

**Master of Agricultural
Education
AGED 539**



Roobie Richards
Winter 2017

Quality Criteria One

Curriculum and Instruction

The McFarland High School Agriculture Department is a comprehensive program that has been designed to meet the needs of a diverse population of learners in our community. The McFarland Agriculture Department has continued to grow and expand opportunities for students to develop their potential for premier leadership, personal growth, and career success. We currently offer students in our programs two pathways that they can chose to take part in. The two pathways include Agriculture Business and Agriculture Welding. Regardless of the pathway students chose to participate in, they are provided with a firm foundation based on an appreciation and knowledge of agriculture with an overall goal of being aware that they are part of a community; a global and local community, a community of learners, a community of people.

The first agriculture class that students in program take is Agriculture Earth Science. Agriculture Earth Science is a one-year physical science course that meet high school graduation science credit as well as UC A-G elective credit. The course explores the Earth's composition, structure, process and history; its atmospheres, fresh water, and oceans; and its environment. The Agriculture Earth Science course is equivalent and follows the same instruction, testing standards, and pacing calendar as the other Earth Science Courses with agriculture as the theme and base for the curriculum. Within the Earth Science curriculum students are introduced and exposed to the other two circles of agriculture education, FFA and SAE as part of the Agriculture Earth Science Class.

Upon completion of Agriculture Earth Science students are then given the opportunity to take part of the Agriculture Business Academy and can be enrolled in their second agriculture course, Agriculture Biology. Agriculture Biology is a one-year lab science course that meet high school graduation science credit as well as UC A-G lab science credit. The course teaches students about the molecular and cellular aspects of life, the chemical and structural basis of life, genetics of life, growth and reproduction in plants and animals, genetic ecological relationships among plants, animals, humans and the environment with a strong emphasis on how biology effects agriculture. The Agriculture Biology course is equivalent and follows the same instruction, testing standards, and pacing calendar as the other Biology Courses with agriculture as the theme and base for the curriculum. Within the Biology curriculum students are given further instruction to the other two circles of agriculture education, FFA and SAE as part of the Agriculture Biology class.

The third class Agriculture Business pathway students take is Agriculture Communications and Leadership. Agriculture Communications and Leadership is a one-year college prep course that also meets UC A-G Elective credit. Additionally, students are able to receive one semester dual enrollment credit through Bakersfield College for the class if they

meet the course requirements by the end of the course. This course is designed to enhance leadership skills in students through written and oral communication. Students have the unique opportunity to receive direct leadership training including public speaking and debate while working with local business persons in the agriculture industry.

The final capstone class for Agriculture Business Pathway students is Agriculture Government/ Economics. Students take this year long course to meet high school graduation course requirements for Government and Economics as well as UC A-G Government and Economics credit. We are currently working with Bakersfield College to get this course approved for Agriculture Economics dual enrollment credit if they meet course requirements. The Agriculture Government and Economics course is equivalent and follows the same instruction, testing standards, and pacing calendar as the other Government and Economics Courses with agriculture as the theme and base for the curriculum. Within the Government and Economics curriculum students are given further instruction to the other two circles of agriculture education, FFA and SAE as part of the Agriculture Government and Economics class.

McFarland also has another Agriculture Business course that is offered to our Agriculture Business Academy Students, Agriculture Sales and Marketing. This course is also UC A-G approved for elective credit and one semester dual enrollment credit is offered to students who meet the course requirements. We are working on revamping our pathway to have students who wish to be part of the Agriculture Business Academy and Pathway start with Ag Biology as their first course, Agriculture Communications and Leadership and Agriculture Sales and Marketing courses as the concentrator courses and end with the Agriculture Government and Economics as the capstone class. As of now this is in transition and progress and hopefully be fully implemented next year.

Students in McFarland's Agriculture program also have the opportunity to take part of the Agriculture Welding Pathway. Courses offered in this program include Beginning Agriculture Welding, Intermediate Agriculture Welding and Advanced Agriculture Welding. These courses teach the processes and techniques used in electric arc welding, oxyacetylene welding, blazing, cutting, and soldering. Students have the opportunity to apply and create projects demonstrating skill mastery. The Agriculture Welding program is an upgrade and transition from our Agriculture Mechanics Pathway and the program received \$1 million to upgrade the Agriculture Mechanics Shop into an Agriculture Welding Shop. FFA and SAE are also integral components of these classes. These classes are progressing toward providing dual enrollment credit with Taft College. These classes are also in progress to be looked at to meet UC A-G credit.

All courses in the Agriculture Program at McFarland High School are year-long, which allows sufficient time for students to become proficient in that subject matter. All classes are also taught with the three circle model of agriculture to ensure the intercurricular teaching of FFA and SAE. FFA and SAE are also part of the student's final grade in all of the Agriculture Courses offered.

Our school site is just starting to become a 1 to 1 school in regards to technology. Currently all sophomore and junior students have Chromebooks that they can utilize in class as well as take home. This allows students to be able to utilize technology not only for instruction but also recordkeeping, research, and projects. The projects that are currently part of all our courses include a commodity research project for freshmen, Agriculture Career Research Project for sophomores, Agriculture College Research Project for juniors. We also include job interviewing and etiquette in Agriculture Communications and Leadership as well Agriculture Sales and Marketing.

Quality Criteria Two

Leadership and Citizen Development

The McFarland FFA Program is Chapter #73 and received its charter in 1929. One of our great successes recently is that McFarland's agriculture program has been growing not only in student size, but also course offerings, and department size. As of 2015 our program is now back to a three person department. We currently have a very hardworking chapter officer team composed of 10 students who run the McFarland FFA chapter with the help of 3 advisors. The students in our program have worked hard and have continued to create an FFA Family atmosphere on campus within our agriculture program which we are proud to have.

A 2-3 day officer retreat is held every summer for our chapter officers and advisors to bond and plan for the upcoming year. The officers reflect on the previous year and calendar, they come up with chapter goals and theme, and work hard to plan out the calendar and events for the upcoming year. The calendar is planned around and used with the FFA regional calendar in mind. Between all the local, sectional, regional, and state activities students in the agricultural program have numerous opportunities to be involved and activities to participate in throughout the year. Our agriculture department exceeds the minimum 12 activities listed on the FFA activities check list.

Every student in our agriculture program is a paid member of the FFA and has the opportunity to participate in many FFA activities which are included in, but not limited to the activities on the FFA activities check list sheet. Each Agriculture class has a FFA (leadership) requirement to meet which is 10% of their final grade. Each student and parent receives a copy of the class syllabus where they sign acknowledging the grading criteria for the class where it has FFA included in the requirement. Students can meet that requirement by participating in 3-4 approved activities to earn at least 10 activity points. At the beginning of the school year each student is given a copy of a calendar of activities that they can use to refer too throughout the year. These activities can be monthly chapter meetings, chapter events, community service, public speaking and CDE contests, and above chapter events.

Each event is given a certain point value and students are required to provide proof of participation in order to receive those points. They are expected to keep track of their points awarded on a participation sheet that is turned in at the end of each semester to be put in for the 10% FFA leadership component of their grade. Students are encouraged to attend as many activities as they like and not limit themselves to the 10 activity points. We have an incentive trip at the end of every year where the 10 students with the most activity points are rewarded with a fieldtrip to an amusement park.

Quality Criteria Three

Practical Application of Agricultural Skills

Another major component of agriculture education and the final grade for each agricultural student is having a Supervised Agricultural Experience (SAE) project. Students at McFarland High School are required to participate in a SAE project. Students are encouraged to at least begin a plan their freshmen year. Part of the curriculum taught their first year include ideas for them to look into for their projects. By the end of their freshmen year they should have a well thought out proposal. Every year after that students are expected to have a project and maintain records of it utilizing the new online recordkeeping system Agricultural Experience Tracker.

This is an area that our agriculture program has begun to improve upon and student participation in SAE projects is now being highly encouraged and students are being held accountable. We have about 50 students who utilize our school farm for livestock SAE projects that they raise for the local Kern County and Delano Fair. Many students in our area cannot afford to take on a livestock project or have families who own land and farms so we are working to find creative ways to help students come up with projects. Many of our students are children of farmworkers or work in the fields themselves but have not been up front or willing to share until recently. We have begun to encourage those students to take pride in their work and share with us so that they not only receive credit for it as part of their grade but also show them that they can be awarded in proficiency areas for their work as well.

Last year we began a SAE showcase day where we displayed student projects and awarded students at the end of the year banquet if they were winners in their category area. Students are graded on their SAE by maintaining records in their recordbook where they should have a budget, business agreement, at least 40 working hours and a display board turned in highlighting their experience. The inclusion of the SAE project teaches students about responsibility, integrity, service, excellence, leadership, and agriculture skills. Based on the quality and completion of their projects students can earn their Chapter FFA Degree and hopefully receive their State FFA degree. As our chapter participation has grown so has the number of students who have reached their State FFA Degree. This year we have 13 students who are on track to achieve this milestone.

Our department shares responsibility in supervising and working with students and their SAE projects. With each teacher having over 100 students, visiting every student and each of their SAE project has been difficult. Next year we will focus on freshmen and conduct more home visits and SAE project observations. To aid in project supervision, school farm projects, and transportation we have one Ag truck and are currently working on receiving an Ag van to utilize.

Quality Criteria Four

Qualified and Professional Personnel

McFarland High School expanded back to a three person department in 2015. All three are currently full time, one tenured and two in the second year of probationary status. I am currently serving my second year as department head and am in my fourth year teaching here at McFarland. Adam Bullard was hired as a replacement in 2015 to fill our agriculture mechanics teacher position. He has been teaching agriculture for 7 years. Ariana Hallum is our third teacher and was hired as an addition to our agriculture science and business teacher position. She has been teaching agriculture for 5 years. All agriculture teachers at McFarland High School are qualified and competent, as we all hold a valid California Agriculture Specialist credential along with a Single Subject Agriculture Credential.

All agriculture teachers are active and involved members of California Agriculture Teachers Association (CATA.) Through CATA we all receive substantial and quality professional development opportunities. We all attend the Summer CATA conference, and the Fall and Spring regional meetings. At Summer Conference and Fall Regional meetings several sessional are made available and are built on educational workshops and collaboration with other teachers and individuals in the agricultural industry. Adam and I also participated in the Agri-skills week during summer conference. McFarland Unified School District with prior approval will cover costs for registration, \$50/day for meals, and lodging relating to professional development conferences. We also have the agriculture truck available to use for transportation.

Every Tuesday is an early out set aside for staff, department and Professional Learning Community (PLC), and CTE meetings. During PLC meeting time we meet with staff to collaborate on instruction and teaching strategies. Ariana and I meet with the science department and Adam meets with the CHAMPS department during PLC meetings. The third Tuesday every month is set aside to meet with the CTE coordinator to meet regarding CTE concerns and action items. Our agriculture department has lunch together just about every day where we discuss upcoming events and concerns. We work very well together and strive maintain a team atmosphere in our department and also make sure to work and maintain positive relationships with other staff on campus.

Quality Criteria Five Facilities

Facilities and equipment (both lab/classroom and welding) used throughout our program are modified when needed to meet the need of the students. The majority of our agriculture students can function without the need of additional modifications but if there are students who need special accommodations or modifications then those changes can be made. We have many students with IEP's and 504's plans and modifications are made to support these students to make sure they succeed.

Within the agriculture program at McFarland High School, we have a total of three classrooms and a welding shop. Within the shop, we have 2 main areas for storage of various hand tools, small pieces of equipment and sheet metal. Each area has a lock for its door to secure the supplies needed within the shop. Within the main work space of the shop, various areas of the shop are designated for various applications of welding. There are currently 5 booths for oxy-acetylene welding and 15 multi-process portable booths. Within a designated area of the shop, there is a Torchmate 4800 CNC machine for plasma cutting. On the eastern side of the shop and outside the main doors of the shop entrance, students are provided lockers to store their items in for their welding courses.

In addition to our main facilities on the high school campus, we also have a school farm located no more than half a mile from campus. The school farm is approximately 1.5 acres. We have 4 main facilities within the farm. There is currently a hog barn containing 11 pens, a sheep/goat barn that currently has 7 pens, a barn used for storing equipment for fairs and maintenance of the farm and lastly a steer barn. Currently, the steer barn is not operational due to much needed maintenance which we hope to begin to this year and have completed within the next five years. Maintenance for the farm is maintained by the agriculture staff and school district maintenance personnel.

The maintenance staff is hired by the McFarland Unified School District and responsible for the upkeep of the classrooms. Mr. Adam Bullard, our welding instructor, is responsible for the maintenance of the equipment within the welding shop. If assistance is needed for repairs of equipment or facilities, the agriculture staff is responsible for contacting appropriate resources such as manufacturing assistance or district maintenance. The students are aware to notify one of the agriculture instructors as soon as something is not working properly so that we assess the necessary repairs needed and begin to perform necessary maintenance as needed.

The agriculture department staff have district emails and have access to their email through Microsoft Outlook. This program is installed on staff computers and also accessible on the school district's website. In order to access your personal Microsoft Outlook you must be logged onto the computer using your username and password given by the school district.

Quality Criteria Six

Community, Business, and Industry Development

Our department is a firm believer in the idea that it takes a village to raise a child. Community support as well as partnerships with business and industry in our area is essential for our program to continue to grow and be successful. McFarland Agriculture Department's Advisory Committee my first couple years here was not a very active committee and was composed of only a few individuals who supported our program, but were unsure about input and roles as an advisory committee. For my AGED 500 project I developed a constitution, bylaws, and resources for our committee members. I also researched and recruited new members to take an active part of our Advisory Committee.

We currently have 11 active members who serve on Advisory Committee. Three of them are long time members, the rest are newly recruited. We have individuals from both local post secondary schools, Bakersfield College and CSU Bakersfield. We have three who are part of the agriculture welding and mechanics industry and a few who are part of local agriculture business operations including the USDA, Sunview, and local small farms. We plan to meet at least twice a year to discuss our program and activities. With the help of these individuals supporting our program financially, with their time, experience, or with their activism we have been able to grow our program and offer more opportunities to our students. We look forward to continue working with our committee members and having their support.

Quality Criteria Seven

Career Guidance

One of our department goals it to “prepare young people for Agricultural Occupations.” Whether students chose to pursue a career in agriculture or not, all students receive career guidance and preparation. All courses within our program have at least one unit on agriculture career opportunities. We strive to expose careers in agriculture to our students as early as their freshmen year and have them start thinking about their future. Prior to starting their first day on an agriculture class, students meet with their counselor advice on classes available and opportunities for them to be successful in their high school career.

Every student enrolled in our agriculture program is given a student data sheet to complete each and every year. This data sheet is kept as a reference and record for each student to share what they would like to do for a career (may be agriculture related or not) as well as their plans after they graduate high school. These forms are stored in our department file cabinets. We hope to create this form digitally and eventually have them stored digitally for easier access and reference.

McFarland High School currently has articulation/dual enrollment agreements with Bakersfield College for our agriculture Business Pathway and Butte College for our Agriculture Welding Pathway. We have an instructor from Bakersfield College as well as from California State University, Bakersfield who serve on our advisory committee. We communicate with members often to discuss curriculum and opportunities when they can come in to share resources about their schools and programs.

Students who participate on Career Development Events (CDE) teams are given opportunities to visit colleges all over California. While competing at these colleges they are able to see the campus and network with students, professors, and industry individuals. The California State FFA Leadership Conference is also located in Fresno and students spend a significant amount of time on the CSU Fresno Campus.

Within our Agriculture Business Academy funds are available for industry/college tours. So far students have been able to visit UC Davis, CSU Fresno and the Wonderful Halos Facility, as well as a Winery in Paso Robles followed by a campus tour at Cal Poly, SLO.

Our agriculture students enrolled in the agriculture communications and leadership course are required to participate in our annual etiquette dinner. These students are given a unit on professionalism and etiquette and are then required to invite someone from the agriculture industry to have dinner with them for the evening. This is great networking opportunity and students are able to talk with professionals one on one to ask about their careers and advice.

Quality Criteria Eight

Program Promotion

Our program has been able to grow and advance because our department understanding the importance of program promotion. We have one middle school in McFarland and as of 2016 we have three elementary schools.

Our main form of promotion was recruiting incoming freshmen at the 8th grade High School Open House event. At this event 8th grade students and their families get to meet with the administrators and tour the campus. They also have an area set up for clubs to and programs to promote themselves and recruit students. We have three areas set up and have teams of students at each area to talk with students and parents about opportunities within our agriculture program. One area has tri fold information boards, with program brochures, and showcases public speaking competitions, FFA activities, and information about classes. Students are encouraged to sign the "Future Greenhand" Board and fill out a form if they are interested in becoming a part of the Ag program. We set up an additional area in the quad with livestock projects and have a team of students sharing their experience of having a livestock SAE project. Students are able to sign up if they'd like to receive notifications and are interested in beginning a summer livestock project their freshmen year. We also have our newly remodeled Ag welding shop set up with student projects and a tour for students and parents to see the opportunities our Ag welding program has to offer.

We also have realized the importance of beginning relationship with the local elementary schools. We started to put on two new events throughout the year the first in the Fall Festival where local kindergartners visit our school farm and get to go to work stations to learn about agriculture. The stations and even is organized and put together by our agriculture leadership students. In the spring the agriculture leadership students put together a 50 minute agriculture related lesson plan and teach it to a full class of third grade students.

Another new way we promote McFarland Agriculture is through social media primarily utilizing Facebook and Instagram. These sites are under management of an advisor and officer. Each officer is given training on to ensure that all components of posts are appropriate and represent out McFarland FFA in a positive way. Posting typically involve promoting events and fundraisers as well as showcasing students in our program. We have been able to reach a lot more students, parents and individuals with our social media accounts.

Brand new this year is our McFarland FFA Website. It has been worth every amount of work and has proven to be great tool for program promotion. It was put together by the Chapter reporter and a team of students who constantly keep it updated and add resources for students, administrators, parents, and community members.

Quality Criteria Nine

Program Accountability and Planning

A Comprehensive Program Plan is currently not a file with our Regional Supervisor, Mr. Charles Parker but we will have one almost completed and will have it sent to him very shortly. As a department, we have made sure to maintain frequent contact with Mr. Parker about providing him with our departments necessary materials needed. Once Mr. Parker receives the plan, he will be sent any updated information each year and our department will continue to update the copy we will keep as a reference as well.

This last year and this current year approximately 60 students will move from Ag Earth Science to Ag Biology and become part of the Ag business Academy. Our students currently enrolled in Ag Biology (Sophomore Academy) will be enrolling in Ag Leadership and Communications and in addition with some of the 9th grade Ag Biology students. We currently are projecting on receiving 50-60 students for Ag Leadership and Communications (2 sections) for this upcoming school year. Students who are currently enrolled in Ag Leadership and Communications and potentially other Agriculture students in 11th or 12th grade in other courses will have the possibly to enroll in Ag Sales/Marketing (2 sections) and Ag Government/Economics (2 sections). With these options available to the juniors and seniors, we will be better able to retain more of the upper classmen within our program. In order to keep the retention of the 10th graders in our program, we are currently working on curriculum and with our administration to offer an Ornamental Horticulture course in 2018-2019 school year.

Upon graduation, the majority of our students will go to a Community College or a CSU. We have been able to contact our graduates via phone to survey what they are pursuing in work or college. We currently are trying to develop a way of maintaining better contact with our graduates from our program. We would like to be able to connect them and gather information about their career paths, future plans and how our program was beneficial to them. Once we are able to gather the data, it will be inputted into the R2 and the FFA roster each year.

Quality Criteria Ten

Student-Teacher Ratio

As seen throughout most of the departments in California, the student-teacher ratio is a difficult criterion for our program to maintain especially in the agriculture science courses. The goal is have 20 students maximum within a shop class and 25 students maximum in other classes. This unfortunately is not a reality for most agriculture departments. The continued growth of the school population and our program, our numbers are higher when compared to previously mentioned goal. This year we have 387 students enrolled in agriculture classes at McFarland High School

Within the welding shop courses, the number of students within each section is at 20 students or slightly less due to concerns with safety that occur with working in a shop setting. Mr. Bullard has been able to look at potential rosters of incoming students for his basic, intermediate, and advanced welding courses. He works with administration and counselors about potential student enrolling into the courses especially within intermediate and advanced courses. The counselors have been able to place students in the more advanced welding courses based on the recommendation of Mr. Bullard and maintain a safe student-teacher ratio.

Within the agriculture science and business courses, almost all of the sections are over the 25 students maximum goal for student-teacher ratio. The Ag Earth Science courses have about 28 students per class period (3 sections) with the highest being 32 students. Our Ag biology courses have student enrollment numbers of 26, 25, 22 and 19. For the agriculture business courses, Ag Leadership and Communications has 26 students, Ag Sales and Marketing has 26 students and Ag Government/Economics has 34 students. Within an additional class period this year, some of the student-teacher ratio numbers have been able to meet the goal of the maximum of 25 students but with the continued growth of enrollment of students at the school and in our program this has been difficult keep the numbers at the goal. As a whole, the department has worked hard to keep class sizes as low as possible and is working with administration to help them understand why it is important.

Quality Criteria 11

Full Year Employment

All three of the Ag Instructors at McFarland High School are employed year- round. Each agriculture teacher in our department receives an 11-month contract; all three instructors have extended day contract to reflect our Certificated Base Salary Schedule. Along with the 11-month contract, the three Ag instructors have an extended day contract; there is not an allocated project supervision period. During the summer, we receive an additional 20 day contract that allows us to supervise our animal projects for the Kern County Fair, Delano Fair and plan our events with the chapter officers.

Quality Criteria Twelve

Program Achievement

Our department currently does not meet all the standards for this criterion. Some areas we exceed but some areas we are still improving.

12A- Curriculum and Instruction: We **meet** this area by having 4 UC approved agriculture courses. (The minimum is 1)

12B- Leadership and Citizenship Development: We **exceed** this area and have participated in at least 20 activities on the approved activities list. (The minimum is 1)

12C- Practical Application of Occupational Skills: Number of students who receive the state FFA Degree must be at least 5% of the R2 number. We **do not meet** this requirement last year. We are improving this area by encouraging and requiring SAE projects for all students.

12D- Qualified and Professional Activities: Number of teachers who attended a minimum of 5 professional in-service activities. We **exceed** this area. All three teachers in our department have attended 6 or more in-service activities.

12E- Community, Business and Industry Involvement: Advisory Committee meetings- (minimum of 3) We **do not meet** this requirement yet. Currently we hold only 2 advisory committee meetings a year. We plan to work to improve this area as our advisory committee continues to become more active.

12F- Retention Number of students who are in their 3rd and 4th year of agriculture (must be at least 25% of if R2 number.) We **do not meet** this requirement yet. However we should meet this for the following year.

12G- Graduate Follow-up: Number of program completers last year. Number of program completers who are employed in agriculture, in the military, or continuing their education (must be at least 75% of program completers.) We had 12 students who were considered program completers last year. We **do meet** this requirement. We have only 2 students who we could not locate or are working in a non Ag job, 4 are employed full time with an Ag job, and 6 are continuing their education.

II- Supporting Completion Materials

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1. Student Data Sheets

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name
Last Name _____ First Name, MI _____

B. Gender: Male _____ Female ☒

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

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

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

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

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

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

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

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

I would like to be a math teacher or
a plant and soil science.

H. Date: Oct 4, 2016

I. Locator Data
Street Address: _____
City, Zip: _____
Phone Number: _____
Email: _____
Parent/Guardian Name (Print Full Name for Each):
Mr. _____
Miss/Mrs./Ms. _____

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name _____

Last Name _____ First Name, MI _____

B. Gender: Male _____ Female ☒

C. Ethnicity/Race:

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

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

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

D. Year in Agriculture Program: _____

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

E. Grade Level in School: _____

9th
(9, 10, 11, 12)

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

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

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

I want to be vet.

H. Date: October 5, 2010

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: 812 _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College ☒

Community College ☒

Four Year College ☒

Full-Time Student ☒

Part-Time Student ☒

Agriculture Major ☒

Non-Agriculture Major _____

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name
Last Name _____ First Name, MI _____

B. Gender: Male ☒ Female _____

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

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

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

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

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

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

I love being hands on but I want to be a math professor. I love learning especially if I participate.

H. Date: 10/4/16

I. Locator Data
Street Address: _____
City, Zip: _____
Phone Number: _____
Email: _____
Parent/Guardian Name (Print Full Name For Each):
Mr. _____
Miss/Mrs./Ms. _____

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

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

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

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

10/3/2016

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

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

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

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

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

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

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

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

I would like to be an architect.

H. Date: October 5, 2016

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time ☒

No Further Education

Some College Later ☒

2. Go to College ☒

Community College

Four Year College ☒

Full-Time Student ☒

Part-Time Student ☒

Agriculture Major

Non-Agriculture Major _____

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

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

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

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

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

L. 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.

M. 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.

My dream is to be a (doctor), but I would enjoy being a doctor for animals.

H. Date: October 5, 2016

I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____
 Email: _____
 Parent/Guardian Name (Print Full Name for Each): _____
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

B. Gender: Male _____ Female ☒

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

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

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

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

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

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

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

H. Date: 10-16-16

I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____
 Email: _____
 Parent/Guardian Name (Print Full Name For Each):
 Mr. _____
 Miss/Mrs./Ms. _____

J. Program of Instruction Being Pursued: (Select Only One)
 _____ Plant & Soil Science (4010)
 _____ Animal Science (4020)
 _____ Agricultural Mechanics (4030)
☒ Agricultural Business (4040)
 _____ Ornamental Horticulture (4050)
 _____ Forestry & Natural Resources (4060)
 _____ Agriscience (4070)

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

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

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

3. Go Into Military Service _____

Bullard P.5

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name _____
 Last Name First Name, MI

B. Gender: Male ☒ Female _____

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

I would like to be a farm labor contractor
or be a chemical engineer.

H. Date: 10/5/16

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time ☒

No Further Education _____

Some College Later _____

2. Go to College _____

Community College ☒

Four Year College _____

Full-Time Student _____

Part-Time Student _____

Agriculture Major ☒

Non-Agriculture Major _____

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

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

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

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

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

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

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

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

I want to work at a dog
obedience program.

