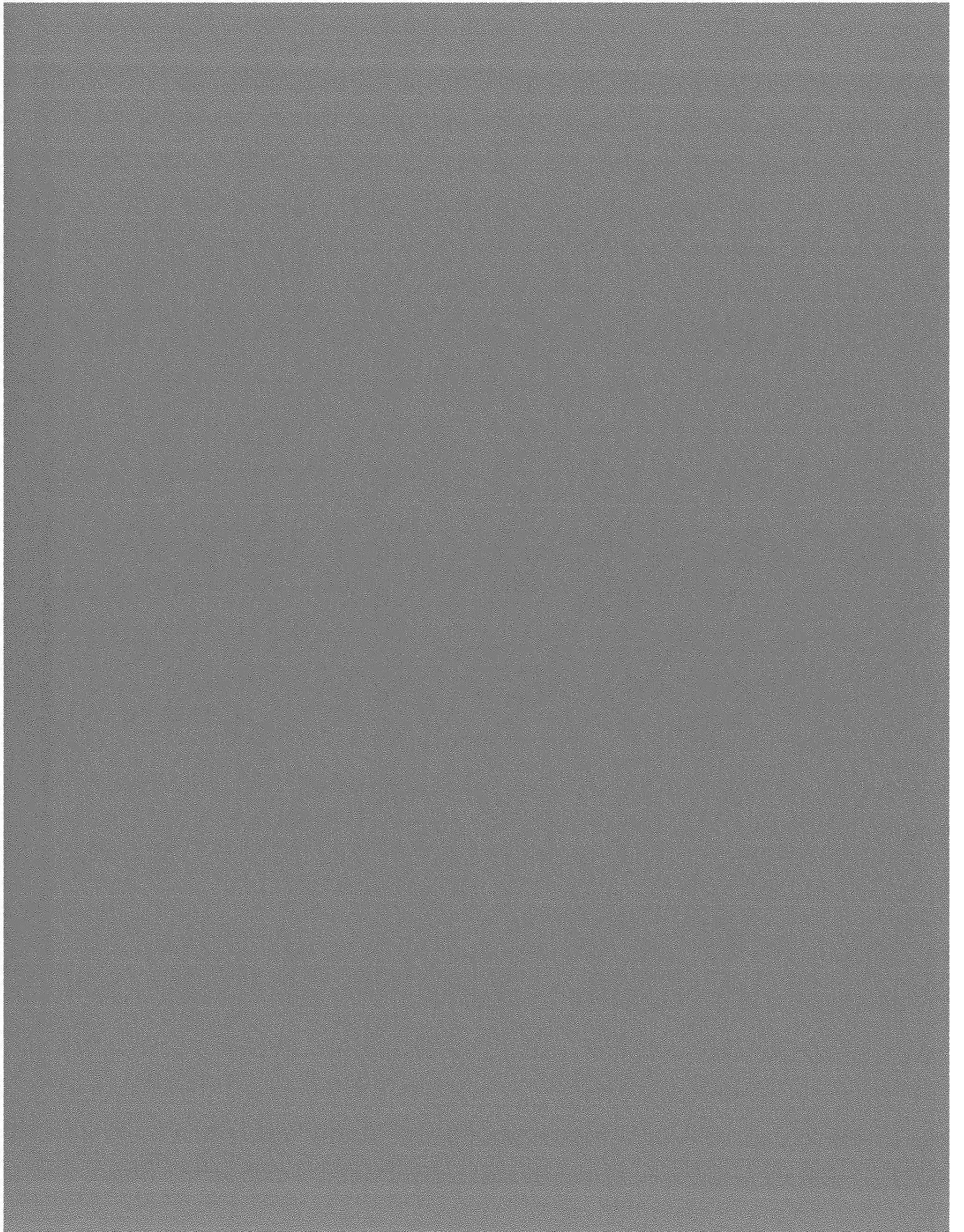
The school's site budget is money allocated to the departments at the high school through the principal's budget based on each departments' needs for the year.

