

# **Teacher Internship Report Galt High School Agriculture Department**

**Katie Titus  
AGED 539 Winter 2017**



## **Quality Criteria One**

### **Curriculum and Instruction**

The Galt High School Agriculture Department is dedicated to making a positive difference in the lives of students through developing their potential for leadership, personal growth and career success through agricultural education. We cultivate the potential of students by engaging them in a personalized, complete program that enhances their high school experience and prepares them for college or career success.

Galt High School Agriculture department currently teaches a variety of classes and will offer the following courses for the 2017-2018 school year: Introduction to Agriculture Mechanics, Agriculture Construction BITA 1 and 2, Agriculture Power Mechanics 1 and 2, Biology and Sustainable Agriculture, Chemistry and Agriscience, Advanced Interdisciplinary Science for Sustainable Agriculture (honors), Agriculture Anatomy and Physiology, Elements and Principles of Floral Design, Advanced Floral Design, Agriculture Economics/Government, and Agriculture Leadership. With these courses three CTE pathways will be offered to students: Agriculture Science, Ornamental Horticulture, and Agriculture Mechanics.

The newly adopted UCCI courses are a combination of Agriculture Standards and NGSS standards. These courses are approved as A-G courses fulfilling the Laboratory Science requirement. Freshman students take the science courses in the following sequence: Biology and Sustainable Agriculture, Chemistry and Agriscience, and Advanced Interdisciplinary Science

for Sustainable Agriculture (honors). If a student enters the program late they are placed into the appropriate science course for their grade. This has typically worked well and allows students the opportunity to earn the laboratory science credit.

The agriculture mechanics pathway consists of multiple courses. Students must complete three course, including a capstone course to be a program completer. Currently in our Power Mechanics course students can earn certifications through Kubota. This certification can help students when attending trade schools and/or applying for jobs right out of high school. The mechanics courses are elective credit.

**The A-G requirements for UC/CSU:**

**History/social science (“a”)** – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

**English (“b”)** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

**Mathematics (“c”)** – *Three years* of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

**Laboratory science (“d”)** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

**Language other than English (“e”)** – *Two years* of the same language other than English or equivalent to the second level of high school instruction.

**Visual and performing arts (“f”)** – *One year* chosen from dance, music, theater or the visual arts.

**College-preparatory elective (“g”)** – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

Galt High School is currently working on changing the graduation requirements to reflect the new eight period schedule available to students. These graduation requirements will increase the number of students who graduate with A-G and complete a CTE pathway. We also think this will increase enrollment in our agriscience pathway with the science graduation requirement increasing to three years of science.

The staff in the agriculture department have yearly discussions regarding what classes are going to be taught to students. All teachers are flexible with their teaching assignments and work hard to make sure that students are offered courses that prepare them for college and career.



## **Quality Criteria Two**

### **Leadership & Citizenship Development**

Students enrolled in an agriculture course at Galt High School are automatically enrolled as a member of the California FFA. FFA members have many opportunities for leadership and citizenship development through career development events (CDE), public speaking competitions, and leadership conferences. The Galt FFA also allows students the opportunity to earn special recognition for their achievements through a variety of awards and scholarships. Galt FFA offers the following leadership and citizenship opportunities to students at Galt High School:

- Best Informed Greenhand Contest
- Opening and Closing Ceremonies Competition
- Parliamentary Procedure Contest
- Creed Speaking Competition
- Job Interview Competition
- Extemporaneous Public Speaking Competition
- Prepared Public Speaking Competition
- Impromptu Public Speaking Competition
- Cooperative Marketing Contest
- Monthly Chapter Meetings
- Agriculture Leadership Class
- Chapter FFA Officer
- Various other sectional, region, and state activities

The Galt FFA has a very active chapter with students attending multiple events a month.

Students participation in the FFA chapter represents 10% of their grade in all agriculture courses. Students must attend a minimum of two FFA activities per quarter to receive 10% of

their grade. The majority of FFA activities are worth one FFA activity, unless the event is a longer amount of time or a multiple day event.