10/3/2016

H. Date: Oct. 5, 2016
 I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____
 Email: _____
 Parent/Guardian Name (Print Full Name For Each):
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

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

Revised 7.16.10

H. Date: 10-5-14

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

____ American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Black or Filipino

Guamanian

Samoan

— Tahitian

☒ White

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

(9, 10, 11, 12)

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

Ag teacher

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriculture (4070)

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

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

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

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

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

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

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

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

Lawyer, Ag business
 business

H. Date: October 5th 2016
 I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____
 Email: _____
 Parent/Guardian Name (Print Full Name For Each):
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name _____
 Last Name First Name, MI

B. Gender: Male _____ Female ☒

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

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

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

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

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

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

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

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

(Ag Sciences)

H. Date: October 6, 2016

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time _____

No Further Education _____
 Some College Later _____

2. Go to College X

Community College _____

Four Year College X

Full-Time Student X

Part-Time Student X

Agriculture Major X

Non-Agriculture Major X

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7 16 10

A. Name _____
 Last Name First Name, MI

B. Gender: Male _____ Female ☒

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

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

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

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

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

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

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

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

(Criminal Justice/Law Enforcement)

H. Date: 10/5/14

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time _____

No Further Education _____
 Some College Later _____

2. Go to College _____

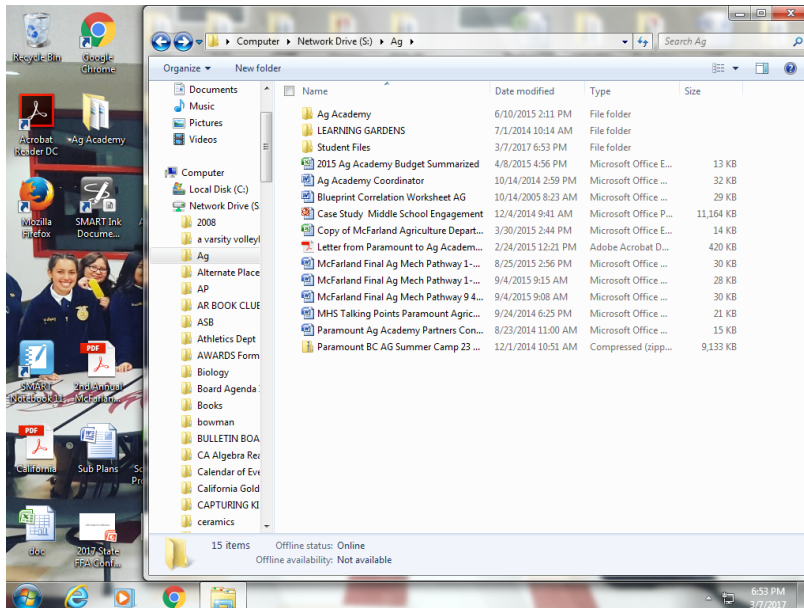
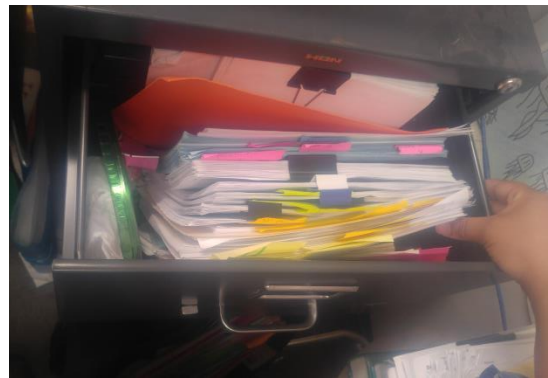
Community College _____
 Four Year College _____
 Full-Time Student _____
 Part-Time Student _____
 Agriculture Major _____
 Non-Agriculture Major _____

3. Go Into Military Service _____

2 Agriculture Student Files

Agriculture Student Files

In our department we store our student files in 2 filing cabinets. We have one stored in my room and another stored in Adam's room. In these files we store hard copies of documents such as student data sheets, applications, and paper record books. As we move forward using more digital applications and recordkeeping with AET we store files on our district network.



3. Course Outlines

McFARLAND UNIFIED SCHOOL DISTRICT

COURSE OF STUDY

| | | | |
|-----------------------------|-------------|----------------|-------------|
| Biology/Life Science | <u>9-12</u> | <u>Science</u> | <u>10</u> |
| Course Title | Grade Level | Department | Max. Credit |

Does this course satisfy a graduation requirement in another subject area? No

If so, what subject area? _____

McFarland High School
School(s)

June 7, 2007
Date

- COURSE DESCRIPTION** (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific graduation requirement. Approximate length: two or three sentences.):

Biology is a course which studies life and its forms and characteristics through lectures, discussions, films and laboratory exercises. This course satisfies 10 units of credit toward the 20 unit high school science graduation requirement.

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

Textbook: BIOLOGY; Miller-Levine; Prentice Hall; 2007

Supplementary Materials/Resources: Microscopes/slides, laboratory specimens, video media, and text-related workbooks.

- COURSE GOALS** (List general statements which describe how students are expected to behave differently after completing the course. Should answer the question, "Why should students take this course?")

Through laboratory investigations and problem solving in biology, students will gain first-hand experience with learning skills and processes as observing, classifying, identifying, measuring, inferring, interpreting, hypothesizing, and predicting.

- COURSE OBJECTIVES** (The objectives are to include the specific, major skills or understanding which students will be able to demonstrate or acquire following instruction in the course. Suggested length: eight to twelve objectives for each semester of the course.):

Biology/Life Sciences - Grades Nine Through Twelve
Science Content Standards.

Standards that all students are expected to achieve in the course of their studies are unmarked. Standards that all students should have the opportunity to learn are marked with an asterisk (*).

Cell Biology

- 1 The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:
 - a Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.
 - b Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
 - c Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
 - d Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
 - e Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
 - f Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
 - g 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.
 - h Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
 - i * Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.
 - j * Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

Genetics

- 2 Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:
 - a 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.
 - b Students know only certain cells in a multicellular organism undergo meiosis.
 - c Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
 - d Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
 - e Students know why approximately half of an individual's DNA sequence comes from each parent.
 - f Students know the role of chromosomes in determining an individual's sex.
 - g Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
- 3 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:
 - a 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 X-linked, dominant or recessive).
 - b Students know the genetic basis for Mendel's laws of segregation and independent assortment.
 - c * Students know how to predict the probable mode of inheritance from a pedigree diagram

showing phenotypes.

- d * Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.
- 4 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:
 - a Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
 - b Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
 - c Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
 - d Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
 - e Students know proteins can differ from one another in the number and sequence of amino acids.
 - f * Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.
- 5 The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:
 - a Students know the general structures and functions of DNA, RNA, and protein.
 - b Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.
 - c Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
 - d * Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
 - e * Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

Ecology

- 6 Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
 - a Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
 - b Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
 - c Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
 - d Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
 - e Students know a vital part of an ecosystem is the stability of its producers and decomposers.
 - f Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
 - g * Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

Evolution

- 7 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:

- a Students know why natural selection acts on the phenotype rather than the genotype of an organism.
- b Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- c Students know new mutations are constantly being generated in a gene pool.
- d Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- e * Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
- f * Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.
- 8 Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:
 - a Students know how natural selection determines the differential survival of groups of organisms.
 - b Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
 - c Students know the effects of genetic drift on the diversity of organisms in a population.
 - d Students know reproductive or geographic isolation affects speciation.
 - e Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
 - f * Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
 - g * Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.

Physiology

- 9 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:
 - a 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.
 - b Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
 - c Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
 - d Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
 - e Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
 - f * Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
 - g * Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
 - h * Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2} , and ATP.
 - i * Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

- 10 Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:
- a Students know the role of the skin in providing nonspecific defenses against infection.
 - b Students know the role of antibodies in the body's response to infection.
 - c Students know how vaccination protects an individual from infectious diseases.
 - d 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 infections, and effective treatments of these infections.
 - e Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
 - f * Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

Investigation & Experimentation

- 1 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:
- a Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
 - b Identify and communicate sources of unavoidable experimental error.
 - c Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
 - d Formulate explanations by using logic and evidence.
 - e Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
 - f Distinguish between hypothesis and theory as scientific terms.
 - g Recognize the usefulness and limitations of models and theories as scientific representations of reality.
 - h Read and interpret topographic and geologic maps.
 - i Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
 - j Recognize the issues of statistical variability and the need for controlled tests.
 - k Recognize the cumulative nature of scientific evidence.
 - l Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
 - m, Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
 - n Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

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

| | |
|----------------|-----------------------------|
| First Quarter | Chapters 1-8 |
| Second Quarter | Chapters 9-17 |
| Third Quarter | Chapters 18-21, 26-28, & 30 |
| Fourth Quarter | Chapters 31, 32, & 35-40 |

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

The standard ten percent grading scale will be used.

90-100% = A

80- 89 % = B

70- 79% = C

60- 69% = D

59% ↓ = F

All assignments are assigned a point value and accumulate throughout the semester with the following approximate breakdown.

Homework: 45%

Tests: 45%

Class Notebook: 10%

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

Students will have the opportunity to participate in lab experiences throughout the course.

McFARLAND UNIFIED SCHOOL DISTRICT**COURSE OF STUDY**

| | | | |
|--|-------------|---------------------------------|-------------|
| <u>Ag Communications</u> | <u>9-12</u> | <u>Agriculture</u> | |
| Course Title | Grade Level | Department | Max. Credit |
| Does this course satisfy a graduation requirement in another subject area? <u>No</u> | | If so, what subject area? _____ | |
| <u>McFarland High School</u> | | <u>05/05/2014</u> | |
| School(s) | | Date | |

1. **COURSE DESCRIPTION** (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific graduation requirement. Approximate length: two or three sentences.):

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

2. **INSTRUCTIONAL MATERIALS** (List the basic text- include title, author, publisher, and copyright- and other essential supplementary materials or instructional resources/ materials used in the course.):

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

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

1. National FFA leadership packet, 1 per student
2. National FFA leadership development binder
3. MPower Leadership activity book
4. California Agricultural Education Record Book
5. Computer hardware and software
6. California State Core Curriculum for Agriculture

7. Internet access for California Agricultural Education Web Page and the National FFA web site, research information, and interactive agriculture sites.

3. **COURSE GOALS** (List general statements which describe how students are expected to behave differently after completing the course. Should answer the question, “Why should students take this course?”)

The purpose of this course is to prepare students to be college and career ready. Students will learn a variety of skill such as networking, team work, leadership, business management, employment skills, professionalism, research and record keeping. Students will understand the principles of effective, oral, written, and multimedia communication in a variety of methods. This course is designed to prepare students to be critical thinkers and citizens of a local and global community.

4. **COURSE OBJECTIVES** (The objectives are to include the specific, major skills or understanding which students will be able to demonstrate or acquire following instruction in the course. Suggested length: eight to twelve objectives for each semester of the course.):

The student will:

- Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.
- Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- Use critical thinking skills to make informed decisions and solve problems.
- Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- Understand the need to adapt to varied roles and responsibilities.
- Understand that individual actions can affect the larger community.

- Understand the importance of time management to fulfill responsibilities.
- Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
- Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
- Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- Understand the role of personal integrity and ethical behavior in the workplace.
- Understand how to access, analyze, and implement quality assurance information.
- Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
- Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.
- Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- Manage and actively engage in a career-related, supervised agricultural experience.
- Understand the importance of maintaining and completing the California Agricultural Record Book.
- Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- Understand environmental responsibility and its impact on agribusiness.
- Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- Understand how participation within organizations would be beneficial in supporting various agricultural operations.

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

| Unit | Topic | Time Frame | CTE Academic Standards Addressed | CTE Agriculture Standards Addressed |
|------|--|------------|-------------------------------------|--|
| I. | Communication Development: Facilitation | 4 weeks | Reading (2.1, 2.3) Writing (1.1) | F2.2(2.1), F2.3(1.1, 1.2, 1.3) F2.4(1.1, 2.2, 2.3) |

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

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

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

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

Assessment Criteria:

Standard 10 Percent Grading Scale:

A = 90-100%

B = 80-89%

C = 70- 79%

D = 60 - 69%

F = 0 - 59%

Quarter Grade Determination:

| ASSINGMENTS | CODE | %WEIGHT |
|----------------|--------------|-------------|
| Assignments | ASM | 40% |
| Tests | TST | 20% |
| FFA Activities | FFA | 10% |
| Record Book | RB | 10% |
| Participation | PAR | 20% |
| | TOTAL | 100% |

Semester Grade Determination:

Combination of Quarter 1 and 2 90%

Final Exam: 10%

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

Key Laboratory Assignments:

- Creating a Leader
- Motivational Leaders
- How to lead without being bossy
- How to make a business phone call
- The introduction of a guest
- Thanking and presenting a guest
- How to meet and greet
- Greenhand Degree Ceremonies
- Chapter Degree Ceremonies
- How to run an official business meeting
- Creating an agenda
- Keeping the minutes
- Creating a budget and balancing the budget
- Practicing Roberts Rules of Order
- The official opening and closing ceremonies for FFA officers
- Creed Speaking
- Impromptu Speaking
- Job Interview
- Career Development Events – Ag Sales, Ag Marketing, Parliamentary Procedure, Ag Issues, Ag Computers
- Creating a 6-8 minute speech on an agriculture research topic
- Thinking on your feet – Extemporaneous public speaking
- Advertising in your community
- Publishing article in the paper
- Effectively utilizing social media
- Planning and executing student and staff activities
- Organizing a fundraiser
- Participating in a leadership development conference
- Planning an end of the year banquet
- Agriculture Advocacy workshops
- Industry guest speakers
- Agricultural career show
- Business Luncheon
- Leadership traits surveys
- Group problem solving
- Writing press releases
- Media training
- Agricultural Issues forum
- FFA Record Keeping
- Completing job applications
- Ag career planning and exploration
- Career portfolios
- Supervised agricultural experience projects

4. Grade Book (FFA/SAE)

Gradebook- Richards

Period 1

Campus Instructio X Pandora Radio - L X Ag Communicatio X Staff - McFarland X Evolution - What X Roobie

Secure | https://icampus.mcfarland.k12.ca.us/campus/apps/teacher/gradebookHTML.html

Apps Bookmarks Classroom Activity: Fa McFarland Unified Sch CATA - Awards and A TripDirect Campus Instruction Master of Agricultural

Infinite Campus Campus Instruction Roobie Richards 16-17 MCFARLAND HIGH SCHOOL Log Off

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Term Q2 (10/10/16 - 12/16/16) Section 1) 005321A-1 INTEG AG BIOLOGY (F) Task Semester

+ Add Sort Filter

| Settings | Save | Grade Totals | Q1) Quarter | | Q2) Quarter | | Q2) Final | | Q2) FFA (Student Leadership) | |
|----------|----------|--------------|-------------------|-----------------|-------------------|-----------------|-------------------|-----------------|------------------------------|-----------------|
| | Students | | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade |
| 10 | | ▶ | 69.56 | C | 76.43 | C | | | 50.00 | F |
| 10 | | ▶ | 80.00 | B | 79.07 | C | | | 30.00 | F |
| 10 | | ▶ | 76.42 | C | 64.59 | D | | | 50.00 | F |
| 10 | | ▶ | 78.80 | C | 79.80 | C | | | 150.00 | A |
| 11 | | ▶ | 83.75 | B | 54.22 | F | | | 60.00 | D |
| 10 | | ▶ | 62.30 | D | 72.49 | C | | | 20.00 | F |
| 10 | | ▶ | 89.27 | A | 88.34 | B | | | 120.00 | A |
| 10 | | ▶ | 90.70 | A | 84.56 | B | | | 150.00 | A |
| 10 | | ▶ | 85.86 | B | 68.94 | D | | | 60.00 | D |
| 10 | | ▶ | 58.34 | F | 54.79 | F | | | 30.00 | F |
| 10 | | ▶ | 83.69 | B | 81.13 | B | | | 90.00 | A |
| 10 | | ▶ | 80.90 | B | 76.95 | C | | | 40.00 | F |
| 10 | | ▶ | 36.42 | F | 40.85 | F | | | 150.00 | A |

Period 2

Campus Instruction Pandora Radio - L Ag Communicatio Staff - McFarland Evolution - What (Roobie)

Secure | <https://icampus.mcfarland.k12.ca.us/campus/apps/teacher/gradebookHTML.html>

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Term Q2 (10/10/16 - 12/16/16) Section 2) 005321A-2 INTEG AG BIOLOGY (F) Task Semester

+ Add Sort Filter

| Settings | Save | Grade Totals | Q1) Quarter | | Q2) Quarter | | Q2) Final | | Q2) FFA (Student Leadership) | |
|----------|----------|--------------|-------------------|-----------------|-------------------|-----------------|-------------------|-----------------|------------------------------|-----------------|
| | Students | | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade |
| 09 | | | 67.63 | D | 57.79 | F | | | 60.00 | D |
| 09 | | | 71.85 | C | 53.61 | F | | | 90.00 | A |
| 09 | | | 13.59 | F | 0.00 | F | | | 0.00 | F |
| 09 | | | 47.39 | F | 57.43 | F | | | 30.00 | F |
| 09 | | | 69.81 | C | 32.45 | F | | | 120.00 | A |
| 11 | | | 69.27 | C | 44.59 | F | | | 70.00 | C |
| 09 | | | 61.63 | D | 67.23 | D | | | 0.00 | F |
| 09 | | | 72.96 | C | 83.78 | B | | | 120.00 | A |
| 09 | | | 91.59 | A | 87.36 | B | | | 150.00 | A |
| 09 | | | 19.03 | F | 10.52 | F | | | 30.00 | F |
| 09 | | | 24.84 | F | 13.53 | F | | | 0.00 | F |
| 09 | | | 63.82 | D | 75.87 | C | | | 90.00 | A |
| 09 | | | 79.06 | B | 79.24 | C | | | 60.00 | D |

Period 4

Campus Instruction X Pandora Radio - L X Ag Communicatio X Staff - McFarland X Evolution - What X Roobie

Secure | <https://icampus.mcfarland.k12.ca.us/campus/apps/teacher/gradebookHTML.html>

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Term Q2 (10/10/16 - 12/16/16) Section 4) 005321A-4 INTEG AG BIOLOGY (F) Task Semester

+ Add Sort Filter

| Settings | Save | Grade Totals | Q1) Quarter | | Q2) Quarter | | Q2) Final | | Q2) FFA (Student Leadership) | |
|----------|------|--------------|-------------------|-----------------|-------------------|-----------------|-------------------|-----------------|------------------------------|-----------------|
| | | | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade |
| 10 | | ▶ | 82.84 | B | 61.87 | D | | | 90.00 | A |
| 09 | | ▶ | 90.60 | A | 85.85 | B | | | 90.00 | A |
| 10 | | ▶ | 61.15 | D | 69.59 | D | | | 90.00 | A |
| 11 | | ▶ | 99.09 | A | 97.97 | A | | | 100.00 | A |
| 10 | | ▶ | 59.27 | D | 58.47 | F | | | 0.00 | F |
| 09 | | ▶ | 101.51 | A | 86.00 | B | | | 120.00 | A |
| 09 | | ▶ | 93.63 | A | 81.02 | B | | | 30.00 | F |
| 09 | | ▶ | 100.00 | A | 89.90 | B | | | 150.00 | A |
| 10 | | ▶ | 49.51 | F | 67.81 | D | | | 120.00 | A |
| 10 | | ▶ | 70.72 | C | 45.20 | F | | | 10.00 | F |
| 10 | | ▶ | 90.42 | A | 66.47 | D | | | 0.00 | F |
| 09 | | ▶ | 102.72 | A | 90.23 | A | | | 150.00 | A |
| 09 | | ▶ | 97.87 | A | 89.44 | B | | | 140.00 | A |

Period 5

Campus Instruction x Pandora Radio - L x Ag Communicatio x Staff - McFarland x Evolution - What x Roobie

Secure | <https://icampus.mcfarland.k12.ca.us/campus/apps/teacher/gradebookHTML.html>

Apps ★ Bookmarks Classroom Activity: Fa McFarland Unified Sci CATA - Awards and A TripDirect Campus Instruction CP Master of Agricultural

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Term Q2 (10/10/16 - 12/16/16) Section 4) 005321A-4 INTEG AG BIOLOGY (F) Task Semester

+ Add Sort Filter

| Settings | Save | Grade Totals | Q1) Quarter | | Q2) Quarter | | Q2) Final | | Q2) FFA (Student Leadership) | |
|----------|------|--------------|-------------------|-----------------|-------------------|-----------------|-------------------|-----------------|------------------------------|-----------------|
| | | | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade |
| 10 | | ▶ | 82.84 | B | 61.87 | D | | | 90.00 | A |
| 09 | | ▶ | 90.60 | A | 85.85 | B | | | 90.00 | A |
| 10 | | ▶ | 61.15 | D | 69.59 | D | | | 90.00 | A |
| 11 | | ▶ | 99.09 | A | 97.97 | A | | | 100.00 | A |
| 10 | | ▶ | 59.27 | D | 58.47 | F | | | 0.00 | F |
| 09 | | ▶ | 101.51 | A | 86.00 | B | | | 120.00 | A |
| 09 | | ▶ | 93.63 | A | 81.02 | B | | | 30.00 | F |
| 09 | | ▶ | 100.00 | A | 89.90 | B | | | 150.00 | A |
| 10 | | ▶ | 49.51 | F | 67.81 | D | | | 120.00 | A |
| 10 | | ▶ | 70.72 | C | 45.20 | F | | | 10.00 | F |
| 10 | | ▶ | 90.42 | A | 66.47 | D | | | 0.00 | F |
| 09 | | ▶ | 102.72 | A | 90.23 | A | | | 150.00 | A |
| 09 | | ▶ | 97.87 | A | 89.44 | B | | | 140.00 | A |

Period 6

Campus Instruction x Pandora Radio x Ag Communicatio x Staff - McFarland x Evolution - What x Roobie

Secure | <https://icampus.mcfarland.k12.ca.us/campus/apps/teacher/gradebookHTML.html>

Apps Bookmarks Classroom Activity: Fa McFarland Unified Sch CATA - Awards and A TripDirect Campus Instruction Master of Agricultural

Infinite Campus Campus Instruction Roobie Richards 16-17 MCFARLAND HIGH SCHOOL Log Off

Message Center

Discussions

Planner

Grade Book

Attendance 2

Positive Attendance

Roster

Roster Verification

Seating Charts

Student Groups

Class Serve

Post Grades

Assignment Overview

Lockers

Standardized Test

Course Requests

Student Groups

Term Q2 (10/10/16 - 12/10/16) Section 05 005705A-6 Ag Communications (F) Task Semester

+ Add Sort Filter

Save

Students

Group Assignments

| | | Q1) Quarter | Q2) Quarter | Q2) Final | Q2) FFA (Student Leadership) |
|----|--|-------------------|-----------------|-------------------|------------------------------|
| | | Composite Percent | Composite Grade | Composite Percent | Composite Grade |
| 11 | | 100.00 | A | 79.28 | C |
| 11 | | 98.51 | A | 100.00 | A |
| 11 | | 88.42 | B | 98.88 | A |
| 10 | | 99.17 | A | 95.27 | A |
| 11 | | 98.84 | A | 94.72 | A |
| 11 | | 100.00 | A | 94.16 | A |
| 11 | | 97.19 | A | 93.33 | A |
| 11 | | 97.52 | A | 92.50 | A |
| 10 | | 100.00 | A | 93.94 | A |
| 12 | | 98.67 | A | 91.44 | A |
| 10 | | 95.37 | A | 89.72 | B |
| 10 | | 100.00 | A | 97.02 | A |
| 10 | | 97.35 | A | 95.83 | A |
| 10 | | 99.17 | A | 97.02 | A |
| 12 | | 99.68 | A | 95.27 | A |

Period 7

Campus Instruction x Pandora Radio x Ag Communicatio x Staff - McFarland x Evolution - What x Roobie

Secure | <https://icampus.mcfarland.k12.ca.us/campus/apps/teacher/gradebookHTML.html>

Apps ★ Bookmarks Classroom Activity: F McFarland Unified Sci CATA - Awards and A TripDirect Campus Instruction CP Master of Agricultural

Infinite Campus Campus Instruction Roobie Richards 16-17 MCFARLAND HIGH SCHOOL Log Off

Message Center

Discussions

Planner

Grade Book

Attendance 2

Positive Attendance

Roster

Roster Verification

Seating Charts

Student Groups

Class Serve

Post Grades

Assignment Overview

Lockers

Standardized Test

Course Requests

Student Groups

Term: Q2 (10/10/16 - 12/16/16) Section: 7) 005321A-7 INTEG AG BIOLOGY (F) Task: Semester

+ Add Sort Filter

| Settings | Save | Grade Totals | Categories | Q1) Quarter | Q2) Quarter | Q2) Final | Q2) FFA (Student Leadership) |
|----------|-------|-------------------|-----------------|-------------------|-----------------|-------------------|------------------------------|
| Students | Final | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade |
| 10 | 66.61 | D | 53.70 | F | | 90.00 | A |
| 10 | 79.03 | B | 76.39 | C | | 30.00 | F |
| 10 | 81.95 | B | 80.34 | B | | 30.00 | F |
| 10 | 85.69 | B | 78.70 | C | | 90.00 | A |
| 10 | 71.01 | C | 46.94 | F | | 0.00 | F |
| 10 | 71.95 | C | 74.69 | C | | 120.00 | A |
| 10 | 80.01 | B | 58.17 | F | | 60.00 | D |
| 10 | 91.12 | A | 81.93 | B | | 30.00 | F |
| 10 | 81.34 | B | 83.31 | B | | 110.00 | A |
| 10 | 90.01 | A | 72.98 | C | | 150.00 | A |
| 10 | 85.59 | B | 90.25 | A | | 150.00 | A |
| 10 | 87.12 | B | 80.30 | B | | 120.00 | A |
| 10 | 89.54 | A | 81.53 | B | | 30.00 | F |
| 10 | 68.50 | D | 49.58 | F | | 90.00 | A |
| 10 | 83.59 | B | 73.71 | C | | 30.00 | F |