VPIE

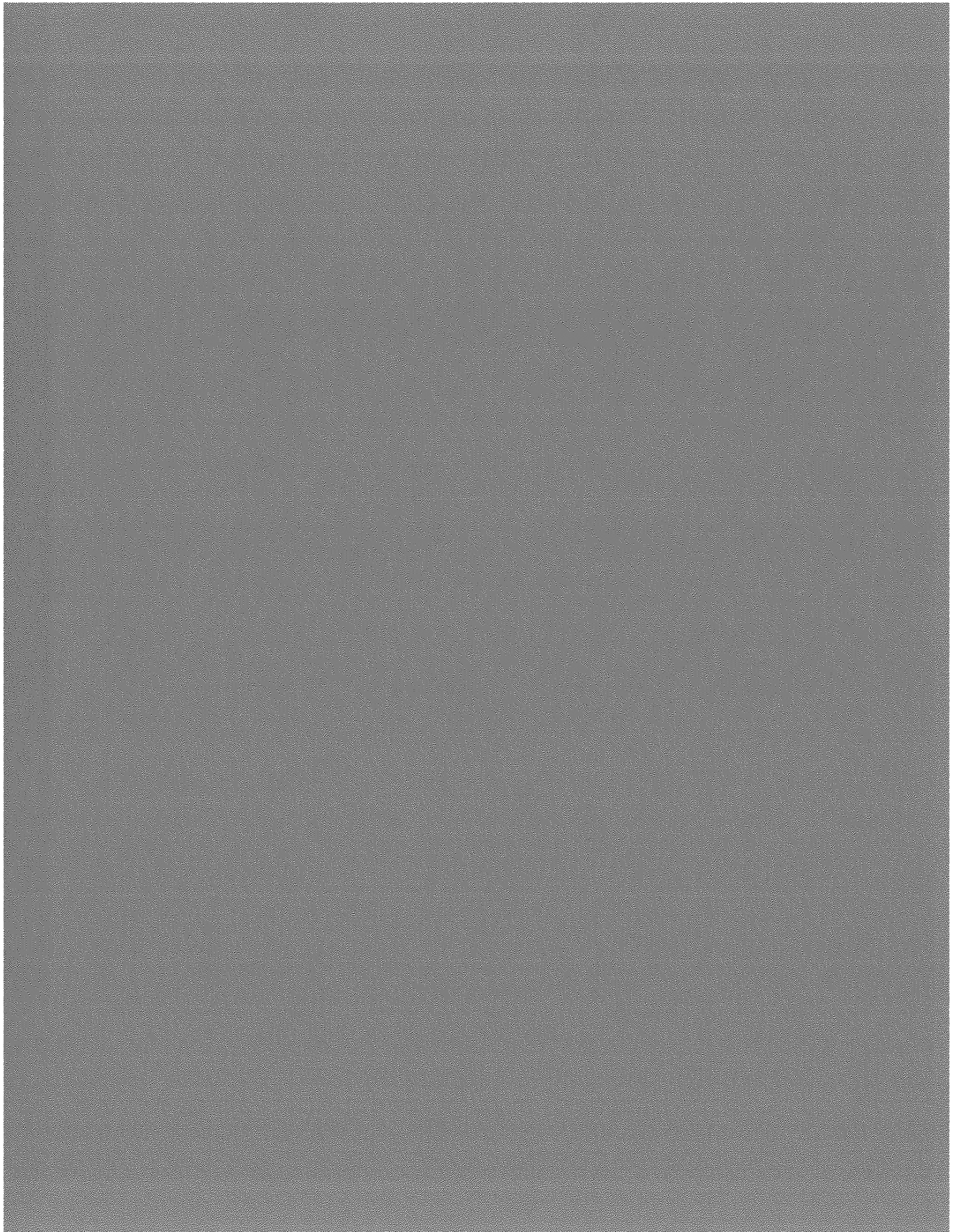
The CTE programs in Visalia Unified School District are given funds on an annual basis to support the CTE programs at each comprehensive high school. We have 3 programs here at Golden West so the allotment is spit evenly in 3 ways.

ASB Accounts

In addition to our department accounts and funds, the Golden West FFA has an Associated Student Body (ASB) accounts as well. Any expenses related to the FFA- chapter meeting expenses, judging team registration fees and supplies, etc.- are taken from this account. Donations to the FFA and money raised are all deposited into the ASB account as well.