FFA activities are carefully recorded in a Microsoft Excel document called The Galt FFA Point Awards, that is shared by all agriculture instructors. Currently the document is divided into the four academic quarters, with activities automatically adding at the end of the quarter to easily identify student's participation. Galt High School recently started using a program called 5 Star Students, this program is designed to track student involvement in school activities, assign point values and incentives and get students engaged on campus. The program is linked to student identification cards and allows them to be "scanned" in for events or rewards them with points for good behavior. During the 2016-2017 school year, our chapter decided to use the scanners to sign students in and out of FFA events. This allows an accurate list of students to be uploaded onto the computer and imported into the Galt FFA Point Award document.

There are many different FFA activities that students can attend to earn their FFA activity points. Committees are a big part of our FFA chapter and agriculture leadership students are selected by the chapter officers to serve as committee chairmen while an agriculture instructor advises the committee. The following committees are a part of the Galt FFA Chapter: Budget and Fundraising, Outreach, Community Service, and Publicity. These committees meet every Tuesday in the agriculture shop providing more opportunities for students to participate. Another common way to earn FFA activities is by attending our monthly FFA meetings, participate in the Drive Thru BBQ, help with community service events, and participating in

Career Development Events (CDE). Students and parents are informed about upcoming FFA activities through class announcements, class calendars, Facebook, Instagram, and the Galt FFA website.

Galt FFA members have the opportunity to show livestock and agriculture mechanic projects at the local county fair in May. In order to be eligible to show with the Galt FFA students must earn eight FFA activities in the first semester if they are showing for the first time and returners must earn twelve FFA activities. This has improved our participation and allowed students to step out of their comfort zone.

FFA activities are organized by the chapter officer team, agriculture leadership class, and the agriculture advisors. Each agriculture teacher is responsible for different activities as discussed during the summer and indicated on the chart of responsibilities. All advisors also supervise SAE projects and coach CDE teams and/or public speaking contests. We strive to offer a variety of opportunities to interest our students, especially since most of our students do not come from an agriculture background. We evaluate events yearly as a department to see if there are other opportunities we can offer our students.

## **Quality Criteria Three**

### **Supervised Agricultural Experience**

Galt High School students have a variety of Supervised Agriculture Experience (SAE) projects. These projects provide students with real world, hands on experience that will help prepare them for career and/or college. Throughout the different agriculture courses offered students practice hands on labs and activities to help differentiate learning and apply concepts to real world applications. Students use various facilities on campus such as the agriculture mechanics shops, greenhouse, shadehouse, and gardening beds. The variety of facilities allow students to practice skills in construction, welding, mechanics, greenhouse management, landscaping, floral design, livestock management, and farm to fork. A cooperative poultry unit and rabbitry also provide students the opportunity to gain skills in managing and marketing agriculture products. These students are employed to maintain facilities year around and offer supervised agriculture experiences that allow students who live in town the opportunity to explore opportunities in the animal industry.

Many of the agriculture mechanics projects are completed during class time such as BBQ's, Adirondack chairs, livestock storage boxes, and custom metal signs. The floral design program also provides flower arrangements for an array of community events such as banquets, funerals, weddings, and sport events. Students are able to conduct these projects in facilities that need to be upgraded, but provide students with a safe space to learn and grow their skills.

In addition to on campus SAE opportunities students also have access to a school farm. The school farm is located roughly 5 miles from campus on a property that is donated by a local community member. The farm is shared equally with Liberty Ranch High School and its FFA members. Students can keep their animals here rent free. Currently goats, sheep, and hogs are housed at the school farm allowing for a maximum of 30 hogs, 15 sheep, and 15 goats total. The farm has had several improvements over the past three years including the addition of a hog showmanship ring, wash rack, new LED lights, and a storage shed. As an advisor for the market hog projects the number of hogs at the farm has grown from eight hogs in 2014, to 23 hogs in 2017. This growth has allowed more students the opportunity to have an SAE project.

The students enrolled in an agriculture course at Galt High School earn 10% of their grade based on their supervised agriculture experience. Students participate in the Agriculture Experience Tracker (AET) supported by the National FFA to track their various SAE projects. Students are required to create a budget, develop a plan, maintain a journal, and enter all finances associated with their project. Students are allowed class time to maintain their AET recordbook. Students who exhibit a project at the county fair must complete their recordbook and have it approved by an advisor in order to pick up their check. Computer labs are open for students after the fair to allow those who do not have a computer at home the opportunity to update their book.