5. SAE Supervision Forms



Student Name _____

SAE Project: Lane

Phone #: _____



| Date | AM Time In/out | PM Time In/out | Description: Walked/weighted/medicated/cleaned/feeding etc... | Initials |
|------|--------------------|--------------------|---|----------|
| 4/2 | 7:30 ^{AM} | 8:30 ^{PM} | Feed / walked | AP |
| 4/2 | 6:00 ^{PM} | 6:30 ^{PM} | Feed / spent time | AP |
| 4/3 | 8:00 ^{PM} | 8:40 ^{PM} | Feed | AP |
| 4/3 | 7:00 ^{PM} | 8:10 ^{PM} | Feed / walked | AP |
| 4/5 | 8:30 ^{PM} | 9:00 ^{PM} | Feed / spent time | AP |
| 4/5 | 5:30 ^{PM} | 6:20 ^{PM} | Feed / walked | AP |
| 4/6 | 9:00 ^{PM} | 9:30 ^{PM} | Feed | AP |
| 4/6 | 6:00 ^{PM} | 6:40 ^{PM} | Feed / spent time | AP |
| 4/7 | 5:00 ^{PM} | 8:50 ^{PM} | Feed / walked | AP |
| 4/7 | 5:30 ^{PM} | 6:30 ^{PM} | Feed / spent time | AP |
| 4/8 | 7:00 ^{PM} | 7:30 ^{PM} | Feed | AP |
| 4/8 | 6:00 ^{PM} | 6:40 ^{PM} | Feed / spent time | AP |
| 4/9 | 7:30 ^{PM} | 8:30 ^{PM} | Feed / walked / washed | AP |

upland info to
AP (12)



Student Name: [redacted]
SAE Project: Lamb
Phone #: _____

| Date | AM Time In/out | PM Time in/out | Description: Walked/weighed/medicated/cleaned/fed etc... | Initials |
|------|--------------------|-------------------|--|----------|
| 4/9 | 5:30 ^{pm} | 6:00 | fed / spent time | AP |
| 4/10 | 8:30 ^{am} | 9:00 | fed | AP |
| 4/10 | 6:00 ^{pm} | 6:30 | fed | AP |
| 4/11 | 8:30 ^{am} | 9:30 | fed / walked | AP |
| 4/11 | 5:40 ^{pm} | 6:10 | fed / spent time / pr | AP |
| 4/12 | 7:00 ^{am} | 7:30 | fed | AP |
| 4/12 | 6:10 ^{am} | 6:40 | fed / spent times | AP |
| | | | check w/ Hallum on weight (n) | |
| 4/13 | 8:30 ^{am} | 9:00 | fed | AP |
| 4/13 | 6:00 ^{am} | 7:00 | fed / walked | AP |
| 4/14 | 9:10 ^{am} | 9:30 | fed | AP |
| 4/14 | 7:00 ^{am} | 7:30 | fed / spent time | AP |
| 4/15 | 8:30 ^{am} | 9:00 | fed / spent time | AP |
| 4/15 | 6:00 ^{pm} | 7:30 | fed / walked | AP |



Student Name: [REDACTED]

SAE Project: Lamberto (Lump)

Phone # [REDACTED]



| Date | AM Time In/out | PM Time In/out | Description: Walked/weighed/medicated/cleaned/fed etc... | Initials |
|------|-------------------------------|--------------------------------|--|----------|
| 7/11 | 7:00 am 6:00 pm | 8:30 am 7:45 pm | Fed, walk, spend time | G.L |
| 7/12 | 7:30 am 6:50 pm | 8:30 am 6:00 pm | Fed, work, spend time | G.L |
| 7/13 | 8:00 am 6:00 pm | 9:00 am 6:30 pm | Fed, walk | G.L |
| 7/14 | 8:00 am 6:15 pm | 6:30 am 7:00 pm | Fed | G.L |
| 7/15 | 7:00 am 6:00 pm | 7:30 am 7:30 pm | Fed, spend time, practice | G.L |
| 7/16 | 7:45 am 5 pm | 8:30 am 7 pm | Fed, walk, spend time | G.L |
| 7/17 | 8:00 am 6:00 pm | 9:30 am 7:30 pm | Fed, spend time, practice | G.L |
| 7/18 | 7:30 am 6:00 pm | 8:00 am 7:30 pm | Fed | G.L |
| 7/19 | 9:00 am 6:00 pm | 10:30 am 7:30 pm | Fed, spend time, walk | G.L |
| 7/10 | 6:00 am 6:00 pm | 7:00 am 7:30 pm | Fed, walk | G.L |
| 7/11 | 7:00 am 6:00 pm | 8:00 am 7:30 pm | Fed, spend time, walk | G.L |
| 7/12 | 8:00 am 6 pm | 8:30 am 6 pm | Fed | G.L |
| 7/13 | 7:00 am 6:00 pm | 8:15 am 7:30 pm | Fed, spend time, practice | G.L |
| 7/14 | 7:00 am 5:30 pm | 8:00 am 7:00 pm | Fed, spend time, walk upload info to AET (m) | G.L |



Student Name: _____

SAE Project: _____

Gabby (Goat)

Phone #: _____



| Date | AM Time In/out | PM Time In/out | Description: Walked/weighed/medicated/cleaned/fed etc... | Initials |
|------|--------------------|-------------------|--|----------|
| 6/24 | 7:00am 7:45am | 5:30pm 7:30pm | Changed water, cleaned, fed | M.H |
| 6/25 | 7:15am 7:30am | 4:50pm 5:55pm | Fed, clean, weighed, walk | M.H |
| 6/26 | 11:00am 11:00am | 5:00pm 6:00pm | Fed / walk | M.H |
| 6/27 | 7:00am 8:00am | 4:00pm 5:00pm | Fed, change water, clean | M.H |
| 6/28 | 7:00am 8:00am | 5:00pm 7:30pm | Change water, clean, fed | M.H |
| 6/29 | 7:00am 8:30am | 5:50pm 5:50pm | Fed, walk, change water | M.H |
| 6/30 | 4:00am 10:00am | 4:30pm 5:30pm | Fed, clean, walk | M.H |
| 7/1 | 6:00am 6:30am | 4:30pm 6:30pm | Fed, walk, clean | M.H |
| 7/2 | 7:00am 8:00am | 4:30pm 5:30pm | Fed, weighed, clean | M.H |
| 7/3 | 7:15am 8:00am | 5:00pm 6:00pm | Walk, feed, clean | M.H |
| 7/2 | 10:00am 11:00am | 6:15pm 7:00pm | Fed, weighed, walk | M.H |
| 7/4 | 9:00am 9:30am | 7:00pm 8:00pm | Walk, clean, feed | M.H |
| 7/5 | 9:00am 10:00am | 5:00pm 6:00pm | Walk, clean, Fed | M.H |
| 7/6 | 10:00am 11:00am | 6:00pm 6:30pm | Fed, walk, clean | M.H |

Make sure you are uploading info to A&T



Student Name: [REDACTED]

SAE Project: 2016 Deland

Phone # [REDACTED]



| Date | AM Time in/out | PM Time in/out | Description: Walked/weighed/medicated/cleaned/fed etc... | Initials |
|------|--------------------------|--------------------------|--|----------|
| 7/18 | 10:28 11:16 | 6:32 7:28 | morning Fed and Cleaned | JP |
| 7/19 | 9:31 10:22 | 6:20 6:43 | Cleaned washed Fed | JP |
| 7/20 | [REDACTED] [REDACTED] | [REDACTED] [REDACTED] | [REDACTED] Fed, Cleaned and walked | PJ |
| 7/21 | 10:03 10:38 | 6:00 7:38 | Fed, Cleaned washed | JP |
| 7/22 | 9:23 9:48 | 7:16 8:12 | Fed, Cleaned washed | JP |
| 7/23 | 10:16 10:50 | 6:33 7:38 | Cleaned Fed walked wash | JP |
| 7/24 | 10:28 11:30 | 6:20 7:35 | Fed Cleaned walked wash | JP |
| 7/25 | 9:20 9:37 | | upload info to AET- (m) | JP |
| 7/26 | 10:28 10:45 | 6:49 7:28 | Fed Cleaned, walked | JP |
| 7/27 | 9:35 10:48 | 7:10 7:45 | Fed and Cleaned | JP |
| 7/28 | 9:22 10:38 | 6:07 7:35 | Cleaned washed | JP |
| 7/29 | 11:28 11:58 | 8:58 9:58 | Fed Cleaned washed | JP |



Student Name

SAE Project:

Ireland Swine 2016

Phone #:



| Date | AM Time In/out | PM Time In/out | Description: Walked/weighed/medicated/cleaned/fed etc... | Initials |
|------|-------------------|-------------------|--|----------|
| 7/5 | 10:30 11:00 | 6:00 6:30 | Morning Fed, cleaned, washed | J.P. |
| 7/6 | 9:00 9:45 | 6:00 6:30 | Fed, cleaned, washed | |
| 7/7 | 9:58 10:35 | 7:00 8:06 | Fed and cleaned | |
| 7/8 | 9:30 10:05 | 6:30 7:16 | Cleaned, washed, Fed | J.P. |
| 7/9 | 8:10 9:14 | 7:16 8:20 | Fed, cleaned, washed, walked | J.P. |
| 7/10 | 9:28 10:20 | 8:30 9:00 | Fed, cleaned, washed | J.P. |
| 7/11 | 10:02 10:30 | 7:28 8:00 | Fed, cleaned, washed | J.P. |
| 7/12 | 8:45 9:16 | 6:21 7:29 | Fed, cleaned, washed | J.P. |
| 7/13 | 10:38 11:14 | 7:22 7:38 | Fed and cleaned | J.P. |
| 7/14 | 9:46 10:53 | 7:01 6:30 | Cleaned, Fed and washed | J.P. |
| 7/15 | 10:24 11:34 | 6:00 6:53 | Fed, cleaned and washed | J.P. |
| 7/16 | 9:31 10:09 | 7:10 7:45 | Fed, cleaned and washed | J.P. |
| 7/17 | 10:30 11:00 | 6:27 6:58 | Fed and cleaned | J.P. |



Student Name: [redacted]

SAE Project: Lamb

Phone #: _____



| Date | AM Time in/out | PM Time in/out | Description: Walked/weighed/medicated/cleaned/fed etc... | Initials |
|----------|-------------------|-------------------|--|----------|
| 8/1/19 | 7am 9am | 8am 7pm | Fed / walked / show practice | |
| 8/7-13 | 2am 5pm | 9am 7pm | Fed / walked / show practice | |
| 8/14-20 | 7am 5pm | 9am 7pm | Fed / walked / show practice | |
| 8/21-27 | 7am 5pm | 9am 7pm | Fed / walked / show practice | |
| 8/28-9/3 | 7am 5pm | 9am 7pm | Fed / walked / show practice. | |
| 8/1-6 | 7am 5pm | 9am 7pm | What been cleaning / fading? - Be sure to initial | |
| 8/1-13 | 7am 5pm | 9am 7pm | upload info to AET - (W) | |
| 8/14-20 | 7am 5pm | 9am 7pm | | |
| 8/21-27 | 7am 5pm | 9am 7pm | | |
| 8/28-9/3 | 7am 5pm | 9am 7pm | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Student Name: _____

SAE Project: Lamb

Phone #: _____



| Date | AM Time In/out | PM Time in/out | Description: Walked/weighed/medicated/cleaned/fed etc... | Initials |
|------|--------------------|--------------------|--|----------|
| 6/2 | 6:00 ^{pm} | 6:30 ^{pm} | Fed / walked . . . | J.H |
| 6/3 | 6:11 ^{pm} | 6:40 ^{pm} | Fed / walked . . . | J.H |
| 6/4 | 6:30 ^{pm} | 7:00 ^{pm} | Fed / cleaned . . . | J.H |
| 6/5 | 5:45 ^{pm} | 6:15 ^{pm} | Fed / walked . . . | J.H |
| 6/6 | 6:00 ^{pm} | 6:45 ^{pm} | Fed / weighed . . . | J.H |
| 6/7 | 7:00 ^{pm} | 7:10 ^{pm} | Fed / walked . . . | J.H |
| 6/8 | 6:00 ^{pm} | 6:15 ^{pm} | Fed / spend time | J.H |
| 6/9 | 6:10 ^{pm} | 6:30 ^{pm} | Fed / spend time / walked | J.H |
| 6/10 | 6:15 ^{pm} | 6:40 ^{pm} | Fed / spend time | J.H |
| 6/11 | 6:05 ^{pm} | 6:30 ^{pm} | Spend time / walked | J.H |
| 6/12 | 6:00 ^{pm} | 6:40 ^{pm} | Spend time / Fed | J.H |
| 6/13 | 6:20 ^{pm} | 6:40 ^{pm} | Fed / walked | J.H |
| 6/14 | 6:30 ^{pm} | 6:50 ^{pm} | Fed / weighed / spend time | J.H |
| 6/15 | 7:00 ^{pm} | 7:40 ^{pm} | Spend time / Fed | J.H |

Upload login
info to AL7 (12)

6. School Board Approved Policy for SAE/FFA



Agriculture Communication and Leadership

McFarland High School- Ag Department

Course Syllabus



I. General Information

Course Title: Agriculture Communication and Leadership

Instructor: Roobie Richards

Email: rorichards@mcfarland.k12.ca.us

Grade Level: 10-12 Elective ***BC Dual Enrollment Credit (AGRI B49 – 2 units)

- II. Course Description:** This course is designed to promote and develop leadership in the Agriculture Industry. Ag Communications and Leadership is a concentrator course for our CTE Ag Business Pathway and is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students will frequently write – critically, reflectively, persuasively – and speak about the real world issues in Agriculture. Topics will include current issues in Ag legislation, development of personal leadership skills, FFA operations, FFA Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised Agricultural Experience project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation and SAE, Supervised Agricultural Experience, Project will be part of the grade for this course. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education

Student Learning Outcomes

1. Demonstrate effective communication skills in an individual or group recruitment presentation.
2. Plan, organize and conduct a professional guided tour of the Agriculture programs at McFarland High School including an oral description of the primary uses of each facility.
3. Describe the major components of agriculture classes and opportunities offered within our Agriculture Department Programs.
4. Perform specific roles within a group to achieve agreed-upon goals.
5. Describe the role of agriculture in California with an emphasis in the San Joaquin Valley.

III. Required Items:

1. One Spiral Bound, college ruled paper notebook (1st one provided by the teacher)
2. It is suggested (not required) that students enrolled purchase the official FFA Jacket.
(Students will be attending leadership development events throughout the county and state and uniforms will be required)
3. As part of their grade, students must participate in a **minimum of 10 FFA activities** per semester or 6 activities per year. Students must have a minimum of 10 activity points per semester.
4. As part of their grade, students must have a Supervised Agriculture Experience (SAE) Project.

IV. Eligibility:

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

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

V. FFA Projects and Leadership Activities:

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

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

VI. Class Participation /Behavior:

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

VII. Grading Policies:

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

| ASSINGMENTS | %WEIGHT |
|------------------------|-------------|
| Projects | 25% |
| Exams | 25% |
| Assignments | 20% |
| FFA and SAE Activities | 20% |
| Daily Participation | 10% |
| TOTAL | 100% |

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

VIII. Absence Policy:

Students will have 1 week of time that they are absent to complete the assignments they may have missed. Students need to be responsible and make appointments to meet with the instructor to make up missing assignments in a timely manner. A student who does not complete absent assignments within one week will be given a zero on that assignment. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Should a student miss a large FFA activity assembled by the class they will receive a ZERO for that assignment.

IX. Assignments and Testing:

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

Testing will come in a variety of forms throughout the year but the two final exam grades will be based on the following two items. Fall semester will consist of a prepared speech on a topic in agriculture and spring semester will be comprised of a formal lesson plan and student presentation during our annual Food for America student education project.

| Unit | Topic | Time Frame | CTE Academic Standards Addressed | CTE Agriculture Standards Addressed |
|------|--|------------|---|--|
| I. | Communication Development: Facilitation Training, Small group, Persuasive, Intrapersonal, Informal and Formal Expressions | 4 weeks | Reading (2.1, 2.3) Writing (1.1) | F2.2(2.1), F2.3(1.1, 1.2, 1.3) F2.4(1.1, 2.2, 2.3) |
| II. | Professionalism: Business Etiquette, Personal Grooming, Phone Etiquette, Use of effective and appropriate communication in a business setting | 3 weeks | | F2.2(2.5, 2.6), F9.0(9.4, 9.5, 9.6) |
| III. | Leadership: Historical leaders, Leadership Styles, Individual Strengths and Weaknesses, Overcoming obstacles | 4 weeks | | F7.0(7.1, 7.2, 7.3, 7.4, 7.5) F9.0(9.1, 9.2, 9.3) F10.0(10.1) |
| IV. | Agricultural Advocacy: FFA, Sound bytes, Response to Media, Appropriate use of Social Media, Positive messages, Press Releases | 4 weeks | Writing (2.6) L&S (1.1) | F2.2(2.6), F2.4 (1.14, 2.4) F4.0(4.1, 4.6) |
| V. | Record Keeping: Business Agreements, Budgets, Business Plan Analysis, Financial Statements | 2 week | Alg(10.0, 12.0, 13.0) | F1.1(15.0,8.0) F10.0(10.3) |
| VI. | Employment Skills: Job Applications, Job Interviews, Resumes, Coverletters | 3 weeks | Writing (2.5) L&S(2.3) | F2.1(2.7) F2.2(2.5) F2.4 (2.3) F3.0(3.6) |
| VII. | Career Development Events: Ag Sales, Ag Marketing, Ag Computers, Ag Issues, Parliamentary Procedure | 2 weeks | Econ(12.2.5) Writing (1.6) L&S(1.1, 1.7, 2.2, 2.5) | F2.4 (2.2, 1.8), F4.0(4.2, 4.3), F5.0(5.1, 5.2, 5.3), F9.0(9.2) |

| | | | | |
|--------------|---|---------|--|--|
| VIII. | Public Speaking: Impromptu, Creed Recitation, Prepared Public Speaking, Extemporaneous Public Speaking | 4 weeks | Reading (2.2, 2.8) Writing (1.1-1.3, 1.5, 2.3) | F2.1(2.2, 2.3, 2.6, 2.7, 2.8), F2.2(1.1, 1.2, 1.3, 1.5, 2.3) F4.0(4.5), C2.0(C2.1-C2.5) C3.0(C3.3) C4.0(C4.4), |
| IX. | Production Agriculture Experiences: Guest Speakers, Industry Tours, Agriculture Career Planning | 3 weeks | | F8.0 (8.1, 8.2, 8.3), C1.0(C1.2, C1.4) |
| X. | Event Planning: Theme, Banquet Scripts, Due Dates, Invitations, Technology use, Food Safety | 3 weeks | | F2.4 (1.7) F6.0(6.2) F7.0(7.5) |
| XI. | Agriculture Careers: Making contacts, Career exploration, Industry trends, Portfolios, Supervised Agricultural Experiences | 3 weeks | | F3.0 (3.1, 3.2, 3.3, 3.4, 3.5, 3.6) F10.0(10.2, 10.3, 10.4) |



Primary Text: *Biology* © 2009 McDougal Littell

Length of Course: 36 weeks

Course Description: This is a two semester course designed to meet the California Content Standards for Biology. This course is taught with the agricultural industry in mind so, much of the content will be agriculturally based or presented with a particular focus on the effect on the agricultural industry. As with all agriculture classes taught at McFarland, FFA participation and SAE, Supervised Agricultural Experience, Project will be part of the grade for this course. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education

This year's course will include:

- | | |
|-------------------------------------|--------------------|
| ✓ Cellular Biology | ✓ Animal Science |
| ✓ Genetics | ✓ Plant Science |
| ✓ Ecology | ✓ Reproduction |
| ✓ Evolution | ✓ Communication |
| ✓ Physiology | ✓ FFA/Leadership |
| ✓ Investigation and Experimentation | ✓ Record books/SAE |

Grade Policy

Assignments, assessments, participation, and FFA activity will be graded based on a 5 point scale.

- | | | |
|--------|---|---------------------|
| 5pts. | – | Advanced (A) |
| 4 pts. | – | Proficient (B) |
| 3 pts. | – | Basic (C) |
| 2 pts. | – | Below Basic (D) |
| 1 pt. | – | Far Below Basic (F) |

This is a college preparatory science class and will be treated as such. The assignments, assessments and projects will be weighted much like those of a class in the university system.

| | |
|--|------------|
| Exams/Quizzes | 20% |
| Final Exam | 10% |
| Presentations/Lab write ups | 10% |
| Assignments/Class Participation | 40% |
| FFA Activity | 10% |
| SAE Project | 10% |

Expectations

- Attendance is very important. If you not here you cannot learn and your job in the class is to learn. Therefore your job is to attend class.
- It is your grade on the line when you're absent; therefore it is your responsibility to ask me for missed work. You will have one week, regardless of the reason, to get any missed work. Tests and quiz make-ups will be given before school, at lunch, or after school when Mrs. Richards is available.
- Assignments and homework are given for a reason, they enhance learning. Therefore, it is your responsibility to do all assignments.
- As a student who is enrolled in an Agriculture Course in the State of California you are a member of the FFA. Throughout the year you will be expected to take part in specified FFA activities.
 - As part of their grade, students must participate in a **minimum of 10 FFA activities** per semester or 6 activities per year. Students must have a minimum of 10 activity points per semester.

- As part of their grade, students must have a Supervised Agriculture Experience (SAE) Project.

The Supervised Agricultural Experience project requirement is 10 percent of the total grade for the semester and will be developed with the aid of the instructor.

Basic Requirements for Mrs. Richards' Class

- Come to class on _____ and be _____.
 - Always bring your _____, _____, _____ and best attitude every day.
 - Keep your _____ up to date.
- Do your _____.
 - Do your _____ work and turn in assignments _____.
 - If you are _____ you have _____ to turn in late work.
- Keep ALL _____ turned off and out of sight.
 - This includes but is not limited to: Cell Phones, MP3 Players, IPads, iPods... ect.
 - Mrs. Richards will confiscate and deal with accordingly.
- _____ up after _____.
 - Be sure to put away all books, _____, colored pencils, ect. that were used.
 - Pick up all _____ around your desk.
 - Respect the school and _____. **Do not** write in books or on the _____.
- The _____ does not dismiss you.
 - Do not pack your bags until _____ says it's ok to pack up.
- Be _____.
 - Talk to Mrs. Richards and each other _____. Say _____ and _____.
 - _____ for making fun of each other.
 - When someone else is _____ you should be _____.
- No _____ ☺
 - This is a _____ course.
 - Work is given to _____ learning and help you become _____.

Teacher Contact

I look forward to a great year. I promise to do my job, which is to teach Agriculture Biology, FFA, and Leadership. I simply expect you to do your job, which is to attend class prepared and ready to learn.

Acknowledgement

I _____ acknowledge that I have read the class policies and what is expected of me. I realize my responsibility is to attend class prepared and ready to learn.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

7. Program of Activities

McFarland FFA

Chapter Number 73



“Lets Rise”

Program of Activities

2016-2017

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PRESIDENT'S MESSAGE

August 2016

Dear Members and Friends of the FFA:

As McFarland FFA's Chapter President, I would like to take this opportunity to express my gratitude, on behalf of the chapter, for your continued support over the years and proudly propose to you this 2016-2017 Program of Activities. I hope you find this guideline as an encouragement for participation and support of this year's activities.

Over the past 84 years, McFarland FFA has proudly represented both the National FFA Organization and the Heartland of California – McFarland. Therefore, I along with the other nine officers, have worked and are working to keep the tradition of the FFA's spirit a continued spirit for McFarland High School through creating this Program of Activities. Fortunately, none of this would have possible without the continued support of our exceptional advisors, Mrs. Roobie Richards, Miss. Ariana Hallum, and Mr. Adam Bullard. In addition, I would like to thank the individuals who have kept McFarland FFA a tradition; our McFarland School District Superintendent, Mr. Victor Hopper; our McFarland High School Principal, Brian Bell; the Ag Advisory Committee members; the high school staff; our Board of Trustees; and anyone and everyone else who has supported us throughout the years.

Any and all support that is given is greatly appreciated from the hearts of over 300 McFarland FFA members. In retrospect, I personally, feel that with teamwork, cooperation, and support from everyone that we can make this 84th year of McFarland FFA a lasting memory in all of lives and hearts of all of us.

Sincerely,

Sarai Lugo,
McFarland FFA Chapter President

Officer Letter



Welcome,

McFarland FFA is eager to share our upcoming events with everyone from our chapter and community. The positive influence McFarland FFA has to offer to our members helps them grow as a person and develops new leadership qualities.

As Chapter Officers, we will be working hard to make this year a great year. We hope that our doings help our members and community be successful in their lives.

Thank You,

From all the McFarland FFA Officers

President Sarai Lugo

***1st Vice president
Adolfo Dionicio***

***2nd Vice President
Jenny Mejia***

Secretary Leslie Lugo

***Treasurer
Hector Garcia***

***Reporter
Gabriel Parra***

***Sentinel
Angie Corona***

***Historian
Cristal Hernandez***

***ASB Representative
Nikki Garza***

The National FFA Organization

1. The National FFA Organization is an organization geared toward preparing high school students for careers in the agriculture industry.

2. The FFA activities and award programs complements the instruction of the agricultural education by providing students with practical experience and knowledge in agriculture.
3. The mission of agricultural education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource systems.
4. To be a member of the FFA, students must be enrolled in the agricultural education program at McFarland High School. Students may retain their membership in the FFA following their high school graduation until age 21.

The Aims and Purposes of the FFA

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 experience programs.
- ↳ Encourages wise management of economic, environmental and human resources of the community.
- ↳ Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- ↳ Builds character and promotes citizenship, volunteerism and patriotism.
- ↳ Promotes cooperation and cooperative attitudes among all people.
- ↳ Promotes healthy lifestyles.
- ↳ Encourages excellence in scholarship.

FFA History

The original idea for the organization was fostered after the National Vocational Education Act of 1917 established courses in vocational agriculture. In

the early 1920's Virginia formed a Future Farmer Club for boys in agriculture classes. This innovation caught fire across the country and the national organization was born in 1928 in Kansas City, Missouri. National dues to the **Future Farmers of America** were set at 10 cents per member. State associations were chartered at that time; California was issued charter number 4. In January of 1930, a newly formed high school, McFarland High School, was chartered as California's 73 rd chapter in the state.