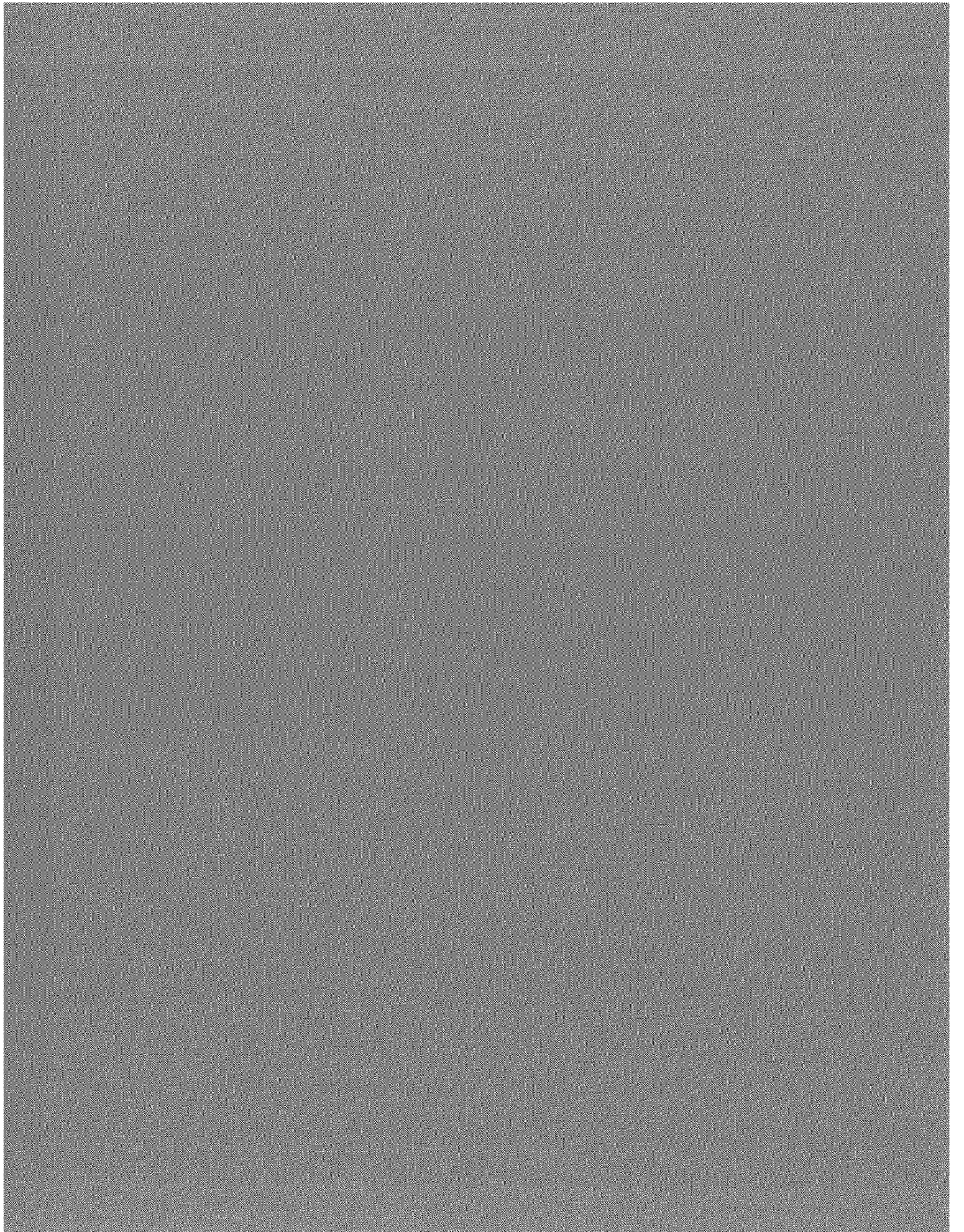
29.Department Chair Duties



30. Chart of Responsibilities

2015-2016 Golden West Ag Department Staff Responsibilities

Responsibilities	Schultz	Castle	Slover	Roche
Accounting				
CATA Registration	X	X	X	X
Department PO's			X	
FFA PO's		X		
Hotel Reservations		X		
Office Supplies Orders			X	
Perkins Funding			X	
VPIC Accounts & PO's	X	X		
VPIC/Site/Incentive Budget	X		X	
Travel Requests	X	X	X	
General Program/Facility				
Advisory Committee roster & minutes		X		
Advisory Committee Planning & Agenda		X		
Department Marketing	X	X	X	
Graduate Follow-Up	X	XX	X	X
Incentive Grants			X	
Maintain Comprehensive Program Binder		X		
Maintenance Requests	X	X	X	X
CATA Meetings & Events	X	X	X	X
R2 Reports & Rosters		X		
Recruitment	X	X	X	X
Transportation Requests	X	X	X	X
FFA Advisor				
Register for CDE Contests	X	X	X	X
Program of Work		X		
Scrapbook		X		
State FFA Degree Applications	X	X	X	X
Proficiencies	X	X	X	X
Conferences				
COLC	X	X	X	X
Greenhand Conference			X	X
MFE/ALA Conference		X		X
State Conference	X	X	X	X
National Convention				



31. Substitute Teacher Procedures & Plans

Sub Lesson Plans

Oct. 7th, 2015
(Tuesday)

Ms. Slover

Room: AG - 4

Thank You for subbing!

On my desk you will find the following documents:

- Lesson plans
- Classroom Rules and Expectations
 - **PLEASE write names down of students that misbehaved or were less than Great!**
- **Thanks Sammi**

If you have any questions, please feel free to give me a call (559)553- 5711

Thanks,

Sammi Lee Slover

Lesson Plans

Oct. 7th, 2015
(Tuesday)

Period 1st (Veterinary Science)

This class can be working on their Breed species binders. Students are allowed to use their phone to research as long as you feel comfortable with them doing so. They are also welcome to use any of my text books located in the shelf behind my desk. If they need any more papers for their binders they can find them on the south counter or in the 'cubby shelf' on the south west corner of the room. (under the 'Protect Your Pet from poisonous plants' poster)