Each agriculture instructor supervises different SAE projects throughout the year. Currently one advisor is in charge of sheep, one in charge of goats, one in charge of dairy and beef, one in

charge of rabbits and poultry, one in charge of horses and agriculture mechanics, and one advisor in charge of swine (me). All livestock exhibitors are required to attend a lunch time meeting that focuses on fair expectations, required gpa, and introduces the different livestock opportunities.

I supervise the swine projects which has grown from six hogs before I started to almost 50 hog projects for the Sacramento County Fair. I hold monthly meetings during lunch, in addition to bi weekly school farm meetings. Students who apply and are accepted to keep a market hog at the school farm are required to attend bi weekly school farm workdays, weigh days, and showmanship practices. At the school farm I manage pen assignments, feeding schedules, and ordering feed and other necessary materials. I hire a facilities manager and feed manager to provide an additional leadership position. The managers are paid with an additional donation at the livestock auction. I visit students who keep their market hog project at their house an average of three times a year, and hold two weigh days where I go to their property to weigh their project. Students must be home when I visit their project. To record my visits I use an SAE binder and provide a copy to the student and their parent after the visit. I share all of the workdays, showmanship practices, and weigh days with students at the beginning of January, with our fair being at the end of May.

The Galt Agriculture Department currently has 4 vehicles that are available at all times for project visits: a suburban, a nine passenger Ford van, a ford diesel truck, and a Chevy truck. To reserve a vehicle agriculture teachers use a shared calendar through the school email server.

## **Quality Criteria Four**

### **Qualified and Competent Personnel**

Galt High School currently has six full time credentialed agriculture teachers. The agriculture teachers are all very involved in the California Agriculture Teachers Association (CATA) with five teachers holding regional or sectional officer positions. I currently serve as the CATA Sacramento Section Secretary. All of the teachers attend every sectional meeting, regional meeting, Road Show, and CATA summer conference unless there are conflicting events. During the 2016-17 school year I was a Skype guest speaker in the Cal Poly, SLO AgEd-100 course and presented a workshop at the Fall Roadshow on “Creating a Culture of Success” with Celeste Morino from Ripon High School.

Professional development is also required at Galt High School. Time to collaborate and work as a department is offered to teachers from 2-3pm each Wednesday. Once a month there is a minimum day with students being released at 12:15pm and teachers participate in site/district collaboration and professional development. The Galt Joint Union High School District also offers teachers optional paid professional development days four times per year, typically following a holiday break.

Currently agriculture department meetings are held every Monday at lunch in the ag department. An agenda is created in a shared drive allowing all teachers to add items throughout the week. The department head, Cheryl Reece prints the agendas and provides

each ag teacher with a copy. Minutes are taken individually on agendas, in notebooks, and a shared calendar is updated as events are discussed.

Prior to FFA conferences, competitions and events teachers must submit a Field Trip packet to the administration outlining the budget, itinerary, transportation requests, and permission slips. Agriculture teachers are reimbursed for any expenses including meals, hotels, and mileage. Reimbursement forms are submitted to the administration and the district office for final approval. Purchase order forms are available for teachers to complete on the district internal website. Staff members can complete purchase orders for equipment and supplies and give to department chairs for signatures and then they are submitted to administration, and the district office. The district office processes all purchase orders and completes them.

With six agriculture teachers in the department communication and organization is key. We work hard to make both of these happen, even when the school year gets extremely busy.



## **Quality Criteria Five**

### **Facilities, Equipment, and Materials**

Galt High School was built in 1911 and has a long and proud history of serving the community. The agriculture department facilities are old and in need of update and repair. Measure E, a school bond was passed in November 2016 and will hopefully provide updates and improvements in the area of electrical work, and structural work. Currently the agriculture department has an agriculture office, two classrooms, one multi-purpose agriculture shop, a floral storage area, and two restrooms. A triple portable classroom is also used to teach floral design and agriscience courses.

The agriculture department does not have their own science lab, but working to get one through the Measure E bond, or with the next available funds. To complete labs we use the available electrical outlets and water sources. We have a storage area where we keep all of our microscopes, slides, and equipment. This area is locked and only ag teachers have access. Student tutors help organize and inventory all of the supplies.