Membership grew, and the selection of the national colors and the naming of the first Star Farmer of America distinguished the following year's convention. By 1934, the only states, which had not chartered associations, were Rhode Island and Alaska. As years went by, the organization began providing services to support its expanding membership: National FFA Camp; National FFA Center; National FFA Foundation; The National Future Farmer magazine; merging with the New Farmers of America (organization for black boys); allowing girls to become members; forming the National FFA Alumni Association.

In 1988, delegates at the National FFA Convention voted to change the official name from the Future Farmers of America to ***National FFA Organization***. The National FFA Organization is a driving force in developing leadership in today's youth, which holds the largest national youth leadership conference in the United States.

Past Leaders of the McFarland FFA

Past FFA Presidents:

| | | | |
|----------------------------|------|-------------------------|------|
| Eugene Walker | 1930 | Eugene Walker | |
| 1931 | | | |
| Wilbur Hyton | 1932 | Joe Roberts | 1933 |
| Frank Pottoroff | 1934 | Roscoe Penrod | |
| 1937 | | | |
| Clifton Roome/Melvin Hyton | 1938 | Otha Baker | 1939 |
| John Lingo | 1940 | Lloyd Bowman | 1941 |
| Omar Krumm | 1942 | Rayburn Gillespie | 1943 |
| V.L. Cook/Robert Howard | 1945 | Roland Jensen/Dean Swan | 1946 |
| Joe Sevier/Ronald Jensen | 1947 | Buddy Minton | 1948 |
| Harold Gee | 1949 | Lloyd Hokit | 1950 |
| Wayne Hancock | 1951 | Keith Smith | 1952 |
| Clyde Larrew | 1953 | Warren Carter | 1954 |
| Dan Surber/John Cheatwood | 1955 | Buddy Welch | 1956 |
| Dorin Ladd | 1957 | Lindley Nidever | 1958 |
| Billy Cochran | 1959 | Kenneth Hewitt | 1960 |
| Dueward Locke | 1961 | Joe Kasiner | 1962 |
| Neal Pavletich | 1963 | Gary Cheatwood | 1964 |

| | | | |
|--------------------|------|-----------------------------|------|
| Dennis Beason | 1965 | Art Parham | |
| 1966 | | | |
| Gary Alvis | 1967 | Mark Alvis | 1968 |
| Ryan Spitzer | 1969 | Dallas Parham | 1970 |
| Kerry Beason | 1971 | Ross Spitzer | 1972 |
| Doug Blair | 1973 | David Henderson | 1974 |
| Cary Welch | 1975 | Dan Kavarian | 1976 |
| John Lopez | 1977 | Robert Geivet | 1978 |
| Doug Carter | 1979 | David Lopez | 1980 |
| David Lopez | 1981 | Rene Lopez | 1982 |
| Tanya Parks | 1983 | Betty Celedon | 1984 |
| David Pate | 1985 | Borjas Gonzalez | 1986 |
| Borjas Gonzalez | 1987 | Ronnie Nadal | 1988 |
| Roberto Sanchez | 1989 | John Schaap | 1990 |
| Ben Moser | 1991 | Ben Moser | 1992 |
| Kevin Elliott | 1993 | Kevin Elliott | 1994 |
| Joe Martinez | 1995 | Daniel Dallas | 1996 |
| Josh Stinnett | 1997 | Juan Gonzalez/Keith Elliott | 1998 |
| Ricardo S. Sanchez | 1999 | Cory Magorian | 2000 |
| Jaime Leal | 2001 | Marcelino Gonzalez | 2002 |
| Jessica Woodruff | 2003 | Chuck Cardoza | 2004 |
| Jonathan Uriarte | 2005 | Kari Greenfield | 2006 |
| Nico Garza | 2007 | David Garcia | 2008 |
| Israel Guerrero | 2009 | Luis Gutierrez | 2010 |
| Mayra Gutierrez | 2011 | Mayra Gutierrez | 2012 |
| Veronica Ortega | 2013 | Samantha Ortiz | 2014 |
| Beatriz Ortega | 2015 | Sarai Lugo | 2016 |

American FFA Degrees (American Farmer)

| | | | |
|--------------------|------|----------------|------|
| Ross Spitzer | 1974 | Jared Clark | 2003 |
| Cary Welch | 1977 | Shawn Bega | 2003 |
| Laurie Welch | 1980 | Chuck Cardoza | 2005 |
| Doug Carter | 1981 | Amanda Bassett | 2007 |
| Kevin Elliott | 1996 | Andrew Jones | 2007 |
| Daniel Dallas | 1997 | Brian Mancilla | 2015 |
| Kent Elliott | 1997 | | |
| Keith Elliott | 1999 | Randy Mancilla | 2015 |
| Kevin Riley | 1999 | | |
| Jose Lupe Gonzalez | 2000 | | |

State FFA Degrees (State Farmer)

| | | | |
|---------------|------|-------------|------|
| Wayne Hancock | 1950 | Lloyd Hokit | 1951 |
| James Rogers | 1951 | Shane Combs | 1951 |

| | | | |
|--------------------|------|---------------------|------|
| Roy Hand | 1952 | Ben Moser | 1992 |
| Dwayne Bowman | 1953 | Borjas Gonzalez | 1992 |
| Warren Carter | 1953 | Kevin Elliott | 1993 |
| Buddy Welch | 1955 | Joe Martinez | 1994 |
| Dorin Ladd | 1957 | Lorne Rose | 1994 |
| George Pavletich | 1957 | Daniel Dallas | 1996 |
| John Bearden | 1957 | Kent Elliott | 1996 |
| Lindley Nidever | 1957 | Tanya Gonzalez | 1996 |
| Billy Cochran | 1958 | Tim Waldrum | 1996 |
| Shelton Ladd | 1958 | Hardeep Virk | 1997 |
| Dennis Beason | 1964 | Keith Elliott | 1997 |
| Gary Woodruff | 1964 | Robert Geivet | 1997 |
| Mark Alvis | 1969 | Jose Lupe Gonzalez | 1998 |
| Ryan Spitzer | 1969 | Josh Stinnett | 1998 |
| Kerry Beason | 1971 | Juan Gonzalez | 1998 |
| Mario Carmona | 1971 | Kevin Riley | 1998 |
| Dennis Poulton | 1972 | Ryan Clark | 1998 |
| Doug Blair | 1972 | Anthony McFarland | 1999 |
| Ricky Coker | 1972 | Cory Magorian | 1999 |
| Ross Spitzer | 1972 | Jose Alvarado | 1999 |
| Mark Ladd | 1973 | Jose Ojeda | 1999 |
| Cary Welch | 1974 | Joel Perez | 1999 |
| John Lopez | 1976 | Patrick Tavares | 1999 |
| *Bill Ritchey | 1977 | Ricardo S. Sanchez | 1999 |
| Laurie Welch | 1977 | C J Holguin | 2000 |
| Mike Ince | 1977 | Jaime Leal | 2000 |
| Robert Geivet | 1977 | Jared Clark | 2000 |
| *Doug Carter | 1978 | Rocky Mejia | 2000 |
| Kenneth Greenfield | 1978 | Venessa Huerta | 2000 |
| Paula Sudduth | 1978 | Danny N. Gonzalez | 2001 |
| Cindy Welch | 1979 | Dominic Clark | 2001 |
| Darryl Holderman | 1979 | Geno Barajas | 2001 |
| Ken Carter | 1980 | Joshua Garcia | 2001 |
| *Rolinda deMoes | 1980 | Marcelino Gonzalez | 2001 |
| Tim Letch | 1980 | Shawn Bega | 2001 |
| Abelardo Becerra | 1981 | Alejandro Lopez | 2002 |
| Tadd Pobst | 1982 | Arnulfo Gomez | 2002 |
| Tanya Parks | 1982 | Christy Perez | 2002 |
| Karen Carter | 1983 | Cynthia N. Gonzalez | 2002 |
| Rene Lopez | 1983 | Edgar Torres | 2002 |
| Paul Beltran | 1983 | Jacob Nebre | 2002 |
| Betty Celedon | 1984 | Russell Pennywitt | 2002 |
| Joey Gonzalez | 1984 | Chuck Cardoza | 2003 |
| Kathleen Cardoza | 1984 | Erica Hernandez | 2003 |
| Kristi Strawn | 1985 | Ernie Gonzales | 2003 |
| David Pate | 1986 | Jessica Woodruff | 2003 |

| | | | |
|---------------------|------|-------------------|------|
| Miguel Diaz | 2003 | Israel Guerrero | 2008 |
| Stephanie Martinez | 2003 | Yesenia Fernandez | 2008 |
| Brandon Gorman | 2004 | Alex Marroquin | 2009 |
| Nathaniel Cobb | 2004 | Breanna Carmona | 2009 |
| KC Staggs | 2004 | Daniel Herrera | 2009 |
| Theresa Story | 2004 | David Garcia | 2009 |
| Tiffany Magorian | 2004 | Heath Pierson | 2009 |
| Octaviano Gutierrez | 2004 | Betsy Quintana | 2010 |
| Oziel Torres | 2004 | Jesse Torres | 2010 |
| Brittney Valov | 2005 | Karen Nunez | 2010 |
| Elyse Munoz | 2005 | Luis Gutierrez | 2010 |
| Jared Garcia | 2005 | Tracy Valdivia | 2010 |
| Amanda Bassett | 2006 | Clarisa Valdivia | 2012 |
| Andrew Jones | 2006 | Jessyka Montero | 2011 |
| Ann Story | 2006 | Mayra Gutierrez | 2012 |
| Jonathan Uriarte | 2006 | Selina Tovar | 2011 |
| Kari Greenfield | 2006 | Roel Torres | 2012 |
| Kyle Bowman | 2006 | Alejandro Sanchez | 2014 |
| Sergio Gonzalez | 2006 | Bryan Mancilla | 2014 |
| Armando Medina | 2007 | Emily Gonzales | 2014 |
| Charlie Mariano | 2007 | Karina Dionicio | 2013 |
| Christopher Bowman | 2007 | Kathy Millikin | 2013 |
| Felipe Cortez | 2007 | Randy Mancilla | 2014 |
| Guilibaldo Magana | 2007 | Sarah Castellanos | 2014 |
| Ileana Garza | 2007 | Veronica Ortega | 2014 |
| Joseph Uriarte | 2007 | Samantha Ortiz | 2015 |
| Kelcey Staggs | 2007 | Michaela Barrera | 2016 |
| Nico Garza | 2007 | Adolfo Dionicio | 2016 |
| Oscar Gonzalez | 2007 | Myranda Moreno | 2016 |
| Yesenia Fernandez | 2007 | Beatriz Ortega | 2016 |
| Guilibaldo Magana | 2008 | Lizbeth Sanchez | 2016 |
| Joana Delgadillo | 2008 | | |

* Sectional Star State Farmer

Past State FFA Officers

| | |
|-------------------------|---------|
| Ross Spitzer, Sentinel | 1972-73 |
| Bill Ritchey, Treasurer | 1978-79 |

Honorary FFA Members

| | | | |
|------------------|------|----------------|------|
| Carroll Welch | 1990 | Frank Cardoza | 2004 |
| Shirley Welch | 1990 | Laura Cardoza | 2004 |
| Allen Clark | 2000 | Richard Jones | 2006 |
| Diana Clark | 2000 | Tammy Jones | 2006 |
| MerryEllen Alls | 2000 | Maria Torres | 2007 |
| Raul Murrieta | 2000 | Jose Hernandez | 2008 |
| Alan Bassett | 2001 | Susan Elliott | 2009 |
| Deanna Bassett | 2001 | Mike Elliott | 2010 |
| Joe Martinez | 2002 | Warren Carter | 2011 |
| Kevin Elliott | 2002 | Maria Torrez | 2012 |
| Ballery Woodruff | 2003 | Dave Borcky | 2013 |
| Steve Woodruff | 2003 | Monica Barrera | 2014 |
| Tracy Foster | 2015 | | |

Parents of the Year

| | |
|--------------------------|------|
| Victor and Sylvia Moreno | 2015 |
| Isela and Joel Lopez | 2016 |

The FFA Emblem

The national FFA emblem, consisting of five symbols, is a representative of the history, goals and future of the National FFA Organization. As a whole, the

emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has its own significance.



The **cross section of the ear corn** provides the foundation of the emblem. Just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

The **rising sun** signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

The **plow** signifies labor and tillage of the soil, the backbone of agriculture and historic foundation of our country's strength.

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

The **owl**, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

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

The FFA Motto

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

***LEARNING TO DO
DOING TO LEARN
EARNING TO LIVE
LIVING TO SERVE***

FFA Colors

As the blue field of our nation's flag and golden fields of ripened corn unify our country, the FFA colors of **national blue** and **corn gold** give unity to the organization. All FFA functions and equipment should proudly display these colors.

Member's Responsibilities

For a chapter to operate effectively, each member must take an active part in activities of the chapter. The success or failure of chapter activities and programs rests with the membership. Therefore, each member is charged with the responsibility of upholding the ideals and principles of the organization as well as participating in all chapter activities.

When all members are active, the entire chapter benefits. Developing leadership skills should be everyone's role, not just that of the officers and the advisors. The Program of Activities ensures that each member has specific duties in the chapter.

Official FFA Dress

The uniform worn by FFA members at local, state, and national functions is called the **official FFA dress**. It provides identity and gives a distinctive and recognizable image to the organization. The official FFA dress for males shall be the official FFA jacket, zipped to the top, worn with a white collared dress shirt, and official FFA necktie, black slacks, black socks, and black dress shoes. The official FFA dress for females shall be the official FFA jacket, zipped to the top, worn with a white collared dress blouse, an official FFA scarf, appropriate women's hose, neutral in color, without design or pattern, a black skirt (of knee-length or longer), or black slacks, and black dress shoes.

Official FFA Show Uniform

The uniform to be worn by members while showing livestock at fairs or livestock shows is as follows: for females, white pants, white blouse with official FFA scarf, and official FFA jacket zipped to the top; for males, white pants, white

shirt with official FFA tie, and official FFA 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:

- ☞ The jacket is to be worn only by members.
- ☞ The jacket should be kept clean and neat.
- ☞ The back of the jacket includes only: a large official FFA emblem, 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 member, one office or honor, and year of that office or honor.
- ☞ The jacket should be worn on official occasions with the zipper fasten to the top. The collar should be turned down and the cuff buttoned.
- ☞ Members and officers should wear the jacket 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.
- ☞ The jacket should only be worn to places that are appropriate for members to visit.
- ☞ School letters and insignia of other organizations should not be attached to or worn on the jacket
- ☞ When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
- ☞ The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- ☞ A member should act professionally when wearing the official FFA jacket.
- ☞ Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.
- ☞ All chapter degree, officer, and award medals should be worn beneath the name on the right side of the jacket, with the 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 highest award earned by the member.

The Code of Ethics

FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. FFA members should pledge to follow the code of ethics listed below:

- ✎ Develop their potential for premier leadership, personal growth and career success.
- ✎ Make a positive difference in the lives of others.
- ✎ Dress neatly and appropriately for the occasion.
- ✎ Respect the rights of others and their property.
- ✎ Be courteous, honest and fair with others.
- ✎ Communicate in an appropriate, purposeful and positive manner.
- ✎ Demonstrate good sportsmanship by being modest in winning and generous in defeat.
- ✎ Make themselves aware of FFA programs and activities and be an active participant.
- ✎ Conduct and value a supervised agricultural experience program.
 - Strive to establish and enhance their skills through agricultural education in order to enter a successful career.
- ✎ Appreciate and promote diversity in the FFA organization.

Chapter Officer Duties

Chapter officers serve a vital function in the FFA organization. By taking a major part in the leadership role, these students grow from the experience and

benefit the chapter. It should be the officer's goal to lead by example and encourage others to participate in chapter activities. The following are general duties expected of each officer:

1. A commitment to a genuine desire to be a part of the leadership team.
2. A willingness to accept responsibility.
3. A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals.
4. A commitment to lead by example.
5. A knowledge and understanding of the chapter, state and national constitution and by-laws.
6. A working knowledge of parliamentary procedure.
7. An ability to memorize their parts in official ceremonies.

Specific duties for each office are as follows:

President

1. Preside over meetings according to accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as an ex-officio member.
3. Coordinate the activities of the chapter and evaluated the progress.
4. Represent the chapter in public relations and official functions.

1st Vice President

1. Assume all duties of the president if necessary.
2. Develop the Program of Activities and serve as an ex-officio member of each committee.
3. Coordinate all committee work.
4. Work closely with the president and advisor to assist in the goals of the chapter.
5. Establish and maintain a chapter resource file.

2nd Vice President

- 1.

Secretary

1. Prepare and post the agenda for each chapter meeting.
2. Prepare and present the minutes of each chapter meeting.
3. Place all committee reports in the Official FFA Chapter secretary's book.
4. Be responsible for chapter correspondences.
5. Maintain member attendance and activities wall chart.
6. Keep the Program of Activities wall chart up to date.
7. Have on hand for each meeting:
 - a. Official FFA Secretary book with minutes
 - b. Copy of the Program of Activities
 - c. Official FFA manual and/or student handbook
 - d. Copies of the chapter constitution and by-laws

Treasurer

1. Present monthly treasurer's reports.
2. Maintain a neat and accurate Official FFA Chapter Treasurer's book
3. Serve as chairman of the earnings and savings committee.

Reporter

1. Plan public information programs with local radio, television, newspaper, and service clubs and make use of other opportunities to tell the FFA story.
2. Release news information to local and regional news media.
3. Publish a chapter newsletter.
4. Send local stories to sectional, regional and state reporters.
5. Send articles and photographs to FFA New Horizon and other publications.
6. Serve as the chapter photographer.

Sentinel

1. Assist the president in maintaining order.
2. Keep the meeting room, chapter equipment and supplies orderly.
3. Welcome guest and visitors
4. Keep the room comfortable.
5. Take charge of candidates for degree ceremonies.
6. Assist with special features and refreshments.

Historian

1. Develop and maintain a chapter scrapbook.
2. Research and prepare items of significance of the chapter's history.
3. Prepare displays of chapter activities.
4. Assist the reporter in providing photography needs
5. Fill in for the absences of any other officer.

Chaplain/Parliamentarian

1. Present the invocation at banquets and other functions.
2. Help set a high moral tone for the chapter members.
3. Fill in for the absence of any other officer.

***McFarland FFA Organization
Chapter 73
Constitution and By-laws***

ARTICLE I. Name and Purpose

Section A.

The name of this chapter shall be "**The McFarland FFA**" or the "**McFarland High School FFA**".

Section B.

The purposes for which this organization is formed are as follows:

1. To develop competent, assertive agriculture leadership
2. To create more interest in the intelligent choice of agricultural occupations
3. To create and nurture a love for agricultural life and the importance it plays to the global well-being
4. To improve the rural home, community and school surroundings
5. To advance the cause of vocational education in agriculture within the McFarland community

ARTICLE II. Organization

Section A.

This chapter is open for membership to any student who is enrolled in the vocational agriculture education program at McFarland High School. Membership is open to students for three (3) years after graduation from high school.

ARTICLE III. Membership

Section A.

Member in this organization shall be active and honorary.

Section B.

Active members are all students of the vocational agricultural education program.

Section C.

Honorary members are farmers, school superintendents, school principals, members of the board of education, chapter advisors, teachers, staff members, businessmen and others who are helping to advance agricultural education and the FFA and who have rendered outstanding service to the chapter. Members may be elected to the honorary membership by a majority vote of the membership present at any regular meeting.

ARTICLE IV. Officers

Section A.

The officers shall be as follows: President, Vice President #1, Vice President #2, Secretary, Treasurer, Reporter, Sentinel, Historian, Parliamentarian, ASB Representative, and Advisors.

Section B.

Requirements for holding an office in the Chapter shall be as follows:

1. All of the above officers must be held by a student with a chapter degree or higher and has completed at least one year of agricultural education.
2. The office of President is open to seniors and juniors that meet the requirements.

3. Members must be elected by a majority vote of the members present at a regular meeting.
4. Members may hold only one office at a time.
5. The advisor shall be the teacher of vocational agriculture at McFarland High School.

Section C.

The duties for each office are the same as the National Constitution, FFA Manual, and the chapter Program of Activities.

ARTICLE V Degrees

Section A.

There shall be four (4) degrees of membership based on achievement in the FFA.

1. Greenhand FFA Degree
2. Chapter FFA Degree
3. State FFA Degree
4. American FFA Degree

Section B.

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

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, Motto, Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the FFA, The Chapter Constitution and by-laws, and Program of Activities.

Section C.

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

1. Must have received the Greenhand FFA Degree.
2. Must have completed at one year of instruction in agricultural education, have in operation an approved supervised agricultural experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of, at least three, official functions in the Program of Activities.

4. Have earned and productively invested at least \$150.00 by the members own efforts or worked at least 45 hours outside of class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Have demonstrated at least five procedures of parliamentary law.
6. Show progress toward individual achievement in the FFA awards program.
7. Have effectively led a group discussion for at least 15 minutes.
8. Have a satisfactory scholastic record.

Section D.

The State FFA Degree, the member must meet the requirements set forth by the California State FFA Association.

Section E.

The American FFA Degree, the member must meet the requirements set forth by the State and National FFA Organization.

ARTICLE VI Amendments

Section A.

1. Amendments shall be presented to the executive committee for approval and read at a regular meeting at least 30 days before a final vote is recorded.
2. A 3/4-majority vote of a quorum of the total membership present at a regular meeting shall be necessary to pass any amendments.

STANDING COMMITTEES:

1. Earnings, Savings and Investments

Chairman: Hector Garcia, Treasurer

GOALS:

- a. To provide funds for all chapter activities and needed supplies.
- b. To provide funds to purchase member's awards.
- c. To provide funds to send two delegates to the State FFA Leadership Conference.
- d. To provide funds to help send any National and /or State Award winners to the National and/or State Conferences.
- e. To organize and provide for all chapter fundraisers.

WAYS AND MEANS:

- a. Set a date to sell cookie dough and other fundraisers.
- b. Set a date and makes arrangements to sell Christmas poinsettias.
- c. Make arrangements to have Tri Tip Bar-B-QUE dinners for Fund-raisers.
- d. Encourage all members to take a part in all fundraising activities.
- e. Plan the sales of FFA wrist bands, T-shirts , etc.
- f. Plan a Pet/Car Wash as a fundraiser.
- g. Organize the Leadership Development Truck give-away.
- h. Organize the FFA Dodger Baseball Game ticket sales.

2. Community Service

Co-Chairmen:

Jenny Mejia, 2nd Vice President and Ketzy Pena Mendoza, Parliamentarian

GOALS:

- a. To provide activities in our community that will benefit our community.
- b. To work with other community groups to help the needy in our community.
- c. To help plan a city-wide clean-up activity.

WAYS AND MEANS:

- a. Have donations centers to provide needs for our community
- b. Help organize a community garden.
- c. Arrange a date for a city clean up
- d. Work closely with clubs or organizations
- e. Serve at banquets
- f. Participate in the McFarland Parades
- g. Plan a date to gather canned food

3. Public Relations

Co-Chairmen: Gabriel Parra, Reporter and Cristal Hernandez, Historian

GOALS:

- a. To inform the community and the high school about the FFA and all of our activities and awards.
- b. To improve the image of the McFarland FFA Chapter.

WAYS AND MEANS:

- a. Write news article for the newspaper of FFA activities and accomplishments.
- b. Provide fliers and posters advertising FFA activities.
- c. Produce a thank you ad in local newspaper.
- d. Hold noontime activities during National FFA Week.
- e. Announce all FFA activities in the daily bulletin.
- f. Invite staff and teachers to all FFA activities.
- g. Make a presentation to the school board about the program of activities.
- h. Post signs in Ag rooms to announce meeting times and place.

4. Activities Beyond the Chapter Level

Co-Chairmen: Leslie Lugo, Secretary and Adolfo Dionicio, Vice President #2

GOALS:

- a. To involve as many members as possible in activities outside our chapter.
- b. To send two delegates to Sectional, Regional, State, and National meetings.
- c. To encourage members to participate at fairs, shows and contests.
- d. To encourage members to apply for Sectional, Regional, State, and National awards, degrees, and offices.

WAYS AND MEANS:

- a. Make sure two delegates from our chapter attend Sectional, Regional, State, National meetings/conferences.
- b. Exhibit animals at least 2 livestock shows.
- c. Participate in at least 5 contests outside the chapter.
- d. Invite other chapters and State Officers to visit our school and chapter Activities.
- e. Host Sectional activities at McFarland High School.
- f. Encourage members to meet members from other chapters.

5. Leadership:

Chairman: Sarai Lugo, President

GOALS:

- a. To encourage each member and each officer to develop the leadership skills responsibilities necessary to be an officer.
- b. To provide activities necessary for members to develop oral and speaking skills.
- c. To provide activities necessary for members to develop writing and communications skills.
- d. To provide activities necessary for members to develop skills in parliamentary law.
- e. To encourage members to take an active part in student government

WAYS AND MEANS:

- a. To have all officers attend a chapter officer retreat and plan the chapter's activities.
- b. To have all officers attend the Sectional Officer Conference.
- c. To encourage the officers to attend the State Leadership Conference.
- b. To encourage each member to take a part in an essay, public speaking, and/or creed contest.
- c. To have each member write a thank you letter to at least one person or business that helped sponsor a FFA activity.
- d. To have members attend the Greenhand Conference, Made for Excellence, Advanced Leadership Academy Conferences.
- e. To encourage members to run for a chapter, sectional, regional, state, class, or student body office.

6. Recreation and Refreshments:

Chairman: Angie Corona, Sentinel

GOALS:

- a. To improve attendance at all FFA activities and meetings.
- b. To encourage members to relax and have fun.
- c. To encourage members to make good use of leisure time through participation in wholesome recreational activities.