- They can also fill out the 'Disease List' (if they know what diseases they are researching then they can write them on the list)

-Work on their terminology flashcards

(This is my advanced class they SHOULD be on auto pilot)

(Nothing to be collected)

T.A.

Jaime Reynoso – He is to feed the chickens and let them out. Gate combo lock is 7007.

Period 4th & 6th (Agriculture Earth Science)

1st- 5-A-Day

2nd- Continue to complete the packet. Use text books and return as they have found them.
(nothing to be collected)

T.A. 4th

Alysia Aguayo – have her finish packets from yesterday

Zach Bixler is to help Mr. Shultz with whatever he may have.

T.A. 6th

Ricci Padilla –can work on FFA stuff

Christian Lopez- Can put about hens and lock up the farm with Matt Robinson

Period 5th (Animal Science)

This class can be working on their Breed species binders. Students are allowed to use their phone to research as long as you feel comfortable with them doing so. They are also welcome to use any of my text books located in the shelf behind my desk. Also if they need

any more papers for their binders they can find them in the 'cubby shelf' on the south west corner of the room. (under the 'Protect Your Pet from poisonous plants' poster)

- They can also fill out the 'Disease List' (if they know what diseases they are researching then they can write them on the list)

(nothing to be collected)

T.A.

Pam Stage- cut out the laminated stuff on the south counter

Class Rating / Bathroom or Nurse

Tuesday Oct. 7th, 2015

Period 1: VS

Excellent

Good

Fair

Bad

List of Students:

Went to Nurse:

Period 4 AES

Excellent

Good

Fair

Bad

List of Students:

Went to Nurse:

Period 5 AS

Excellent

Good

Fair

Bad

List of Students:

Nurse:

Period 6 AES

Excellent

Good

Fair

Bad

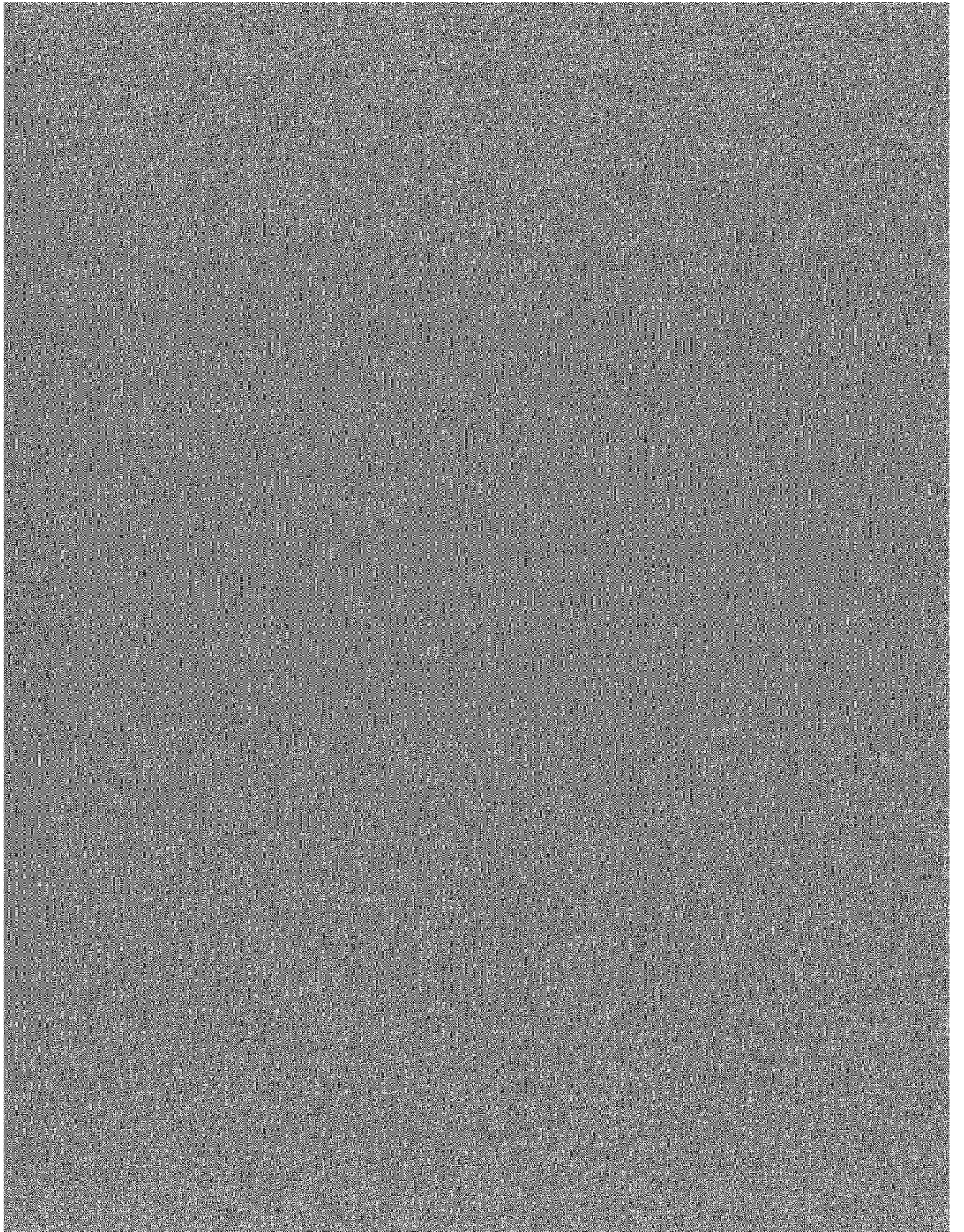
List of Students:

Bathroom/Nurse:

Students have 'Potty Passes' – so they know they have to fill them out, take them as their pass to go 'potty' and then give you them once they return.

FYI – If any class receives less than a 'Good' then that is an automatic research paper on a given disease. I expect nothing but the best from the students so PLEASE rate them what they Earned. Also if there are any individuals that could not behave themselves either, I would like to know so they are given the appropriate consequence.