WAYS AND MEANS:

- a. *To acquire* excellent attendance of members at every chapter meeting.
- b. To make sure everyone is having fun
- c. To have refreshments and/or recreational activities at each chapter meeting
- d. To encourage our members to be more involved and take part in Sectional Events
- e. Plan more learning-experience related trips
- f. Plan an obstacle course day
- g. Plan a BBQ Welcome-Back Chapter Meeting
- h. Participate in chapter challenge involving other chapters

2016-2017 FFA Budget

I. Income

| | |
|---|------|
| Kiss the Pig..... | 1000 |
| FFA 5K Run..... | 750 |
| Poinsettia Sales | 500 |
| (200 plants @ \$2.50) | |
| Skate land..... | 100 |
| Fresno State Game..... | 200 |
| Chapter Sweetheart | 300 |
| T-Shirts | 300 |
| Banquet | 300 |
| (75 people @ \$4) | |
| Tri Tip Bar-B-QUE dinners 2 x \$200 | 500 |
| Sadie Hawkins..... | 150 |
| Donations. | 300 |

Total Income

\$ 4,400

II. Expenses

| | |
|---|-----|
| Banquet | 500 |
| Awards and Supplies | 600 |
| Conferences | 80 |
| (Regional 4 @ \$10 = 40) | |
| (Sectional 8 @ \$5 = 40) | |
| Officer Boot Camp..... | 250 |
| Staff Breakfast..... | 150 |
| Pumpkin Patch..... | 300 |
| South Valley FFA Sectional dues | 100 |
| State Degree banquet | 200 |
| Officer Retreat | 400 |
| Christmas Parade float | 150 |
| Delano Harvest Holidays Banner | 100 |
| Chapter Scrapbook | 100 |
| Top 12 trip..... | 500 |
| Miscellaneous expenses | 970 |

Total Expenses

\$ 4,400

FFA Calendar Of Activities 2016-2017

8. Recruitment Plan

McFarland Agriculture Department Program Recruitment Plan

Our main form of promotion was recruiting incoming freshmen at the 8th grade High School Open House event. At this event 8th grade students and their families get to meet with the administrators and tour the campus. The gym and quad areas are set up for clubs and programs to promote themselves and recruit students. We have three areas set up that evening and have teams of students in their FFA t-shirts/polos at each area to talk with students and parents about opportunities within our agriculture program.

The gym is set up with tri fold information boards, with program brochures, and showcases public speaking competitions, FFA activities, and information about classes. Students are encouraged to sign the “Future Greenhand” Board and fill out a form if they are interested in becoming a part of the Ag program.

We set up an additional area in the quad with livestock projects and have a team of students sharing their experience of having a livestock SAE project. Students are able to sign up if they’d like to receive notifications and are interested in beginning a summer livestock project their freshmen year.

We also have our newly remodeled Ag welding shop set up with student projects and a tour for students and parents to see the opportunities our Ag welding program has to offer.

9. FFA Chapter Scrapbook

McFarland FFA Chapter Scrapbook

We do not have a chapter scrapbook for this year. The main focus this year was to start up a website and have an instAGram area in the classroom to showcase students in our program. At the end of this year we will have our Chapter Historian and Reporter lead a team on completing a scrapbook for this year and make sure to have a plan and supplies for next year's scrapbook. We do have our own chapter digital camera that is high quality and can make a chapter scrapbook happen.

10. Summer Activities Calendar

June

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|---------------|----------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------|
| | | | | 1 Graduation | 2 | 3 <div>Top 12 tip</div> |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Richards Gone | | | | | |
| 11 | 12 | 13 <div>Farm Clean UP</div> | 14 <div>Project Visits</div> | 15 <div>Farm Clean UP</div> | 16 | 17 <div>Farm Clean UP</div> |
| 18 | 19 | 20 <div>Pick up Animals</div> | 21 <div>Project Visits</div> | 22 <div>Swine DNA Kits</div> | 23 <div>Swine DNA Kits</div> | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| CATA Summer Conference (Richards/Bullard/Hallum) @ SLO | | | | | Ag Skills- PD | |
| | | | | | | |

July

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|----------------------------------|------------------------------------|-------------------------|------------------------------------|--------|----------|
| | | | | | | 1 |
| 2 | 3 Turn in KCF Entries/Kits | 4 | 5 Project Visits | 6 Show Practice 6:30-8pm | 7 | 8 |
| 9 | 10 | 11 Show Practice 6:30-8pm | 12 Project Visits | 13 Show Practice 6:30-8pm | 14 | 15 |
| 16 | 17 | 18 Show Practice 6:30-8pm | 19 Project Visits | 20 Show Practice 6:30-8pm | 21 | 22 |
| 23 | 24 | 25 Show Practice 6:30-8pm | 26 Project Visits | 27 Officer Retreat | 28 | 29 |

August

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|------------------------------------|-------------------|-------------------|----------------------------------|--------------------------|----------|
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| | CPA Academy Teacher PD/ Welcome | | Project Visits | Professional Development Days | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | Back to School | | Show Practice 6:30-8pm | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | | | Show Practice 6:30-8pm | SJR Officer Boot Camp | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | | | | Show Practice 6:30-8pm | | COLC |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |
| | | | | Show Practice 6:30-8pm | | |

11. Graduate Follow Up Instrument

Graduate Follow Up Survey Instrument

Until this year there has not been any specific type of graduate follow up survey. We usually make calls or track down our graduates using social media and ask them the questions that are the calaged graduate follow up. This year one of my current seniors will create a Google Form survey that can be sent to our graduates in the Fall. The Google Forms survey has become a popular and convenient way to gather information and arrange it into data tables. Once students submit their responses it automatically loads into a google sheets form on my school google account. Then we can be able to gather more information about our program than just the graduate follow up responses that are asked as part of our annual AIG Checklist.

12. Graduate Follow Up Response

Graduate Follow Up Data 2016

Pandora Radio - Listen to... Ag Communications and... Staff - McFarland USD... Post Graduate Follow-Up... Redbubble

Secure | https://www.calaged.org/connect/roster/students_graddata.aspx

Apps ★ Bookmarks Classroom Activity: F... McFarland Unified Sci... CATA - Awards and A... TripDirect Campus Instruction CP Master of Agricultural

California Ag Ed Online

Dashboard

Home

Account Settings

Account Balance
State Balance: \$9,359.50
Region Balance: \$0.00

Student Roster
[Set Student Access Code](#)

FFA Membership

Post Graduate Data

Event Registration

Livestock Insurance

State Course Summary

Application Center

Directory

Order Paper Record Books

Post Graduate Follow-Up

Students by Graduation Year (12 Students) 2016

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

Save Changes

| NAME | FFA ID | GRAD YEAR | YEARS IN AG | GRAD STATUS |
|------|-----------|-----------|-------------|----------------------------------|
| | 600642118 | 2016 | 3 | Employed - Fulltime - Ag Job |
| | 600642261 | 2016 | 4 | Two Year College - Non-Ag Major |
| | 600642260 | 2016 | 5 | Two Year College - Ag Major |
| | 600641580 | 2016 | 4 | Two Year College - Ag Major |
| | 600641713 | 2016 | 4 | Employed - Fulltime - Ag Job |
| | 600641954 | 2016 | 4 | Employed - Fulltime - Ag Job |
| | 600641990 | 2016 | 3 | Employed - Parttime - Ag Job |
| | 600641883 | 2016 | 5 | Employed - Fulltime - Non-Ag Job |
| | 600642391 | 2016 | 4 | Two Year College - Ag Major |
| | 600641441 | 2016 | 5 | Two Year College - Non-Ag Major |
| | 600641504 | 2016 | 3 | Two Year College - Non-Ag Major |
| | 600642130 | 2016 | 3 | Location or Position Unknown |

13. Comprehensive Program Plan

McFarland Agriculture Department

Comprehensive Program Plan



Table of Contents

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

A.Job Market Description

McFarland High School is located in “The Heartbeat of Agriculture” city of McFarland.

McFarland is located about 25 miles North of Bakersfield. Our occupational area would consist of the Kern County area. Kern County is part of the highly productive San Joaquin Valley, and ranks in the top 5 most productive agricultural counties in the nation. The major production in our occupational area consists largely of: cotton, grapes, cattle and calves, milk, alfalfa hay, oranges, plums, nectarines, seed cotton, turkeys, seed alfalfa, wheat almonds, and peaches. The city of McFarland is surrounded by agriculture. You can find fields of grape vines, almond orchards, citrus trees, and dairy farms surrounding the small community of McFarland.

B.Targeted Occupations

Agriculture Business

Management and Financial Specialties Careers

- a. Agricultural Consultant
- b. Agricultural Economist
- c. Agricultural Extension Agent
- d. Agricultural Loan Officer
- e. Farm Appraiser
- f. International Agriculture Specialist

Marketing, Merchandising and Sales Careers

- g. Agricultural Sales Representative
- h. Agriculture Inspector
- i. Commodity Broker
- j. Landscape Contractor

Education and Communication Careers

- k. Agriculture Instructor
- l. Cooperative Extension Agent
- m. Graphic Designer
- n. Journalist
- o. Marketing Manager
- p. Farm News Director

Agriculture Welding

- a. Welder, Cutters, Solderers, and Brazes
- b. Construction Welder
- c. Structural Metal Fabricators and Fitters
- d. Welder Assembler
- e. Tack Welder
- f. Welder Fitter
- g. Production SMA Welder
- h. Maintenance Welder
- i. Production GTA Welder
- j. Owner/Operator Welder
- k. Production GMA Welder
- l. Welding Craftsperson
- m. Production Machine Operator
- n. Welding Sales

C. Total Program Goals and Objectives

Agriculture Department Goals

1. Prepare young people for Agricultural Occupations.
2. Advance agriculture education and give people an appreciation for agriculture.
3. Train young people to become leaders in the community.
4. Be a positive influence in a young person's life.

Agriculture Department Objectives

1. Each student will plan a career development with the program area of major agriculture interest.
2. Each student will engage in Supervised Occupational Experience Program by the end of the first year in agriculture.
3. Each student shall participate in FFA activities and shall receive a grade for such.
4. All graduates will be surveyed within a year after their graduation.
5. Instruction by the McFarland Agriculture Department will reflect skills, knowledge and attitudes required for employment as determined from information gathered from graduate follow up surveys and Advisory committee surveys.
6. Staff members will continue to update their skills and competencies by attending professional development activities sponsored by the CATA and industry.

Program Goals and Objectives

FOUNDATION STANDARDS:

- 1.0 **Academics** Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.
- 2.0 **Communications** Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
- 3.0 **Career Planning and Management** Students understand how to make effective decisions, use career information, and manage personal career plans.
- 4.0 **Technology Students** know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:
- 5.0 **Problem Solving and Critical Thinking** Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:
- 6.0 **Health and Safety** Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:
- 7.0 **Responsibility and Flexibility** Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- 8.0 **Ethics and Legal Responsibilities** Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:
- 9.0 **Leadership and Teamwork** Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution
- 10.0 **Technical Knowledge and Skills** Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector.

Agriculture Business

The Agriculture Business Program is designed to give students an appreciation for the agriculture industry and expose them to the numerous opportunities within that industry. In the Agriculture Business pathway, students learn about agricultural business operation and operation. Topics include accounting, finance, economics, business organization, marketing, and sales.

- Recordkeeping- Students will understand the importance of keeping accurate records of business transactions in agriculture. Students will maintain and complete the California Agriculture Record Book which pertains to their Supervised Occupational Experience (SOE) program and explain the consequences of inaccurate records.
- A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
 - A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
 - A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
 - A1.3 Compare the advantages and disadvantages of the types of business ownership.
 - A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
 - A1.5 Analyze physical production relationships to determine optimum use levels.
 - A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
 - A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
 - A2.2 Communicate basic agricultural economic terminology.
 - A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
 - A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
 - A2.5 Differentiate between elastic and inelastic supply and demand.
 - A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A3.0 Explore the role of credit in agribusiness and agricultural production.

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for shortterm, intermediate-term, and long-term credit).
- A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
- A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.
- A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
 - A4.1 Compare and contrast cash and accrual accounting systems.
 - A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
 - A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
 - A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
 - A4.5 Determine property values and complete a depreciation schedule.
 - A4.6 Formulate the tax obligations for an agribusiness.
- A5.0 Manage risk and uncertainty.
 - A5.1 Explore environmental issues that impact agribusiness.
 - A5.2 Determine the meaning and importance of risk and uncertainty.
 - A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
 - A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
 - A5.5 Identify best practices and include in farm planning to reduce risk.
 - A5.6 Prepare a comprehensive risk management and contingency plan.
- A6.0 Evaluate the role and value of agricultural organizations.
 - A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
 - A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
 - A6.3 Identify, and electronically access, public and private agricultural organizations.
- A7.0 Understand agricultural marketing systems.
 - A7.1 Explain how marketing functions in a free-market society.

- A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Analyze how the law of comparative advantage affects agricultural production.
- A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services. Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.0 Understand the sales of agricultural products and services.
 - A8.1 Determine the most effective methods for assessing customer needs and wants.
 - A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
 - A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
 - A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
 - A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
 - A9.3 Compare and contrast United States trade policies with those of other important trading partners.
 - A9.4 Research how biotechnology affects trade and global economies.
 - A9.5 Evaluate how different cultural values affect agricultural production and marketing.
 - A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
 - A9.7 Analyze agricultural marketing strategies in other parts of the world.

Agriculture Welding

- B1.0 Implement personal and group safety practices.
 - B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
 - B1.2 Integrate accepted shop management procedures and a safe working environment.
 - B1.3 Safely secure loads on a variety of vehicles.
- B5.0 Understand agricultural cold metal processes.
 - B5.1 Identify common metals, sizes, and shapes.
 - B5.2 Demonstrate basic tool-fitting skills.
 - B5.3 Properly lay out materials for a given project.
 - B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
 - B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
- B7.0 Understand oxy-fuel cutting and welding.
 - B7.1 Explain the role of heat and oxidation in the cutting process.
 - B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
 - B7.3 Flame-cut metal with an oxy-fuel cutting torch.
 - B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
 - B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.
- B8.0 Understand electric arc welding processes.
 - B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
 - B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.
 - B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
 - B8.4 Weld a variety of joints in various positions.
- B9.0 Assimilate metallurgy principles and fabrication techniques.
 - B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
 - B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
 - B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
 - B9.4 Design project plans by using mechanical drawing techniques.
 - B9.5 Finish a metal project by implementing proper sequencing.

- B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
- B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.

D. Program Description of Included Courses

Courses Offered

Ag Earth Agricultural Earth Science is a college prep course that explores the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment.

Ag Biology Agricultural Biology is a college prep science course that explores the principles and central concepts of Biology, as well as interrelationships among living organisms.

Ag Communications This course is designed to promote and develop leadership in the Agriculture Industry. Ag Communications and Leadership is a concentrator course for our CTE Ag Business Pathway and is project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently – critically, reflectively, persuasively – and speak about the real world issues in Agriculture. Topics will include current issues in Ag legislation, development of personal leadership skills, FFA operations, FFA Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised Agricultural Experience project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation and SAE, Supervised Agricultural Experience, Project will be part of the grade for this course.

Ag Sales and Marketing This course is designed to teach critical business aspects of the agriculture industry with special emphasis in sales and marketing. This is a concentrator/capstone course as part of our CTE Agribusiness Pathway. Topics will include economic principles, business organizations, finance and credit, agricultural sales and services and career preparation. This course is intended to successfully prepare those students who plan on majoring in Agriculture Business in college or for entry-level employment in the agriculture industry after high school. Students will be required to complete four hours of work time per year in sales for the McFarland High School Agriculture department as a portion of their grade.

Ag Government This course is designed to familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will also learn about state powers as it compares to the national government powers, and be introduced to world leadership. Students will study and discuss agricultural issues and what role the government

system plays in the agricultural industry. Students will pursue a deeper understanding of the institutes of American Government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments and their relationship to agriculture and agribusiness. This course will create civic literacy as students prepare to vote, participate in community activities and assume the responsibility of citizenship.

Ag Economics The purpose of the Ag Economics course is to convey the importance of various economic systems within a global economy. Students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macro economics, international economics, comparative economic systems, measurement, and methods. The study of economics must include an analysis of banking, business, labor and their effects on society. At the conclusion of the course, students will have received training to evaluate current fiscal policy (US Farm Bill, NAFTA, WTO, etc).

Agriculture Basic Welding The purpose of this class is to expose the students to processes which are common to the welding industry. The students will develop skill with the SMAW, OAW, OFC, and FCAW processes in the flat and vertical positions. In addition students will fabricate small welding projects.

Agriculture Intermediate Welding The purpose of this class is to further expand and enrich students welding training. Welding process will include SMAW, GMAW, FCAW, OAW, OAC, and Plasma cutting. Emphasis is also placed on project fabrication. It provides the students with a career emphasis and is especially designed for those students who have a career interest in this field. Students are given the opportunity to perform an AWS Welder Qualification Test.

Agriculture Advanced Welding The purpose of this class is as a capstone class in the sequenced welding curriculum. It provides the student with welding practice using the SMAW, GMAW, FCAW, OAW, OAC and Plasma cutting processes. Students will practice welding in the flat, vertical, horizontal and overhead position on plate and pipe welding as well as fabrication of welding projects. This course is designed for students that plan a career in the welding industry. Students are given the opportunity to perform an AWS Welder Qualification Test.

Supervised Occupation Experience

Livestock

Work Experience

Ag Mechanics

Small Animals

Fruit and Vegetables

Volunteerism

Leadership Activities

BIG Contest

Prepared Public Speaking

Extemporaneous Public Speaking

Creed Speaking

Job Interview Contest

Banking Quiz

Ag Marketing Contest

Novice Farm Records

Officer Retreat

Novice Parli- Pro

Advanced Parli-Pro

Opening and Closing Contest

Regional Meetings

State FFA Conference

National FFA Convention

Sectional FFA Meetings

Made For Excellence

Advanced Leadership Academy

Green hand Conference

Sectional and Regional Offices

Awards Banquet

Agronomy CDE

Computer Applications CDE

Ag Marketing Plan CDE

Ag Welding CDE

Fairs and Shows

Kern County Fair

Delano Harvest Holidays Fair

California State Fair

CoVi Livestock Clinic

E. Program Completion Standards

Completed Student Program Plan

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

1. All the students records books
2. Student Data Sheet
3. Completed Follow up Survey
4. SAO Program (including field supervision forms)
5. List of Awards and Scholarships earned
6. Copies of Recommendations
7. Applications
8. Other Information as seen fit by the Ag Staff.

This file will be used as a historical index of what has been accomplished by students of the program. It also serves as an example for the Ag teachers to follow in the future.

Standard 1- Career Plan

Minimum Compliance Criteria

1. Each student fills out and annually with the Ag teacher a career plan on the student R2 Data sheet which is stored in Ag office.
2. Student, under the advisors supervision will update these files annually. The files will contain records of projects, records books, records of competitions, and any other pertinent information for the student's history.
3. These career plans will include a choice and plans to attain that career.

Standard 2- Supervised Occupational Experience Programs

Minimum Compliance Criteria

1. Each student will have a plan for a project each of the years they are in ag.
2. The student's project should be teaching them skills and abilities that will be valuable to their career choice and must be started the end of their first year in ag.
3. The student should try to attain growth in their project plans and attempt to versatile and adventurous is encouraged.
4. SOEPs will be a part of the student's grade in the classroom.
5. Students will receive instruction on recordkeeping and project management in the classroom.
6. EVERY student regardless of whether they have an ongoing project or not will be required to maintain a project record book.

Standard 3- Future Farmers of America

Minimum Criteria Compliance

1. Every student in the McFarland Agriculture Department will be a member of the FFA.
2. The students FFA participation will be used to determine part of the student's classroom grade.
3. The agriculture program will sponsor various FFA activities that will afford all students an opportunity to participate in areas that will allow them to grow. They will include but not be limited to:
 - a. Leadership
 - b. Project support
 - c. Cooperation
 - d. Fundraising
 - e. Production Contests
 - f. Career Development Events
 - g. Students Awards
 - h. Community Support
 - i. Recreation
4. All student FFA affiliation dues will be paid by the chapter or funds available by budget.
5. Instruction in the history, purpose, goals, and function of the FFA will be provided in the classroom.
6. Students will develop and maintain an annual program of work that will be available to each student.
7. Students will develop a career plan for FFA activities and will update these activities on an annual basis.
8. A point award system will be used to aid in the grading procedure and the award system.
9. The following awards and recognition will be encouraged: Proficiency awards, Project competition, Degree Awards, Chapter, Sectional, Regional and State Offices, Top 10 Awards, and competition recognition.

Standard 4- Completion of Sequence for Pathway Courses

Minimum Compliance Criteria

1. Each student must complete and pass a minimum of three years in an agriculture class.
2. Student will complete a pathway sequence in either agriculture business or agriculture welding.

Pathway Sequence

| | | | | |
|---------------------------------|--|---|--|--|
| Ag. Business Pathway | Ag Earth Recommended | Ag Biology *Required | AgricultureCommunications Or Agriculture Sales and Marketing *Required | Ag Government / Ag Economics *Required |
| Ag. Welding Pathway | Beginning Ag Welding *Required | Intermediate Ag Welding *Required | Intermediate Ag Welding Or Advanced Ag Welding *Required | Advanced Ag Welding *Required |

F. Description of Facilities and Major Equipment

Agriculture Department

Shop Inventory

3,750 Square Feet

Welding Power Sources and Wire Feeders

| | |
|---|---|
| • Miller 350 P | 2 |
| • Miller 251 | 1 |
| • Loncoln ideal arc 250 SP | 1 |
| • Miller Dialarc 250 | 4 |
| • Miller Dialarc 250 HF | 1 |
| • Lincoln Ranger 305G | 2 |
| • Miller Trailblazer 325 | 2 |
| • Miller XMT 350 with dual feeder | 6 |
| • Lincoln Invertec 350 with dual feeder | 5 |
| • Miller Suitcases | 2 |
| • Miller Dynasty 200 w/water cooler | 2 |

Plasma and OFC/OAW Equipment

| | |
|----------------------------------|---|
| • Miller Spectrum 2050 | 1 |
| • Thermal Dynamics Cutmaster 102 | 1 |
| • Victor Journeyman Torches | 6 |
| • Five Station OAW table | 1 |

Fabrication Equipment

| | |
|--------------------------------------|---|
| • Ellis Belt Grinder | 1 |
| • Drill Presses | 1 |
| • 10" Bench Grinder | 1 |
| • Bend Tester | 1 |
| • Baileigh Tubing Bender and Die Set | 1 |
| • Scotchmen 8510 Iron Worker | 1 |
| • Scotchman CPO 350 Cold Saw | 1 |
| • Wellsaw 1016 Horizontal Band Saw | 1 |
| • Toyota Forklift | 1 |
| • Slugger Mag Drill | 1 |
| • Torchmate X Table CNC | 1 |

Agriculture Department
School Farm and Classroom Inventory

Farm Equipment

| | |
|---------------------------------|---|
| • 2004 Chevy 2500 Diesel Truck | 1 |
| • 16' Bumper Pull Stock Trailer | 1 |
| • 20' Gooseneck Stock Trailer | 1 |
| • Kubota 4 Wheel Drive Tractor | 1 |
| • 3 Point Disk | 2 |
| • 3 Point Rhino Blade | 2 |
| • 3 Point Box Scraper | 1 |
| • BeeGee Scraper | 1 |
| • Water Trailer w/Pump | 1 |

Classroom/Lab Equipment

| | |
|------------------------------|----|
| • Lap top cart | 1 |
| • Color Printer | 1 |
| • Black and White Printer | 1 |
| • Room 53- Desktop Computers | 4 |
| • Room 55- Desktop Computers | 7 |
| • Ag Leadership Books | 30 |
| • Room 53- File Cabinet(s) | 2 |
| • Room 55- File Cabinet(s) | 1 |

G. School and/or Department Policies

- Student eligibility to participate in out-of-class activities
 - Fairs
 - CDE Teams
 - Field Trips
 - Leadership Conferences
- Student eligibility to show a livestock project
- Student eligibility to participate/use lab and school farm facilities
- Student Eligibility for Agriculture Business Academy
- Guest Speakers

H.Proficiency Standards for Program Completers

Has completed courses of study and practice in the following courses and has attained a competency level of:

(n/a) Not applicable; (0) Does not meet basic standards; (1) Basic; (2) Good; or (3) excellent as certified by instructor.

Agriculture Earth Science

- ___ Astronomy
- ___ Atmosphere
- ___ Energy
- ___ Climate
- ___ Ocean Currents
- ___ Investigation and Experimentation
- ___ Animal Science
- ___ Plant Science
- ___ Geology
- ___ Communication
- ___ FFA/Leadership
- ___ Record Books/SAE
- ___ Plate Tectonics
- ___ Biogeochemical Cycles

Agriculture Communications and Leadership

- ___ Personality and Leadership
- ___ Emotional Intelligence
- ___ Leading a team
- ___ Career Readiness
- ___ Communication
- ___ Parliamentary Procedure
- ___ Team Development
- ___ Event Planning
- ___ Agriculture Issues
- ___ Agriculture Literacy
- ___ Professionalism
- ___ Agricultural Recordkeeping
- ___ California Agriculture

Agriculture Biology

- ___ Cellular Biology
- ___ Genetics
- ___ Ecology
- ___ Evolution
- ___ Physiology
- ___ Investigation and Experimentation
- ___ Animal Science
- ___ Plant Science
- ___ Reproduction
- ___ Communication
- ___ FFA/Leadership
- ___ Record books/SAE

Agriculture Sales and Marketing

- ___ Career opportunities in Agriculture
- ___ Economic Principles in Agriculture
- ___ Business Organizations in Agriculture
- ___ Agricultural Finance and Credit
- ___ Agricultural Cooperatives
- ___ Agricultural Product Marketing
- ___ Agriculture Sales and Services
- ___ Legal Issues in Agriculture
- ___ Job Preparation
- ___ Agricultural Recordkeeping

Agriculture Government and Economics

- ___ Principle of supply and demand
- ___ Production relationships and their effect on supply and demand
- ___ Principles of risk management and its impact on economic viability
- ___ Elements of marketing and marketing concepts as they apply to economics
- ___ Fundamentals of cash flow
- ___ Credit and credit management
- ___ Taxation and the tax system and its impact on the economy
- ___ Careers in agriculture
- ___ Planning, organizing, controlling and directing a business firm
- ___ Importance and benefits of management decision-making aids
- ___ Records for planning and economic analysis
- ___ Budgeting, budget development, and the budgeting process
- ___ Elements of the legislative, executive, and judiciary branches of the government
- ___ Relationship among federal, state, and local governments
- ___ Civil literacy and responsibilities
- ___ Rights and individual responsibilities of citizenship

Agriculture Welding

- ___ Shop Terminology
- ___ Shop Safety
- ___ Career Preparation
- ___ Measurement Review
- ___ SMAW/Stick Welding Review
- ___ Gas Metal Arc-Advanced MIG Welding
- ___ Advanced TIG Welding
- ___ Special Processes and Welding Certificates
- ___ Individual Project Planning and Construction
- ___ FFA and SAE

I. Teacher Data Sheet for each Teacher

Teacher Profile

Name: **Roobie Richards**

Program: Agriculture Department

Credential(s) Held:

Single Subject and Specialist- Agriculture

Professional Preparation:

B.S.- Agriculture Education, CSU Fresno

Emphasis- Animal Science

Credential- CSU Fresno

M.S.- Agriculture Education, Cal Poly, SLO (In Progress)

Work Experience Outside Education:

Montoya Ranch- Raise and sell cross breed goats for multi-purposes.

In-service Education in the Last 3 Years:

State and Regional CATA Conferences

School Site Workshops

Membership in Professional Organizations:

California Agriculture Teachers Association (CATA)

Additional Experiences:

South Valley CATA Sectional Officer Chairs

Star Sectional FFA Advisor 2016

CATA Outstanding Young Teacher (South Valley Section)

McFarland High School Teacher of the Year 2016-2017

Teacher Profile

Name: **Adam Bullard**

Program: Agriculture Department

Credential(s) Held:

Single Subject and Specialist- Agriculture

Professional Preparation:

A.S- Pack Station Management, Feather River College

B.S- Agriculture Business, Cal Poly San Luis Obispo

Credential- Cal Poly San Luis Obispo

M.S- Agriculture Education, Cal Poly, SLO (In Progress)

Work Experience Outside Education:

Cal Poly- San Luis Obispo, California

April 2009-July 2010

Crops Unit Assistant

Markon Cooperative- Salinas, California- Yuma, Arizona

April 2007-April 2009

Produce Quality Assurance Inspector

John Cabrinha-Santa Margarita, California

Jan 2005-Sept 2006

Ranch Manager

In-service Education in the Last 3 Years:

State and Regional CATA Conferences

School Site Workshops

John Lopez Welding School Pipe Welding Course

American Welding Society Certified Welding Inspector Course

Membership in Professional Organizations:

California Agriculture Teachers Association (CATA)

American Welding Society

Additional Experiences:

South Valley CATA Sectional Officer Chairs

Star Advisor Gold Award 2013

Teacher Profile

Name: Ariana Hallum

Program: Agriculture Department

Credential(s) Held: Single Subject and Specialist- Agriculture

Professional Preparation:

B.S.- Agriculture Education, CSU Fresno

Emphasis- Animal Science

Credential- CSU Fresno

Work Experience Outside Education:

Dairy Processing

Miguel Family Dairy

In-service Education in the Last 3 Years:

State and Regional CATA Conferences

School Site Workshops

Membership in Professional Organizations:

California Agriculture Teachers Association (CATA)

Additional Experiences:

14. Advisory Committee Meeting Agenda



**McFarland High School
Agriculture Department
259 W. Sherwood Ave.
McFarland, CA 93250**



**McFarland High School
Agriculture Department
259 W. Sherwood Ave.
McFarland, CA 93250**



Advisory Committee Meeting Agenda December 6, 2016

1. Introductions
2. Brief explanation of program and pathways
3. FFA Website-
 - a. Gabriel Parra, Chapter Reporter
 - b. Angelica Corona, Chapter Sentinel
4. Agriculture Incentive Grant Review
5. Update Advisory Committee Contact List
6. Questions
7. Adjourn

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5. Update Advisory Committee Contact List
6. Questions
7. Adjourn

15. Advisory Committee Meeting Minutes

McFarland Ag Depart- Advisory Minutes

12/6/16

Members present: Willie Stubblefield, Chris McCraw, Dan Johnson, Kory Horton, Instructors: Roobie Richards, Adam Bullard, Ariana Hallum, Victor Hopper

Meeting called to order by Roobie Richards at 6pm. Each member introduced themselves and place of work. Roobie discussed agenda and asked members to check their contact information. There was a slight change in the agenda with the following students presenting the chapter website. Gabriel Parra, the chapter reporter, and Angelica Corona, the chapter sentinel, presented the newly launched website: www.mcfarlandffa.weebly.com. They presented the various sections of the website from the history of the program, the about page of each officer and advisor and how to locate the new and past events. Students displayed the running slideshow for each event and where tab was located on the site.

After students discussed the site, Roobie discussed program update. McFarland FFA currently has 387 students enrolled in Ag education courses. In the welding program there are 60 basic welding students, 38 intermediate welding students, and 16 advanced students. In the science courses, there are 112 students in Ag Earth and 122 students in Ag Biology. Within the other pathway courses, there are 26 Ag Leadership/Communication students, 31 students in Ag Economics/Government, and 26 Ag Sales/Marketing students. In the Spring of 2016, 5 students were awarded there were state degree, 9 program completers, 1 sectional proficiency winner and 3 students certified in welding. The CDE teams had a successful year. The welding team placed 12th in the state, Ag Marketing plant placed 4th in the state, and Ag Computers placed 3rd in the state. It also discussed the 5 year plan of items the department would like to accomplish for the Ag department. Once we discussed the program update, the members and instructors began to complete the Ag Incentive list. We went through all 12 criteria area, stating yes or no if item was met.

Meeting adjourned at 7:21pm.

16. Advisory Meeting Constitution and Bylaws

McFarland High School Agricultural Advisory Committee Constitution

I. Introduction

- a. Advisory committees for education in various fields and on various levels are established devices for using lay resource people to assist professional staffs. Agricultural Education in the secondary schools has as great a need for such committees as any field of education, and in many states agricultural advisory committees have been an accepted and valued aid to all or most of the departments. In California, there is an appreciation of the need for, and assistance, which may be provided by: local agricultural councils or committees.

Changes in agriculture in California make extremely valuable the organized assistance of successful farmers to the agriculture department. Agriculture today is a highly scientific, mechanized and ordered procedure; yet, new materials and methods are appearing constantly. It is virtually impossible for an agriculture teacher to “keep up to date” on all agriculture changes, and still carry the heavy routine expected of him/her.

Many areas of California are changing from rural to semi-urban, yet even in the latter there is a demand for, and need for, practical agricultural education. Increased farm production per operator demands higher training in skills and techniques and more individuals gainfully employed in specialized occupations. To keep abreast of these conditions is one of the purposes of an advisory committee. The increasing number and complexity of school farms also heightens the need for advisory committee.

The establishment of a State Advisory Committee has further implemented the need and encouragement for local advisory committees in agriculture. This state group, which advises the Bureau of Agricultural Education on a statewide basis, consists of nine outstanding producing farmers, many of whom have had long experiences as school board members and on local advisory committees. They have seen firsthand the advantages of these local groups.

The importance of advisory committees is emphasized in a quotation from “Administration of Vocational Education at State and Local Levels”, a publication for superintendents and boards of trustees, prepared by the American Vocational Association:

“A vocational advisory committee is a practical device by which the school system keeps in contact with the groups in the community that it is trying to serve. Members of advisory committees are laymen from the various professions and occupations who have had broad experience in their fields, and have gained the confidence of their working associates, as well as the general public.”

“...School authorities should not distrust advisory committees as potential usurpers of their functions. Lay advisory groups have no administrative or legislative authority and cannot establish policy or take the place of the administrator and the board of education. The purpose and function of advisory committees is to provide a two-way system of understanding and communication between the school and community... School administrators should respect and solicit the democratic assistance of representative advisory groups in building a vocational education program which is responsive to the changing needs of the American people and fundamental to the economic well-being and security of the nation.”

II. Using the Advisory Committees

- a. In terms of what can be gained from using advisory committees, the following points are pertinent:
 - i. Improve public relations by providing a two-way communication between an agriculture department and representative citizens of a community.
 - ii. Help in developing a program of agricultural education tailor-made for a particular community and based upon the crucial needs of a community.
 - iii. Represent the laymen of a community in systematic evaluations of a department, which results in better objectives, improved programs, and more adequate facilities.
 - iv. Guide and support a teacher of agriculture, making it possible for him/her to be more effective, to gain more satisfaction from their work, and to advance more rapidly in his/her profession.
 - v. Provide a continuing program where teachers change, and prevent frequent changes of teachers.
 - vi. Assist in adjusting a department program to emergencies and to gradual changes, this keeping it more nearly up to date, and able to serve the future rather than the past.
 - vii. Correlate the work of a department with that of other agencies (working with farmers) with which committee members may have close relationships.
 - viii. Assist an agriculture department in resisting inappropriate and unreasonable demands from outside the school system.
 - ix. Develop committee members, particularly the younger ones, into valued community members.
 - x. Assist in disseminating new agricultural ideas, back into the community.

III. Advisory Committee Duties

- a. The duties of the advisory committee shall include, but will not be limited to:
 - i. Assist vocational agricultural teachers in developing strong curricula.
 - ii. Assist in providing on job training sites for vocational students.
 - iii. Provide effective public relations.

- iv. Assist in evaluating the effectiveness of the vocational agriculture program.
- v. Assist teachers in unifying other groups and agencies interested in agriculture.
- vi. Visit the supervised programs of students.

IV. Operation of Committee

- a. The make-up and operation of the committee shall be as follows:
 - i. The Board of Trustees shall make actual appointments to the committee.
 - ii. Annual reports of actions and meetings of the committee shall be presented to the Board of Trustees by the Chairman of the advisory committee.
 - iii. A minimum of two meetings per year shall be conducted. These meetings shall be held in February and August.
 - iv. Officers shall consist of Chairman, Vice- Chairman, and recording Secretary. The Vice-Chairman shall move to Chairman. The term of the Chairman shall be for one year. The Director of Agriculture Education, or his/her appointee, shall serve as recording Secretary for the Committee.
 - v. The committee shall consist of ten (10) members each of whom shall serve a three-year term, with the exception of the junior member who shall serve a two-year term.

V. The advisory committee membership shall consist of:

- a. Immediate past student of the Agriculture program currently attending a college majoring in an agriculture field or currently working in an agricultural occupation. This person shall be identified as the Junior Member.
- b. Two (2) members from the plant science field.
- c. One (1) member from the animal science field.
- d. One (1) member from the agricultural sales/service field.
- e. One (1) member from the agricultural mechanics field.
- f. One (1) member who currently has a son/daughter enrolled in the agricultural science program.
- g. Three (3) members elected at large.
 - Meetings will be held in the agriculture department unless otherwise stipulated.

VI. Term of Advisory Committee Members:

- a. The term of an Advisory committee member shall be for two years unless that person is a junior member in which case the term shall be for one year.
- b. The term of the committee members shall begin January 1st of the year elected and end December 31st of the third year.

VII. Filling Vacancies:

- a. Any midterm vacancies shall be filled by appointment of the Board of Trustees.

VIII. Amendments

- a. Amendments to this constitution shall be made with two-thirds consent of the committee members present at a regularly scheduled meeting and approved by the Board of Trustees.
- b. Revised: November 2016

17. Proficiency Standards

E. Program Completion Standards

Completed Student Program Plan

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

1. All the students records books
2. Student Data Sheet
3. Completed Follow up Survey
4. SAO Program (including field supervision forms)
5. List of Awards and Scholarships earned
6. Copies of Recommendations
7. Applications
8. Other Information as seen fit by the Ag Staff.

This file will be used as a historical index of what has been accomplished by students of the program. It also serves as an example for the Ag teachers to follow in the future.

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Minimum Compliance Criteria

1. Each student fills out and annually with the Ag teacher a career plan on the student R2 Data sheet which is stored in Ag office.
2. Student, under the advisors supervision will update these files annually. The files will contain records of projects, records books, records of competitions, and any other pertinent information for the student's history.
3. These career plans will include a choice and plans to attain that career.

Standard 2- Supervised Occupational Experience Programs

Minimum Compliance Criteria

1. Each student will have a plan for a project each of the years they are in ag.
2. The student's project should be teaching them skills and abilities that will be valuable to their career choice and must be started the end of their first year in ag.
3. The student should try to attain growth in their project plans and attempt to versatile and adventurous is encouraged.
4. SOEPs will be a part of the student's grade in the classroom.
5. Students will receive instruction on recordkeeping and project management in the classroom.
6. EVERY student regardless of whether they have an ongoing project or not will be required to maintain a project record book.

Standard 3- Future Farmers of America

Minimum Criteria Compliance

1. Every student in the McFarland Agriculture Department will be a member of the FFA.
2. The students FFA participation will be used to determine part of the student's classroom grade.
3. The agriculture program will sponsor various FFA activities that will afford all students an opportunity to participate in areas that will allow them to grow. They will include but not be limited to:
 - a. Leadership
 - b. Project support
 - c. Cooperation
 - d. Fundraising
 - e. Production Contests
 - f. Career Development Events
 - g. Students Awards
 - h. Community Support
 - i. Recreation

4. All student FFA affiliation dues will be paid by the chapter or funds available by budget.
5. Instruction in the history, purpose, goals, and function of the FFA will be provided in the classroom.
6. Students will develop and maintain an annual program of work that will be available to each student.
7. Students will develop a career plan for FFA activities and will update these activities on an annual basis.
8. A point award system will be used to aid in the grading procedure and the award system.
9. The following awards and recognition will be encouraged: Proficiency awards, Project competition, Degree Awards, Chapter, Sectional, Regional and State Offices, Top 10 Awards, and competition recognition.

Standard 4- Completion of Sequence for Pathway Courses

Minimum Compliance Criteria

1. Each student must complete and pass a minimum of three years in an agriculture class.
2. Student will complete a pathway sequence in either agriculture business or agriculture welding.

18. Credentials

◀ No Records ▶ |

19. Department/Chapter Activities Calendar



McFarland FFA

Calendar of Activities

2016-2017



| | Event | Student Chair | Advisor | Category |
|------------------|---------------------------------------|-----------------|-----------------|-------------------------------|
| AUGUST | | | | |
| 13-14 | Offier Boot Camp | Jenny | Hallum | Leadership |
| 20 | Chapter Officer Leadership Conference | Jenny | Hallum | Leadership |
| 25 | Chapter meeting | Sarai | Hallum | Activity |
| 27 | Farm Clean Up | Cristal | Bullard | Activity |
| SEPTEMBER | | | | |
| 2nd-13th | Kiss the Pig | Kenny | Richards | Fundraiser |
| 8th | GLC @ Bakersfield | Leslie | Hallum | Leadership |
| 15 | Chapter Meeting | Jenny | Hallum | Activity |
| 21st-2nd | Kern County Fair | Kenny/Tony | Richards/Hallum | SAE/ Career Development |
| | BBQ | Kenny | Bullard | Fundraiser |
| OCTOBER | | | | |
| 5th-9th | Delano Harvest Holidays | Kenny/Tony | Richards/Hallum | SAE/ Career Development |
| 19th | Chapter Meeting | Kenny | Bullard | Activity |
| 15th | Farm Clean Up | Cristal | Bullard | Activity |
| 24th | Pointsttia Sales | Angie | Hallum | Fundraiser |
| 22nd | Sadie Hawkins Dance | Ketzy/Sarai | Hallum | Activity/Fundraiser |
| 27-28th | Fall Festival | Jenny | Richards | Community Service |
| NOVEMBER | | | | |
| 5th | Turkey Trot | Cristal/Gabriel | Richards | Fundraiser |
| 15th | Opening/Closing @ Independence | Sarai | Hallum | Activity |
| 17th | Chapter meeting | Hector/Leslie | Hallum | Activity |
| 29th | SV BIG/CO-OP @BC | Leslie | Richards | Leadership/Career Development |
| | BBQ | Kenny | Bullard | Fundraiser |
| DECEMBER | | | | |
| 1st | SV Skateland | Jenny | Bullard | Activity |
| 9th | Fall Banquet | Kenny/Jenny | Hallum | Activity/Awards |
| 13th | Staff Breakfast | Cristal | Richards | Community Service |
| | Christmas Parade | Gabriel | Bullard | Community Service/Activity |
| | | | | |
| | Event | Student Chair | Advisor | Category |

| | | | | |
|-----------------|--------------------------------------|-----------------|----------|-------------------------------|
| JANUARY | | | | |
| 19th | Chapter Meeting | Cristal/Gabriel | Hallum | Career Development |
| 20th | Regional Officer Apps Due | Jenny | Bullard | Leadership |
| 21st | CSUB Ag Night | Hector | Richards | Activity/College Exploration |
| 28th | SV Speaking Contest @Wasco | Angie | Richards | Leadership/Career Development |
| 30th- Feb 10 | Valentines Grams- Chapter Sweetheart | Leslie | Hallum | Fundraiser |
| FEBRUARY | | | | |
| 9th | Chapter Meeting | Angie/Kenny | Hallum | Activity |
| 14th-16th | World Ag Expo/Farm Show | Jenny | Bullard | Career Development/ Activity |
| 17th-19th | MFE/ALA | Sarai | Hallum | Activity/Leadership |
| 22 | Ag. Bash | Hector/Gabriel | Bullard | Activity |
| 21-24 | FFA Week | Greenhands | Richards | Activity/Leadership |
| MARCH | | | | |
| 23 | Chapter Meeting | Jenny/Ketzy | Richards | Career Development |
| 30 | SV Banquet | Sarai | Bullard | Leadership/Awards |
| 31 | SAE Display Competition | Angie/Jenny | Richards | SAE/Career Development |
| | BBQ | Kenny | Bullard | Fundraiser |
| APRIL | | | | |
| 6 | Chapter Meeting | Greenhand Team | Bullard | Career Development |
| 5 | SV FFA off. Apps. | Jenny | Richards | Awards |
| 22-25 | State Conference | Cristal | Richards | Leadership |
| | BBQ | Kenny | Bullard | Fundraiser |
| MAY | | | | |
| 6th | Cal Poly State Finals | Ketzy | Richards | Career Development |
| 9 | SV FFA off Elections | Jenny | Richards | Leadership |
| 12 | Banquet | Sarai | Hallum | CDE/SAE/Awards |
| 19 | Wasco's banquet | Kenny | Bullard | Activity/Community Service |
| 31 | MHS Graduation | Gabriel | Richards | Activity |
| June | | | | |
| 3rd | Top 12 Trip | Angie | Hallum | Activity/Awards |



20. Professional Growth and Development Activities

Professional Development Activities 2016-2017

Below is a list of Professional Development Activities that I have participated in or plan to participate in.

- June 13- July 1st: Cal Poly, SLO AGED Masters Program Summer Courses
- June 20-23rd: California Agriculture Teachers Association (CATA) Summer Conference
- June 23rd-24th: CATA Summer Skills Courses
- July 11-13: AVID Summer Institute Conference
- August 3-4: McFarland Unified Professional Development-District Wide Teacher In-service
- November 18-19: SJ Fall Regional Meeting and Road Show
- December 3rd: MUSD Google Classroom Workshop
- January 9th: McFarland Unified Professional Development-District Wide Teacher In-service
- February 7th: Recordbook and Proficiency Scoring
- February 25th: SJ Spring Regional Meeting

21. R-2 Report



McFarland

Courses Report

Agricultural Welding

Adam Bullard

| Student Name | Grad Year | Period | Duration |
|--------------|-----------|-----------|-----------|
| | 2019 | 1 | Year Long |
| | 2019 | 2 | Year Long |
| | 2019 | 2 | Year Long |
| | 2020 | 2 | Year Long |
| | 2019 | 2 | Year Long |
| | 2020 | 2 | Year Long |
| | 2019 | 2 | Year Long |
| | 2020 | 2 | Year Long |
| | 2019 | 2 | Year Long |
| | 2019 | 2 | Year Long |
| | 2019 | 2 | Year Long |
| | 2019 | 2 | Year Long |
| | 2019 | 2 | Year Long |
| | 2019 | 2 | Year Long |
| | 2017 | 2 Periods | Year Long |
| | 2019 | 3 | Year Long |
| | 2020 | 3 | Year Long |
| | 2019 | 3 | Year Long |
| | 2019 | 3 | Year Long |
| | 2019 | 3 | Year Long |
| | 2020 | 3 | Year Long |
| | 2019 | 3 | Year Long |
| | 2019 | 3 | Year Long |
| | 2020 | 3 | Year Long |
| | 2020 | 3 | Year Long |
| | 2020 | 3 | Year Long |
| | 2020 | 3 | Year Long |
| | 2019 | 3 | Year Long |
| | 2018 | 3 | Year Long |
| | 2019 | 3 | Year Long |
| | 2019 | 3 | Year Long |
| | 2019 | 3 | Year Long |
| | 2019 | 4 | Year Long |
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| Period | Student Count |
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| 1 | 1 |
| 2 | 12 |
| 2 Periods | 1 |
| 3 | 17 |
| 4 | 15 |
| 5 | 13 |

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| 6 | 15 |
| 7 | 10 |



McFarland

Courses Report

Ag Economics

Ariana Hallum

| Student Name | Grad Year | Period | Duration |
|--------------|-----------|--------|-----------|
| | 2017 | 2 | Year Long |
| | 2017 | 2 | Year Long |
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| | 2017 | 2 | Year Long |

| Period | Student Count |
|--------|---------------|
| 2 | 32 |



McFarland

Courses Report

Ag Sales & Marketing

Ariana Hallum

| Student Name | Grad Year | Period | Duration |
|--------------|-----------|--------|-----------|
| | 2018 | 3 | Year Long |
| | 2018 | 3 | Year Long |
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| | 2018 | 3 | Year Long |

| Period | Student Count |
|--------|---------------|
| 3 | 26 |



Ariana Hallum

[illegible]

[illegible]

[illegible][illegible]

| Period | Student Count |
|--------|---------------|
| 1 | 28 |
| 4 | 25 |
| 5 | 29 |
| 7 | 30 |



McFarland

Courses Report

Ag Communications & Leadership

Roobie Richards

| Student Name | Grad Year | Period | Duration |
|--------------|-----------|--------|--------------|
| | 2019 | 1 | 1st Semester |
| | 2018 | 6 | Year Long |
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| | 2018 | 6 | Year Long |

| Period | Student Count |
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| 1 | 1 |
| 6 | 30 |



Roobie Richards

| Student Name | Grad Year | | Period | Duration |
|--------------|-----------|------|-----------|--------------|
| | | 2019 | 1 | Year Long |
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| | | 2020 | 1 | Year Long |
| | | 2019 | 1 | Year Long |
| | | 2019 | 1 | 1st Semester |
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| | 2018 | Other | 2nd Semester |

| Period | Student Count |
|--------|---------------|
| 1 | 21 |
| 2 | 27 |
| 4 | 25 |
| 5 | 22 |
| 7 | 26 |
| Other | 1 |

22. Travel Request



Susan
McFarland Unified School District
Request for Meeting/Conference Attendance
Warrant #

Check # 44 307266
6/9 (Richards)
Mallum
mailed

Instructions: This form must be received by the Business Office thirty (30) working days prior to the registration deadline (or subject to denial) with a copy of all conference and hotel related information attached in order to ensure timely processing.