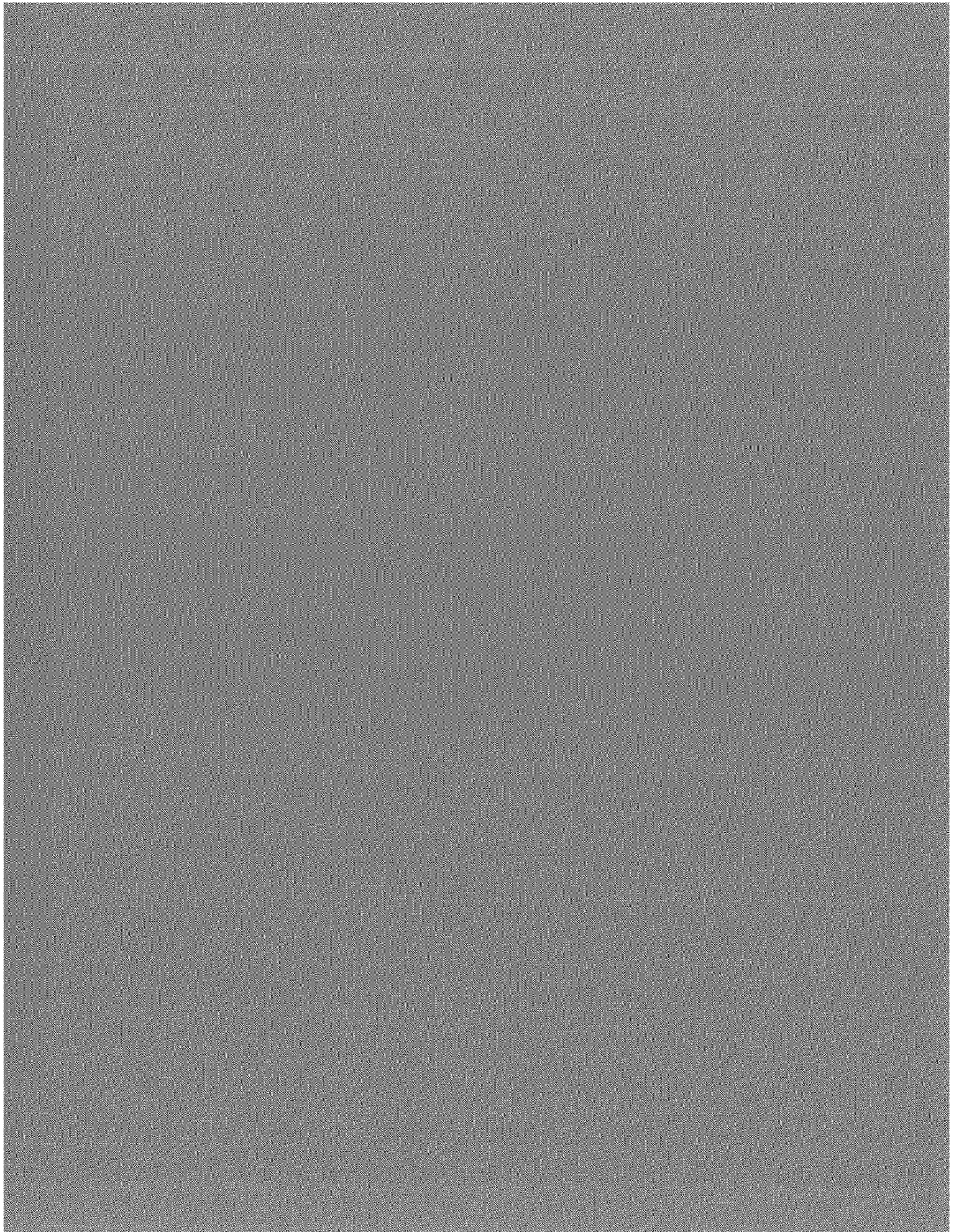
Thank you VERY much for subbing my classes today and for the next 2 days.