- ◆ Requestor is responsible for making hotel, vehicle and conference reservations.
- ◆ Please submit one form per person.
- ◆ A copy of the completed form will be forwarded to requestor once approved.
- ◆ A conference expense claim form with receipts (hotel, parking, etc.) must be filed within 30 days upon return. [BP9250.1 (a)(b)]

Name: Roobie Richards **School/Dept:** MHS/Ag
Conference: CATA Conference and Agn Skills
Date(s) & Time(s) of Conference: June 19-24, 2016 **Location:** San Luis Obispo
Purpose of Conference: Professional Development and ~~Ag~~ Inservice

Registration Fee: \$ 6006 **Deadline:** ASAP **Cont:** 19-23
Advanced Payment Required: ☒ Yes ☐ No #44305836 (20516) **Skills:** 23-24
Name of Hotel: Sands Inn & Suites **# of Nights:** 5 **Nightly Rate:** \$ 125.10 **Room Tax:** 141.36
Arrival Date: 6/19/16 **Confirmation #:** 150920
Parking Fees (if appl.): _____

District Vehicle: Trip Direct # _____ **Personal Vehicle:** Est. # of miles 244 (round trip)
(only if district vehicle unavailable)

Breakfast: # 5 @ \$10 **Lunch:** # 4 @ \$15 **Dinner:** # 4 @ \$25

Substitute Teacher (if needed): # _____ Days or # _____ Periods

TOTAL EST CONFERENCE COSTS:

\$ _____

SITE/PROGRAM AUTHORIZATION & ACCOUNT TO BE CHARGED

Approved by: _____
(Administrator/Immediate Supervisor)

Date: _____

Budget Code: _____

(Business Office Use Only)

Supt/Designee Approval: _____

Date: _____

Curriculum & Instruction (If Appl): _____

Date: _____

Registration Costs: Req # _____ / PO # _____ **Hotel Costs:** Req # _____ / PO # _____

Trans. Costs: Req # _____ / PO # _____ **Meal Costs:** Req # _____ / PO # _____

23. CATA Membership Card

CATA Membership-2017

SanJoaquinRegionMembersRoster02-17-2017.pdf - Adobe Acrobat Reader DC

File Edit View Window Help

Home Tools SanJoaquinRegion... x Sign In

7 / 11 75%

| Last Name | First Name | Email | School | Paid |
|-----------------------------------|------------|-------------------------------------|-----------------------------|-------------------------------------|
| Region: San Joaquin Region | | | Section: SV | |
| Abernathy | David | daabernathy@wascohsd.org | Wasco HS | <input checked="" type="checkbox"/> |
| Amaral | Nicole | niamaral@wascohsd.org | Wasco HS | <input checked="" type="checkbox"/> |
| Bass | Todd | tbass@taft.k12.ca.us | Taft HS | <input checked="" type="checkbox"/> |
| Beechinor | Julie | julie_beechinor@khsd.k12.ca.us | Frontier HS | <input checked="" type="checkbox"/> |
| Benson | Emily | emily_benson@kernhigh.org | Frontier HS | <input checked="" type="checkbox"/> |
| Bizzini | Lee | lbizzini@el-rejon.k12.ca.us | Frazier Mt HS | <input checked="" type="checkbox"/> |
| Bledsoe | Elizabeth | Elizabeth_Bledsoe@kernhigh.org | Shafter HS | <input checked="" type="checkbox"/> |
| Bowman | Victoria | victoria_bowman@kernhigh.org | Ridgeview HS | <input checked="" type="checkbox"/> |
| Bullard | Adam | adbullard@mcfarland.k12.ca.us | Mc Farland HS | <input checked="" type="checkbox"/> |
| Clark | Don | declark1945@gmail.com | Wasco HS | <input type="checkbox"/> |
| Claever-Grisbach | Amber | agrisbach@djuhsd.org | Delano HS | <input checked="" type="checkbox"/> |
| Downs | Jennifer | jdowns@bakersfieldchristian.com | Bakersfield Christian HS | <input checked="" type="checkbox"/> |
| | | downsjen@yahoo.com | | |
| | | downs_jen@yahoo.com | | |
| Faroo | Anthony | anfarao@wascohsd.org | Wasco HS | <input checked="" type="checkbox"/> |
| Hallum | Ariana | arhallum@mcfarland.k12.ca.us | Mc Farland HS | <input checked="" type="checkbox"/> |
| | | arhallum@yahoo.com | | |
| Hegde | Aaron | ahegde@csub.edu | CSU-Bakersfield | <input type="checkbox"/> |
| Jimenez | Hector | hector_jimenez@khsd.k12.ca.us | Independence HS-Bakersfield | <input checked="" type="checkbox"/> |
| King | Mayra | mayra.king@wonderfulcollegeprep.org | Wonderful Academy | <input checked="" type="checkbox"/> |
| | | mayra.king@yahoo.com | | |
| Marcial | Ernesto | ehmarcial@gmail.com | Delano HS | <input checked="" type="checkbox"/> |
| | | emarcial@djuhsd.org | | |
| McCraw | Chris | chris_mccraw@mac.com | Bakersfield College | <input checked="" type="checkbox"/> |
| | | chris_mccraw@bakersfieldcollege.edu | | |
| McPheeters | Linda | linda_mcpheeters@kernhigh.org | Frontier HS | <input type="checkbox"/> |
| | | l_mcpheeters@hotmail.com | | |
| Morales | Denise | demorales@wascohsd.org | Wasco HS | <input checked="" type="checkbox"/> |
| Morales | Mark | mark_morales@kernhigh.org | Shafter HS | <input checked="" type="checkbox"/> |
| Nichols | Teddi | nicholsteddi@gmail.com | Shafter HS | <input checked="" type="checkbox"/> |
| | | teddi_nichols@kernhigh.org | | |
| Purker | Steve | sparker@taft.k12.ca.us | Taft HS | <input checked="" type="checkbox"/> |
| Renick | Ellen | ellen_renick@kernhigh.org | Shafter HS | <input checked="" type="checkbox"/> |
| Richards | Roobie | rorichards@mcfarland.k12.ca.us | Mc Farland HS | <input checked="" type="checkbox"/> |
| Rolin | Josh | jrolin@taft.k12.ca.us | Taft HS | <input type="checkbox"/> |

24. Report to Administration



McFarland FFA

McFarland High School
259 W Sherwood Ave
McFarland, CA 93250
(661)792-3126

Staff

Victor Hopper
Superintendent

Brian Bell
Principal

Roobie Richards
Ag Department Chair
Ag Science Instructor
FFA Advisor

Ariana Hallum
FFA Advisor
Ag Science Instructor

Adam Bullard
Ag Welding Instructor
FFA Advisor

August 1, 2016

Brian Bell,

I wanted to take this opportunity to share with you about my recent California Agriculture Teacher 's Association Conference that took place this summer on June 20-25, 2016 at Cal Poly San Luis Obispo. At this conference I was able to be an active participant in workshops and breakout sessions. I participated in two four hour workshops and the one that was most valuable was about new ideas on Supervised Agricultural Experience (SAE) Projects. Those are the hands on learning and application projects that we incorporate in our agriculture education model. The presenter was very knowledgeable and I was able to take notes and gather resources that I could expand and include for our program.

Along with informative workshops, at this conference I was able to socialize and network with other professionals that also proved to be just as valuable. I attended the softball game, registration social, and the annual awards banquet. At the annual awards banquet teachers and chapters are recognized for their excellence and achievements throughout the year. It is an honor to be recognized at the event and a privilege to be able to attend.

Overall, I found this conference to be extremely valuable in many aspects and I appreciate you allowing me to continue to attend these events which help me grow professionally and bring back ideas for our school site.

Sincerely,

Roobie Richards
McFarland High School
Agriculture Department Chair/FFA Advisor

25. Department Wish List



**McFarland High School
Agriculture Department**
259 W. Sherwood Ave.
McFarland, CA 93250



5-YEAR ACQUISITION SCHEDULE

2016-2017

1. Grow crops and begin a COOP out at the school farm
2. ¾ Ton Double Cab Diesel Pickup
3. Update water system near sheep barn
4. Expand Swine barn
5. Finish Ag shop updates

2017-2018

1. Plotter for printing ag business/sales posters and agriscience fair projects
2. Department laptops/tablet class set- 2-2 sets
3. Add restroom facilities out at the school farm
4. Purchase lab supplies and equipment

2018-2019

1. Purchase Microscopes
2. Purchase communication class equipment
3. Add office area to school farm
4. Add a greenhouse facility to farm

2019-2020

1. Add awning over shop
2. Add kitchen area to ag department
3. Vegetable/flower sales at farmer's market
4. Update computer lab

2020-2021

1. Hydroponics facility
2. Replace Shop equipment
3. Extend computer lab- 2 class sets

26. Department Operating Budget

McFarland High School

2016-17 Agriculture Department Budget

| | AIG/ Distric Budget | ASB | Line Item Total | Category Total |
|----------------------------|---------------------|---------------|-----------------|----------------|
| Ag Welding | | | | |
| 5200 Travel- welding | \$ (2,500.00) | | \$ (2,500.00) | |
| 4300 Gas | \$ (1,000.00) | | \$ (1,000.00) | |
| 4300 Welding supplies | \$ (3,000.00) | | \$ (3,000.00) | |
| 4300 Misc Supplies | \$ (1,000.00) | | \$ (1,000.00) | |
| 4400 Tools and Equipment | \$ (1,000.00) | | \$ (1,000.00) | |
| | | | | \$ (8,500.00) |
| Ag Science | | | | |
| 4300 Lab Supplies | \$ 2,500.00 | | \$ 2,500.00 | |
| | | | | \$ 2,500.00 |
| Ag Communications | | | | |
| 4300 Etiquette Dinner | \$ (750.00) | \$ (750.00) | \$ (1,500.00) | |
| 5710 World Ag Expo | \$ (1,200.00) | | \$ (1,200.00) | |
| FFA | | | | \$ (2,700.00) |
| 5710 Officer Retreat | \$ (2,000.00) | | \$ (2,000.00) | |
| 5710 GLC | \$ (800.00) | | \$ (800.00) | |
| 5710 MFE | \$ (1,500.00) | | \$ (1,500.00) | |
| 5710 ALA | \$ (1,500.00) | | \$ (1,500.00) | |
| 5710 SLE | \$ (1,000.00) | | \$ (1,000.00) | |
| 5710 Sectional Events | \$ (500.00) | | \$ (500.00) | |
| 5710 State Awards Banquet | \$ (600.00) | | \$ (600.00) | |
| 5710 State Leadership Conf | \$ (3,000.00) | | \$ (3,000.00) | |
| 5710 COLC | \$ (250.00) | | \$ (250.00) | |
| 5710 National FFA Conv. | \$ (5,000.00) | \$ (2,000.00) | \$ (7,000.00) | |
| 4300 Chapter Meetings | | \$ (1,000.00) | \$ (1,000.00) | |
| 4300 Chapter Banquet | | \$ (7,000.00) | \$ (7,000.00) | |
| 4300 Livestock Supplies | \$ (1,000.00) | \$ (1,500.00) | \$ (2,500.00) | |

| | | | | | | |
|-----------------------------------|----|------------|----|------------|----|-------------|
| 4300 Livestock Feed | \$ | (6,000.00) | \$ | (6,000.00) | \$ | (34,650.00) |
| Professional Development | | | | | | |
| 5200 State CATA Conference | \$ | (1,600.00) | \$ | (1,600.00) | | |
| 5200 Road Show | \$ | (90.00) | \$ | (90.00) | | |
| 5200 Regional CATA Mtgs | \$ | (180.00) | \$ | (180.00) | | |
| | | | | | \$ | (1,870.00) |
| Travel | | | | | | |
| 5200 Fuel | \$ | (2,500.00) | \$ | (2,500.00) | | |
| 5200 Buses | \$ | (2,000.00) | \$ | (2,000.00) | | |
| | | | | | \$ | (4,500.00) |
| Personnel | | | | | | |
| Substitutes | \$ | (3,000.00) | \$ | (3,000.00) | | |
| | | | | | \$ | (3,000.00) |
| Program total | | | | | \$ | (52,720.00) |

27. District Department Budget Process

District/ Department Budget Process

The district superintendent of business allocates funding to the school sites and the principal divides funds as needed to the CTE departments on campus. As a department we develop our budget after knowing how much we will have in our Ag Incentive. Funding comes in three different forms such as Ag Incentive Grant funds, Carl Perkins funds, and FFA in the ASB account (accumulated through fundraisers). Recently we have been able to have funding provided for our Agriculture Business California Partnership Academy (CPA.) This funding has primarily been managed with the CTE coordinator but more input and access has been provided by our department. Ag Incentive is handled by our department chair who works with the CTE Coordinator and is used for department supplies, conference and contest registration fees, and equipment. Carl Perkins funds are used for conferences, transportation, and professional development. These funds are also handled by our agriculture department chair and the Perkins department chair. The most fluid account is our FFA account in ASB where we put all of our fundraising money into and use those monies for chapter meetings and events when we need supplies, this account is primarily managed by the head FFA advisor.

28. Chart of Responsibilities

Responsibilities Chart

| Activity | Mrs. Richards | Miss. Hallum | Mr. Bullard |
|-------------------------------------|----------------------|---------------------|--------------------|
| Department Chair | x | | |
| Departmental Duties | | | |
| Livestock Project ASB Account | x | | |
| Welding Project ASB Account | | | x |
| FFA ASB Account | | x | |
| Department/Program Budget | x | | |
| Perkins Funding Application | x | | |
| Ag Incentive Grant Application | x | | |
| Incentive Grant Reviews | x | | x |
| Report of Expenditures | x | | x |
| Maintain 5-year Program Plan | x | x | x |
| Maintain Comprehensive Program Plan | x | x | x |
| Specialized Ag Incentive Grant | | x | |
| CTE Grant Application | x | | x |
| R-2 Report & Roster | x | x | |
| Graduate Follow up | x | | |
| Recruitment | x | x | x |
| Transportation Requests | x | x | x |
| | | | |
| General FFA | | | |
| FFA Advisor | Co-Advisor | x | Co-Advisor |
| Greenhand FFA Advisor | x | | |
| Ag Advisory Committee | x | x | x |
| Department mailers | x | x | x |
| McFarland Ag Boosters | x | x | x |
| | | | |
| CDE Coaching Assignments | | | |
| Computers | x | | |
| Meats Judging | | x | |
| Agriculture Welding | | | x |
| Best Informed Greenhand | | x | |
| Banking | | x | |
| Co-Op | x | | |
| Job Interview | | | x |
| Impromptu Public Speaking | x | | |
| Prepared Public Speaking | x | | |
| Extemporaneous Public Speaking | x | | |
| Creed | x | x | x |
| Parli-Pro | x | | |
| Opening/Closing | x | x | x |
| | | | |
| Project Supervision | | | |
| Beef | x | | x |
| Sheep | | x | |
| Swine | x | | |
| Mkt/Pygmy/dairy Goats | | x | |

Responsibilities Chart

| | | | |
|--|---|---|---|
| Dairy Cattle | | X | |
| Poultry | X | | |
| Rabbits/Cavies | | X | |
| Welding | | | X |
| Horticulture | | | |
| | | | |
| June | | | |
| New Officer Dinner | X | | |
| CATA, SLO | X | X | X |
| WLC Conference | | | X |
| | | | |
| July | | | |
| Midstate Fair Project Auction | | | X |
| Officer Retreat | X | X | X |
| State Fair | X | X | |
| | | | |
| August | | | |
| Project Comp contest | | | X |
| Chapter Theme | | X | |
| Chapter T-shirts | | X | |
| FFA Calendar & POA | | X | |
| Classroom Prep | X | X | X |
| Welcome Back FFA Meeting | X | X | X |
| SOLC | | X | |
| COLC Registration | | X | |
| Back to School FFA Meeting | X | X | X |
| Ag Buddies | | X | |
| SJR Bootcamp | | X | |
| KCF Fair Meeting(s) | | | X |
| Delano Harvest Festival Meeting(s) | X | X | |
| | | | |
| September | | | |
| FFA Meeting | X | X | X |
| COLC | X | X | X |
| Kern County Fair | X | X | X |
| Delano Harvest Festival Grounds Clean Up | X | X | X |
| Kiss The Pig Fundraiser | X | | |
| Fresno State Football Game Fundraiser | | | X |
| | | | |
| October | | | |
| Delano Harvest Holidays | X | X | X |
| SV Fair Meeting | | | X |
| Greenhand Conference | X | | |
| GH/Chapter Degree | | X | |
| creed/impromptu | X | X | X |
| Open/Close Open teams | X | X | X |
| Open/Close Freshmen | X | X | X |

Responsibilities Chart

| | | | |
|---------------------------------------|---|---|---|
| National Convention | x | | |
| Food Sale Days | | | x |
| Prepared/Ext/Job Interview | | | x |
| Fresno State Football Game Fundraiser | | | x |
| FFA Meeting | x | x | x |
| Sadie Hawkins Dance Fundraiser | | x | |
| | | | |
| November | | | |
| Drive-thru BBQ | | | x |
| Fall CATA/FFA Mtg | x | x | x |
| SV Opening/Closing Contest | x | x | x |
| FFA 5K Run | x | | |
| FFA Meeting | x | x | x |
| Ch. Creed Contest | | x | |
| Ch. Job Interview Contest | | | x |
| New Professionals In-service | | | |
| Delivery of Speaking Manuscripts | x | | |
| Ag Advisory Meeting | | | x |
| Stierwalt Clinic | x | | x |
| Poinsettia sales | | x | x |
| West Hills College Field Day | | x | x |
| | | | |
| December | | | |
| SV Skateland | | | x |
| South Valley Speaking Contest | x | x | x |
| Holiday Classic | x | | x |
| Banking Contest | | x | |
| Christmas Float | x | | |
| SV CATA Industry Day | x | x | x |
| McFarland Staff Breakfast | X | | |
| FFA Meeting | x | x | x |
| Proficiencies | x | x | x |
| State Degrees | x | x | x |
| Christmas Officer Dinner | x | | x |
| | | | |
| January | | | |
| Minarets Parli-Pro/ Creed Contest | x | | |
| Record Book Scoring | x | x | x |
| Sierra Winter Classic | | | x |
| Activity Night/MTG | x | x | x |
| Reedly State Finals | | | x |
| State Conference Registration | | x | |
| Regional Officer Applications | x | | |
| Co-Ops Contest/ BIG | x | x | |
| | | | |
| February | | | |
| Chapter Sweetheart | | x | |

Responsibilities Chart

| | | | |
|---------------------------------------|---|---|---|
| Regional Applications | x | | |
| Fresno Red Wave | x | | x |
| FFA Week General | x | | |
| Tulare Farm Show | | | x |
| Ag Bash | x | x | x |
| FFA Meeting | x | x | x |
| ALA/MFE Registartion | | x | |
| ALA/MFE Chaperone | x | | x |
| Western Bonanza | x | | x |
| Novice Record Books | | x | |
| Spring CATA/ FFA Meeting Registration | x | | |
| Spring CATA/ FFA Meeting | x | x | x |
| | | | |
| March | | | |
| State Proficiency Awards | x | | |
| UC Davis Parli-Pro | x | | |
| UC Davis Field Day | x | x | |
| Liberty Ranch Ag Welding Contest | | | x |
| Sv Section Bowling | | x | x |
| SV Parli-Pro Contest | x | | |
| Butte/Chico State Field Day | | x | x |
| Merced Field Day | | | |
| FFA Meeting | x | x | x |
| State Candidate Training | x | | |
| Drive-Thru BBQ | | x | x |
| SV Awards Banquet Reservations | | | x |
| Regional Speech Contest | x | x | x |
| State Conference Registration/ Hotel | | x | |
| | | | |
| April | | | |
| Regional Parli-Pro Contest | x | | |
| SV Awards Banquet | x | x | x |
| SV Officer Applications | | x | |
| Banquet Orders | x | x | x |
| MJC Field Day | | | x |
| Madera Welding Contest | | | x |
| Fresno Field Day/ Clovis Welding | x | x | x |
| Ag Advisory Meeting | x | | x |
| State Speaking Finals | x | x | x |
| State Parli-Pro Finals | x | | |
| State Conference Chaperones | x | x | x |
| Freshman Point Awards | | x | |
| Upper Class point Awards | | x | |
| | | | |
| May | | | |
| SV sectional Elections | | x | x |
| Project comepetition- info | x | | x |

Responsibilities Chart

| | | | |
|---------------------------|---|---|---|
| Cal Poly State Finals | | X | X |
| Officer Applications | | X | |
| Officer interviews | X | X | X |
| Officer Elections | | X | |
| SV CATA Planning Meeting | X | X | X |
| Banquet General | | X | |
| American Degree Scoring | | | X |
| Officer Banquet Practice | | X | |
| Speaking Banquet Practice | X | X | |
| Banquet Dinner | | | X |
| Banquet Slide-show | | X | |
| Banquet Guest Speaker | X | | |
| Banquet Mailer | X | X | |
| Banquet Awards Lists | | X | |
| Banquet Decorations | X | X | |
| FFA Banquet Night | X | X | X |
| Top 12 Trip | X | X | X |

29. Substitute Teacher Procedures and Plans

Agriculture Department
McFarland High School
CLASS SUBSTITUTE INSTRUCTIONS

Date Instructions For: May 6th

Room: 53

Thank you for taking my classes today ☺

A. THE SUBSTITUTE WILL:

1. Take roll of students and complete absence report form.
 - a. There is a seating chart for 6th period. Pictures of the students are attached
 - b. Students who will help with anything are highlighted (yellow) in the seating chart.
 - c. TA's- 1st period: Angela, 2nd:- Jaime, 4th: Michaela

B. SPECIAL NOTATIONS TO SUBSTITUTE INSTRUCTOR:

1. Please MAKE NOTE of any problem or helpful students (names preferred).
2. Please text me or write an end of day report if possible. Also feel free to call me on my cell if needed: 661-431-3041.
3. Detention forms and referral forms are on front part of the sub binder, you just need to complete it and give to front office. Dial Ext: **268 if you need a student dismissed from the class.**
4. **Students ARE allowed to work together on today's assignment with their partner unless it is a test or individual work.** OR if you need to make it individual.
5. **No cell phones.** You may have student put device in phone sitter if you need to and then it is up to you when they can get it back. Or feel free to turn in to the office.
6. **Students need to stay in their assigned seat unless they have permission. They cannot work at the back tables unless they have permission.**

C. DAY'S INSTRUCTIONS AND ASSIGNMENTS:

Ag Bio: Per 1, 2,7 : Please have students get out their organ brochures and complete them. They are due at the end of the period. If they finish early then they can work on Ch. 36 packet. Students are not allowed to leave until room is clean, all supplies are put away, and you dismiss them.

Ag Leadership/Ag Comm: Per 4 and 6: Please have students get out something to write with. Pass out the getting to know you and your guest handout. They need to work on the questions in the packet. If they do not know who their guest is yet then they can skip to part 2 and work on those questions. Please collect at the end of the period. Students are not allowed to leave until books are put away, room is cleaned, and you dismiss them. **** Period 6: Please send the following students to room 10 to work on an alternate assignment: (Ch. 6 vocabulary)**

- | | |
|----------------------------------|------------------------|
| 1. Jennifer Farjardo | 5. Citlaly Munguia |
| 2. Michelle Lopez | 6. Heriberto Rodriguez |
| 3. Thomas Martinez | 7. Stephanie Torres |
| 4. Guadalupe Estefany Montenegro | |

Notes:

30. Description of Program Completers

McFarland Agriculture Department Program Completer

In order for a student reach program completer status they must meet the following requirements:

- Be enrolled in agriculture courses over the course of 3-4 years.
- Have completion of a sequence of 3 classes for either the Ag Business or Ag Welding Pathway.
- Quality SAE Projects for their 2nd, 3rd, and 4th year in the agriculture program.
- Satisfy the FFA requirement while in an agriculture course.

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and will develop an individual future SAE plan, unless they wish to already begin a project their Freshmen year. Once they are in their second, third or fourth year of agriculture, a quality SAE project consists of a minimum of 40 hours, completion of records in their record books, and a tri fold display board with 5 distinctly different pictures of their work with their project which can be turned in either fall or spring semester and entered into the SAE project Display Competition. This will be part of the 10% Final grade for their agriculture course.

Every student enrolled in the agriculture program is a member of the McFarland FFA Chapter and will be eligible to participate in the organization's activities. They are required to fulfill the FFA requirement by participating in a minimum of 6 activities a year and earning 10 activity points each semester which is 10% of their final grade for their agriculture class.

If a student satisfies these requirements they are rewarded with a FFA Sash to wear at graduation. If a student earns their State FFA Degree prior to graduation they are also rewarded with FFA cords to wear at graduation as well.

31. Community College Articulation Agreements

Course Instructor Agreement

Whereas, Roobie Richards ("INSTRUCTOR") desires to teach a college course for the Kern Community College District (KCCD), and;

Whereas the KCCD desires that INSTRUCTOR teach a college course for KCCD as part of its dual enrollment program with the McFarland Unified School District (DISTRICT);

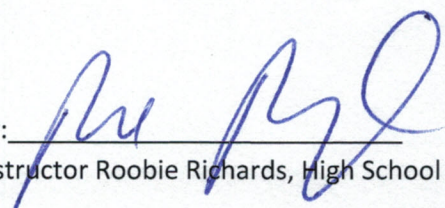
Therefore KCCD and INSTRUCTOR (collectively known as the PARTIES) agree as follows:

1. INSTRUCTOR shall at all times during the term of this agreement be an employee of DISTRICT.
2. INSTRUCTOR represents that it all times during the term of this agreement INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 CCR 53400-53430 and applicable KCCD policy.
3. INSTRUCTOR is not an employee of KCCD.
4. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, KCCD shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of KCCD for the limited purpose of rendering instructional services under the terms of this agreement.
5. INSTRUCTOR shall comply with all applicable policies and procedures of KCCD in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
6. INSTRUCTOR understands and agrees that INSTRUCTOR's performance under this agreement shall be evaluated by KCCD as provided in California Education Code Section 87663 (a).
7. The Memorandum of Understanding for Dual Enrollment between KCCD and District ("MOU") is incorporated by reference as if fully set forth herein. In the event of a conflict between this agreement and the MOU the provisions of the MOU shall prevail.

By: _____

John Means
Associate Chancellor
Economic and Workforce Development
Kern Community College District

Date: _____

By:  _____
Instructor Roobie Richards, High School District

By: _____
Victor Hopper
Superintendent

Date: _____

Course Instructor Agreement

Whereas, Ariana Hallum ("INSTRUCTOR") desires to teach a college course for the Kern Community College District (KCCD), and;

Whereas the KCCD desires that INSTRUCTOR teach a college course for KCCD as part of its dual enrollment program with the McFarland Unified School District (DISTRICT);

Therefore KCCD and INSTRUCTOR (collectively known as the PARTIES) agree as follows:

1. INSTRUCTOR shall at all times during the term of this agreement be an employee of DISTRICT.
2. INSTRUCTOR represents that it all times during the term of this agreement INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 CCR 53400-53430 and applicable KCCD policy.
3. INSTRUCTOR is not an employee of KCCD.
4. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, KCCD shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of KCCD for the limited purpose of rendering instructional services under the terms of this agreement.
5. INSTRUCTOR shall comply with all applicable policies and procedures of KCCD in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
6. INSTRUCTOR understands and agrees that INSTRUCTOR's performance under this agreement shall be evaluated by KCCD as provided in California Education Code Section 87663 (a).
7. The Memorandum of Understanding for Dual Enrollment between KCCD and District ("MOU") is incorporated by reference as if fully set forth herein. In the event of a conflict between this agreement and the MOU the provisions of the MOU shall prevail.

By: _____

John Means
Associate Chancellor
Economic and Workforce Development
Kern Community College District

Date: _____

By:  _____

Instructor Ariana Hallum, High School District

By: _____

Victor Hopper
Superintendent

Date: _____

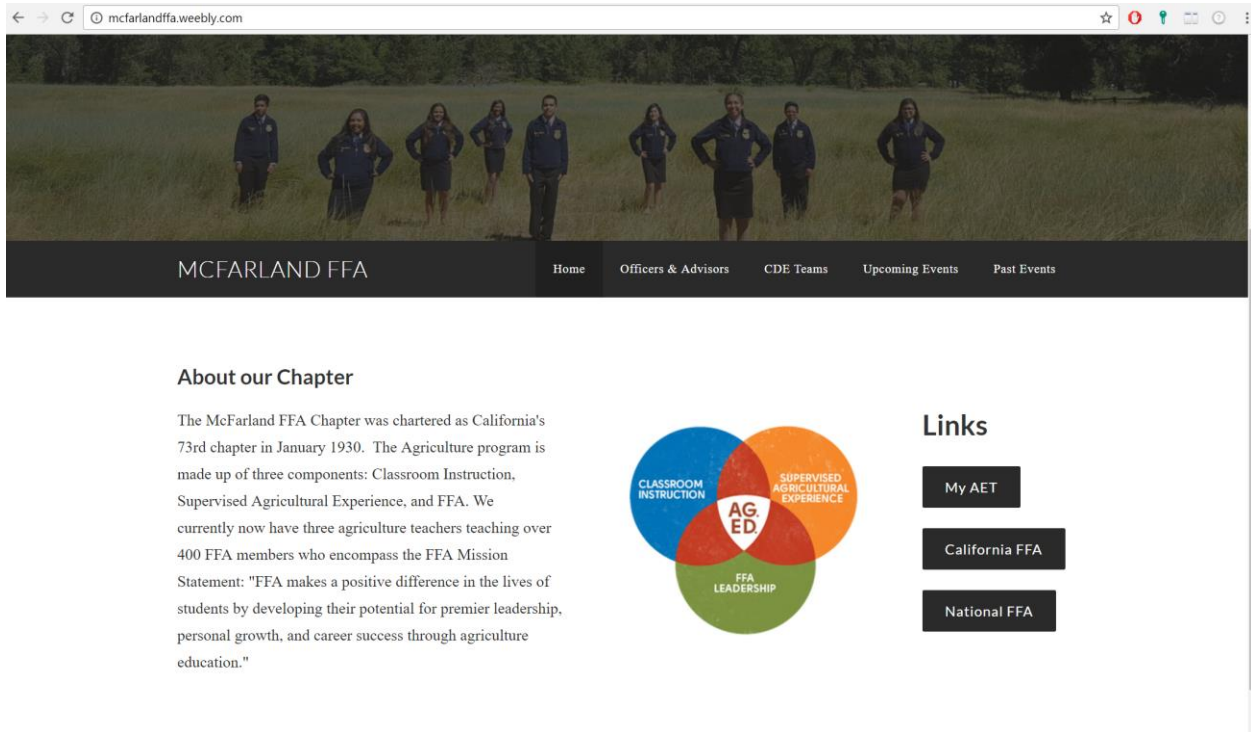
32. Reimbursement Process

Reimbursement Process

In order to receive reimbursement for travel and conferences a 'Request to be attend conference' form must be submitted. This form is given to our secretary who then send over to our principal for approval and then on to the district for approval. On the form we include estimated Registration, hotel, meals, and private car expenses if applicable. All of these expenses except for meals require receipts and statements for reimbursement. McFarland Unified School District does not require receipts for meals on travel; there is a set allowance for meals- Breakfast \$10, Lunch \$15, and Dinner \$25, which comes to \$60 per day. Once the district has processed the form it is sent back to us. Upon returning form the event we fill out Conference reimbursement form, which is the exact amount of monies spent during the trip with the exception of meals. Once we fill out the form and attach any receipts, it is turned back into our secretary within 30 days of return and then sent to the district for process of our reimbursement check. The reimbursement check will be mailed to our homes usually around the end of the pay period.

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

Chapter Website Development



About our Chapter

The McFarland FFA Chapter was chartered as California's 73rd chapter in January 1930. The Agriculture program is made up of three components: Classroom Instruction, Supervised Agricultural Experience, and FFA. We currently now have three agriculture teachers teaching over 400 FFA members who encompass the FFA Mission Statement: "FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education."



Links

[My AET](#)[California FFA](#)[National FFA](#)

Roobie Richards

McFarland High School

AGED 539 Program Promotion Project

Winter 2017

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

McFarland FFA has never had a website. The goal for this project would be to work with the chapter reporter and a committee of students to create a website that will be readily available to incoming freshmen, parents, and current students for accurate information regarding our agriculture department and program. It will serve as a great resource not only for students and family, but also community members, teachers, and administrators.

The following procedures are needed for this project:

1. Research what other FFA chapters across the state and country are doing with their chapter websites
2. Identify software/ designing site to create website
3. Compare prices among hosting sites/ choose designing site
4. Create basic website outline
5. Work with students to create website content
6. Proof read site and check for any broken links
7. Make corrections
8. Launch website to agriculture advisory committee, McFarland High School Staff, and McFarland Unified School District Board

Table of Contents for creating McFarland FFA Chapter Website

1. Research what other FFA chapters across the state and country are doing with their chapter websites
2. Identify software/ designing site to create website
3. Identify most cost effective hosting service
4. Create basic website outline
5. Work with students to create website content
6. Proof read site and check for any broken links
7. Launch Website to program stakeholders

1. Research and set up design team

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

- Righetti FFA- www.Righettiffa.org
- Golden Valley Merced FFA- <http://goldenvalleyag.weebly.com>
- Woodlake FFA- <http://www.woodlakeffa.com>
- Nipomo FFA- <http://www.nipomotitanffa.com>
- Atwater FFA- www.atwaterffa.org
- Hanford FFA- sites.google.com/a/hjuhsd.k12.ca.us/hanford-ffa/
- Elk Grove- www.elkgroveffa.com/
- O'Neals-Minarets FFA- minaretsffa.weebly.com
- Los Banos- <http://losbanosffa.weebly.com>
- Merced FFA- mercedffa.weebly.com/
- Woodland FFA- woodlandffa.weebly.com/
- Frontier-Bakersfield FFA- <http://www.frontierffa.org>
- Livermore FFA- www.livermorehighffa.org/
- Santa Rosa FFA- santarosaffa.com
- Exeter FFA- <http://exeterffa.weebly.com>
- Firebaugh FFA- <http://www.firebaughffa.com>
- Clovis FFA- sites.google.com/site/clovisffaca/

When starting our research we first began by researching the schools in our surrounding area. We came to the conclusion that most schools do not have a Chapter FFA Website but they do have a chapter Facebook page. Most FFA chapters also have a page on their high school or district website. Most of the pages hosted by the school only contained advisor names and calendar of the year. The FFA chapters that did have their own website used software's such as Weebly, Wix, Goolge Sites, and hosting services like ffachapter.net and ffachapter.org. Atwater FFA and Woodlake FFA were the only two websites that we found to use different design software. Some chapters use parents as website developers, some have the advisors as the developers, and some have student organized and developed websites. We sat down as a group and went over what we felt would be the necessary features for our website as the next organization step/

Necessary Features:

- FFA chapter calendar
 - Provides essential information for students and parents
 - Eliminates student excuses that they did not know about the activity

- Eliminates unnecessary emails, phone calls, and text messages to advisors asking for event details
- FFA Officer information
 - Helps members, parents and community supporters see and connect with the current officer team
 - Allows members, parents, and staff know who they can talk to about events or questions concerning the FFA
- Links to California FFA and National FFA websites
 - Connects our local FFA with the wider organization
 - Limits the amount of information that would be put on the chapter website
- FFA applications links
 - Allows students to access applications from home preventing them from losing applications
 - Eliminates the need to distribute applications in class
 - Saves money by limiting the number of paper copies of applications that must be made
- “About Us” page featuring information about the program
- Program of Activities (POA)
 - Since very few hard copies of the POA are printed due to the expense, a digital POA would save money and provide greater student access
- Basic FFA information (creed, mission statement, motto, etc.)
 - Allows students and parents to get a better understanding of the FFA and credibility to our local organization
 - Provides greater breadth of information
 - Links to social media sites such as Facebook, Instagram, Twitter, and email. Students typically use Instagram and Twitter but Parents typically use Facebook and having those easily accessible at the top of the page would allow our students and Parents to interact with our chapter more.
- Chapter upcoming and past events
 - Provides publicity for the chapter and recognition of student achievements
 - Most of these stories should also be submitted to FFA New Horizons, as well as sent to the school district to promote student success and program accomplishments.
- Advisor information page
 - Helps students and parents get to know advisors better
 - Provides contact information
 - Helps parents and students easily contact FFA advisors
- Pages for CDE team information
 - Would provide valuable information about CDE teams to parents and freshman students who are unfamiliar with various CDE’s.

Useful Features:

- Course descriptions
 - Helps current and prospective students understand course offerings

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

Things to avoid

- Pixelated images
 - Using low quality photos makes the website seem unprofessional and distracts from the message you are trying to convey
- Overly busy designs with color or information
 - Having “too much going on” can make the website difficult to read, difficult to understand, and can cause the site to look amateur
 - Having too many colors/fonts will annoy your readers and drive them away.
 - Colors should blend well together not clash.
 - Make it eye appealing and easy to follow
- Outdated or inaccessible information
 - Having broken links or disabled photos makes the website unprofessional and undesirable to look at
 - Make sure it is going to be a reliable source that people will can trust and will return to.

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

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

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

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

User Friendly: The two software that seemed the most user friendly to me were Weebly and Wix. Google Sites seemed complicated and had very few available features. Google also lacked the style and overall attractiveness of design. Weebly proved to be most user friendly due to the ease of updating content because of its rigid structure. Also our digital media arts teacher uses Weebly for her courses so it would be some consistency for students and parents as well who are familiar with their site.

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

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

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

3. Compare Prices and Choosing Designing Service

All of the hosting services that we looked at had pros and cons to using them. We started our website with using the free option offered by Weebly. After looking into the pros of owning your domain and the added features seemed worth buying the pro version for Weebly. Unfortunately at the beginning of our website development we were not able to purchase the pro version for a two-year term for \$199.00 which includes a year or having the ownership of our own domain. Purchasing the pro version would be something to budget and look into for the future.

4. Creating a basic website outline

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

A basic layout of pages was decided on:

- Welcome
- FFA Info Page
 - Officer Page (About us)
 - Biography on each officer
 - Advisors
- Calendar/Events
- CDE's
- Links to AET, California FFA, and National FFA

5. Creating Website Content

After creating the outline for the website pages, each page needed to be filled in with information and pictures. The officers each had their own page with their picture and a welcome/ biography about themselves. The reporter put together a committee of students and organized them into teams for gathering and creating the information for the website. The creation and design of the website took approximately 120 hours to fully develop. They often came to me for advice and to check information, but overall it was all student organized and designed.

6. Proof Reading Site

I explored the website once it was finished to check for any errors or to make any suggestions. After my suggestions were made we also had 2 other teachers and then a small group of students look over the site for errors or recommendations.

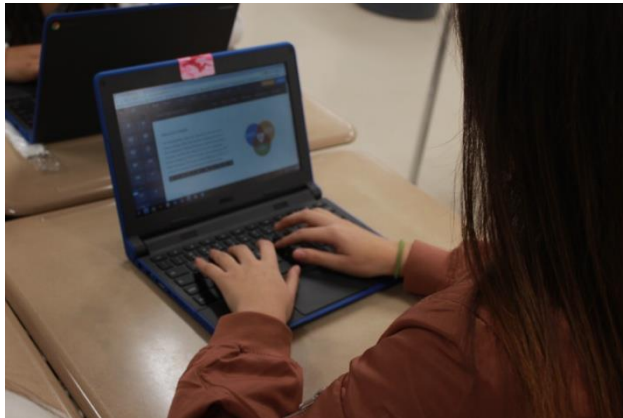
7. Launch FFA Website

Once the website was completed and ready to be made available we felt it would be best to again make sure it was user friendly and eye appealing. We has the students present it at the upcoming Advisory Committee Meeting and they received a lot of positive feedback. Then I went ahead and sent out the link to our administrators and staff who were also very impressed with the work of the students who created the website and the students were showcased on the site. The link to the website was sent out on all of the chapter social media pages, google classrooms, and posted in classrooms. We also had the committee present it at the next school board meeting when going over the calendar of events for the rest of the year. It has been a valuable resource already and students often refer to it.

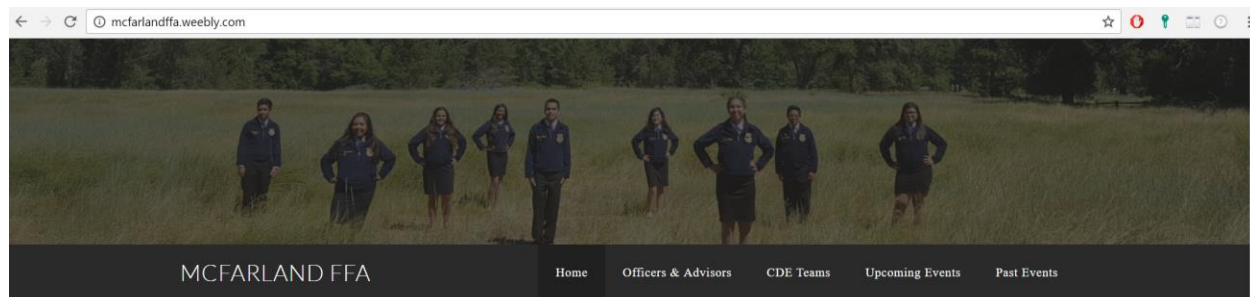
Pictures:

Students working together on website pages.



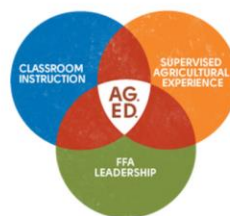


Home Page- Has information about our chapter as well as important links to the AET record book, California FFA, and National FFA.



About our Chapter

The McFarland FFA Chapter was chartered as California's 73rd chapter in January 1930. The Agriculture program is made up of three components: Classroom Instruction, Supervised Agricultural Experience, and FFA. We currently now have three agriculture teachers teaching over 400 FFA members who encompass the FFA Mission Statement: "FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education."



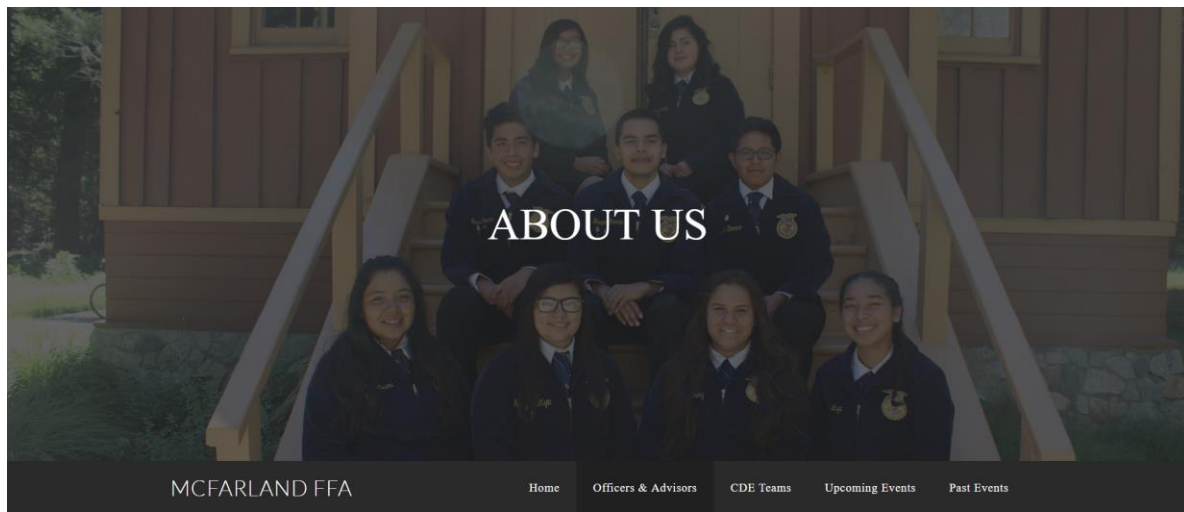
Links

[My AET](#)



[California FFA](#)

[National FFA](#)

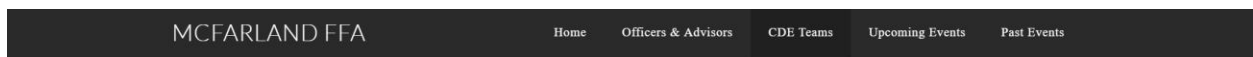
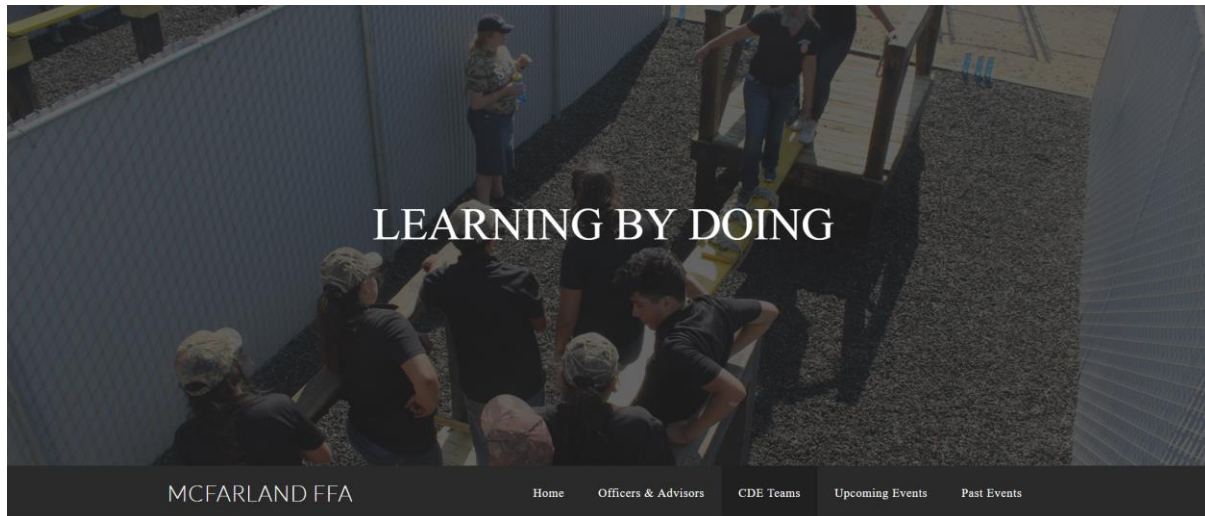
Officers and Advisors page- Highlights and provides short bios on the officer team and advisors.



2016-2017 Chapter Officer Team

| | | | | | | |
|---|--|--|---------------------|-----------|-----------------|-------------|
| MCFARLAND FFA | | Home | Officers & Advisors | CDE Teams | Upcoming Events | Past Events |
| 1st Vice-President | | | | | | |
|  | | Adolfo Dionicio Grade: 12th Ag Classes: Ag Gov/Econ and Ag Welding SAE: Market Hogs Fun Fact: "I can do anything and everything according to the officers." | | | | |
| 2nd Vice President | | | | | | |
|  | | Jenny Mejia Grade: 11th Ag Class: Ag Welding SAE: Raising goats Fun Fact: "I love listening to country music especially my favorite, Luke Bryan." | | | | |

CDE Teams page- Highlights and provides information on the current Career Development Event teams.



CDE Teams

Agronomy



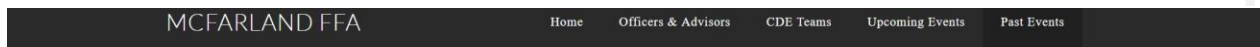
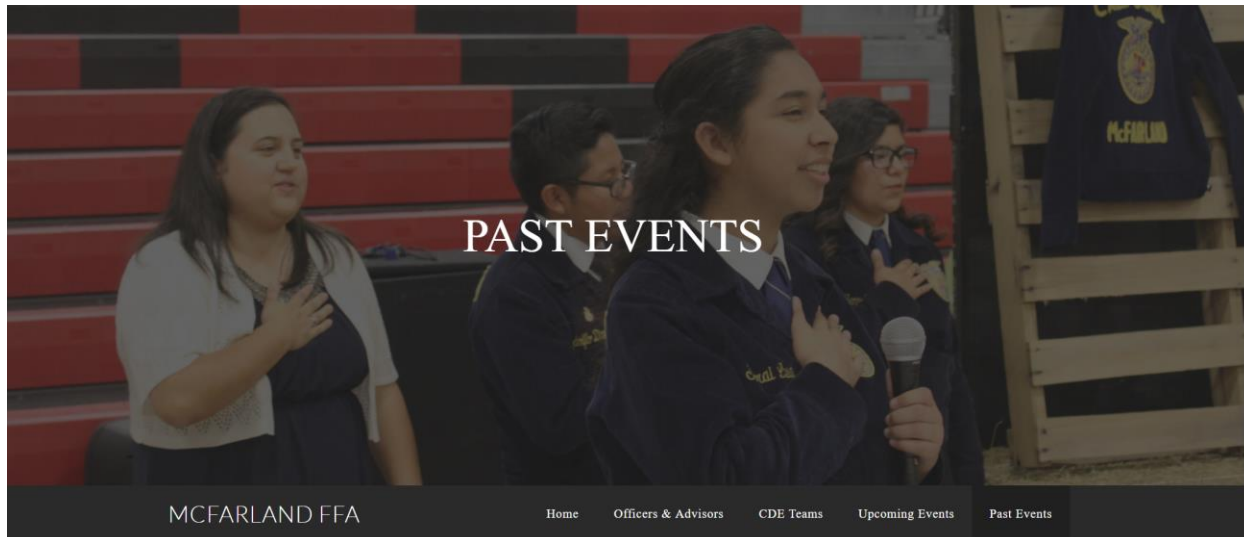
Agronomy is one of the four CDE teams McFarland FFA offers students to be a part of. This team is coached by Ms. Hallum herself. Students on the team have the chance to learn about weeds, seeds, and insects that both help and affect agriculture in our area. Not only do students get to show their knowledge about agronomy and win awards but also get the chance to travel up and down the state with their team seeing different universities and making new friends from different chapters. Last year the team consisted of Betty Ortega, Tony Duran, Octavio Gonzalez, Adolfo Dionicio, Mayra Espinoza, Ketzy Pena Mendoza, and Cynthia Vargas. We hope this year we'll have new and returning students who take an interest in agronomy and proudly represent McFarland FFA.

Computer Application



Computer Application is one of the four CDE teams McFarland FFA has to offer our members. This team is coached by Mr. and Mrs. Richards. Students will have the opportunity to learn about the components and software of a computer. Three parts make up the

Past Events page- Highlights and provides information on past events including chapter meetings, fundraising, community service, and student success.



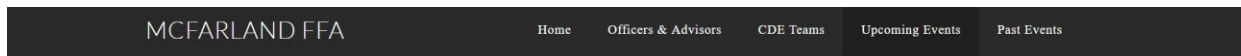
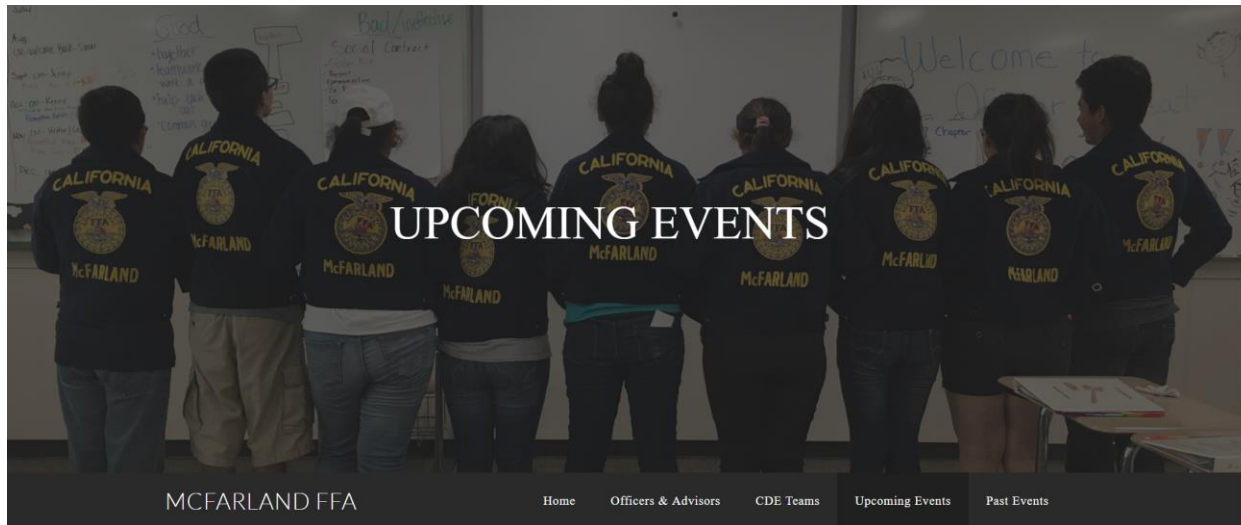
place winners who went home with Thanksgiving Turkeys donated by Martins Meats. Thank you to everyone who helped, participated at this event, and supported our McFarland FFA Chapter.

Fall Festival



On **November 10th** we held a Fall Festival at the school farm. Our Ag commutations class worked hard on preparing, researching and presenting their commodity to kindergartners from Horizon and Kern Ave Elementary. We had over 200 kindergartners learn about agriculture and had a lot of fun. Thank you to the staff and teachers of Horizon and Kern Ave Elementary for taking the time and letting us teach your kindergartners about why agriculture is important.

Upcoming Events page- Highlights and provides information on upcoming events including chapter meetings, fundraising, community service, and student success.



Ag Career Expo

Interested in pursuing a career in Agriculture? On **March 15** our chapter will have nine member attend this expo to see and learn about the endless jobs in agriculture that are open to us. The expo will have workshops and information on everything from animal and plant sciences to agriculture leadership. If you are either a junior or senior and are interested in attending this event, talk to your advisor for more information.

March Chapter Meeting

On **March 23, 2017** we will be having a chapter meeting at the **MPR at 3:30pm**. Our activity will be Ag In Action where our members will have the chance to learn about CDE teams, livestock projects, their next Ag class, and much more. At this meeting we will be serving hot dogs and soda. This is also the last chapter meeting our Chapter Officer will be hosting, next month our Green-Hand Officer team will be hosting the chapter meeting. So don't forget to attend this meeting to receive three activity points which you need ten of at the end of the semester.

South Valley Award Banquet

Our 2016-2017 South Valley Sectional Officer team will be hosting the South Valley Section 2017 Awards Banquet on **March 30th**. At this event some of our hard working staff and member will be awarded for their hard work in this organization. The awards that some of our staff and students will be; Proficiency Awards, Star Administrators, Star Advisors, Star Counselors, Star Supporting Faculty/Staff, and Star Reporter. Our chapter will also have six candidates for the Star Green-hand and Star Chapter award. Finally we will have ten hard working members receiving their State FFA Degree, the highest FFA degree a high school FFA member can hold. Only 3% of California FFA members receive their State Degree. Congrats to all the students and staff for their hard work in support of our chapter.