32. Program Completer

Program Completer

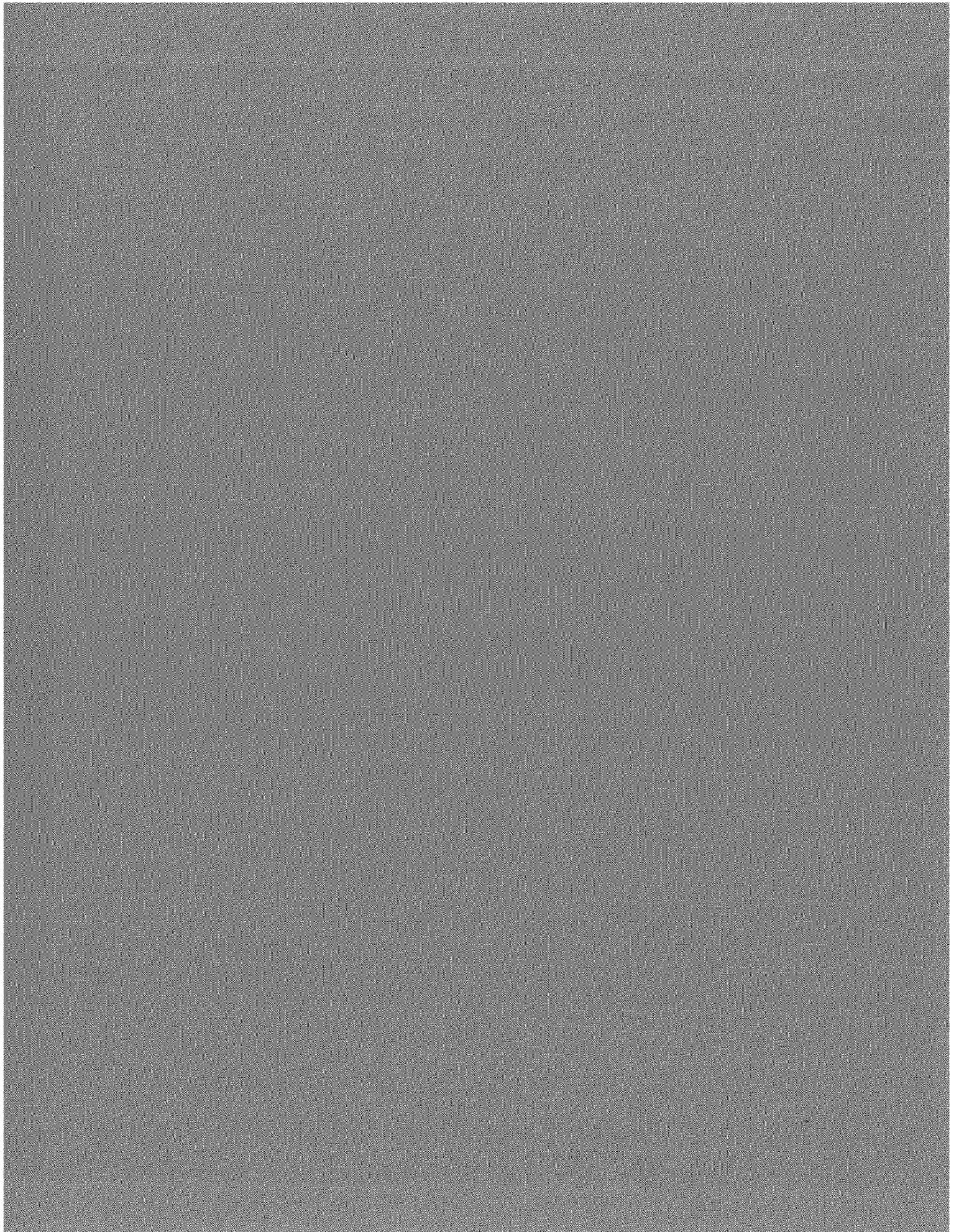
Our department considers a program completer to be a student that has been a part of the Golden West High School Agriculture Department for all four of their high school years. Due to the lack of structured pathways, any course counted towards a program completer. Starting with our freshmen of this year, they will need to finish a specific pathway to be considered a program completer. For example, a student that takes Ag Earth Science, Ag Biology, Animal Science and Pre-Vet Science each year respectively will be a program completer. For our Advanced Horticulture and Agriculture Mechanics courses, there are Competency Standards that must be met for the student to be considered a program completer.



33. 2+2 Agreements

2+2 Agreements

Our courses are currently not articulated with any community colleges. The last record of an articulation agreement is from 2003 for Advanced Ornamental Horticulture with the College of the Sequoias. We are beginning to work more closely with our junior colleges and soon to hope have an agreement with each one of our capstone classes



34. Reimbursement Process

Reimbursement Process

All expenses that are incurred while participating in a board-approved activity are reimbursed after the conference attendance sheet and all receipts are turned back into the office secretary. If receipts are not included, the teacher must fill out an affidavit stating that the amount is true. If a conference attendance sheet is not filled out for an event, a teacher cannot be reimbursed for those personal expenses. A reimbursement check is usually given out a week after the conference attendance sheet and receipts have been turned in.

If a teacher purchases something for the FFA or school related items, the teacher can be reimbursed after the reimbursement has been brought before club members and properly moved and seconded. The original receipt, copy of minutes from the meeting where the reimbursement was approved and a completed Golden Rod sheet must all be submitted to the school finance secretary before the teacher will receive a reimbursement check.

Reimbursements cannot be done through district funding. If something needs to be paid for through district funds, a Purchase Order must be opened prior to purchasing.