In the back of the agriculture mechanics intro shop there is a 10X6 ft. floral fridge. This fridge holds only flowers for the floral program, which includes seven sections and special events. The floral department has doubled in the past two years with over 200 students enrolled and we are looking into purchasing an outdoor floral fridge approximately 12X18 ft. in size. This fridge would allow for more student projects and SAE opportunities.

At our joint school farm with Liberty Ranch High School we house market hogs, lambs, and goats. This facility was recently updated in the fall of 2016 with the addition of four market hog pens and updated plumbing. The facility has several projects that still need to be completed such as: a concrete wash rack, installation of new roll up doors, hanging fans for air circulation, and a new storage area. These updated facilities will continue to improve SAE experiences for students at both school sites.

The on-site poultry unit was constructed by students and the local community and completed in 2015. The unit is continuously being updated with the addition of a fridge and large stainless steel sink. An additional outdoor area was also added to allow chickens free range to being outside. A rabbitry is also currently being constructed on-site. This will hold roughly 30 market and breeding rabbits. It is a 12X10 shed that has two windows, an air conditioner, and locking door. These on-site facilities continue to provide valuable hands on learning opportunities for students.

The agriculture teachers work hard to maintain facilities and evaluate improvements that can be made to enhance student learning. With the passing of Measure E, we are hopeful that our facilities will get a much-needed update.

## **Quality Criteria Six**

### **Community, Business, and Industry Involvement**

The Galt FFA Advisory Committee currently has members that represent various industry leaders and community members. The committee strives to meet three times throughout the year typically once in the summer, once in December, and once in the spring. Meetings occur at the Galt High School agriculture department to allow for facility tours and the opportunity to see student projects. The current committee includes the following:

- Kellie Benton (Chairperson)- Owner, D2 Trailer Sales
- Greg Rausser- Owner, Rausser Bros Trucking
- Judy Seifert- Owner, Sierra Testing Service
- Roy Marciel- Sacramento Municipal Utility District/Rancher
- Jeanne Pearson- Pearson's Concrete
- Norman Pearson- Norman Pearson CPA
- Dustin McDonald- Manager, Apex Refrigeration
- Chad Smith- Owner, Precision Mowing
- Chris Van Egmond- Manager, DeLaval
- Tammi Van Houten- Manager, Rausser Bros Trucking
- Debbie Choate- Owner, Choate Nursery
- Kellie Beck- Principal, Galt High School
- Rosario Emperador- Academic Counselor, Galt High School

The advisory committee has helped secure donations and materials for our program such as maintenance on the floral fridge, livestock trailers, fundraiser opportunities, judges for different contests, and support at the county fair. In addition, the committee has helped advocate on behalf of the agriculture department to administration and the school board.

Galt High School Agriculture Department also has an active booster group. The Galt Ag Boosters supports Galt High School and Liberty Ranch High School. Members of the group meet once a month, alternating high school campuses, to discuss upcoming events and opportunities to support FFA members. The booster group holds two main fundraisers to support both agriculture programs- Steak and Oyster Dinner and the Tractor Pull. Both of these events are run by parents and community members with agriculture teachers and students providing additional help. Scholarships are also awarded for FFA members to attend conferences and provide financial assistance such as scholarships to graduating seniors.

The Ag Advisory committee and Galt Ag Boosters are great groups that work well with the students and agriculture teachers. They are supportive of our program and the expectations that we set for our students. It has been a great experience to see such successful groups being run in a small community.

## **Quality Criteria Seven**

### **Career Guidance**

Students in the Galt High School Agriculture Program are informed about career and college opportunities in a variety of ways. Galt High School currently has two academic counselors available for students. Both counselors are aware of the agriculture program and the courses that it offers. Counselors meet with students each year, as well as provide a course catalog on the district website with course descriptions. Opportunities such as a FASFA and college application workshops are also available to seniors and their parents. College tours are also available to students through the agriculture department and field day contests.

All freshman students are enrolled in a Get Focused, Stay Focused course that is designed to help students develop goals, explore careers, and create a plan for after high school. Students are also required to interview employees in different career fields. This has proved to be a positive experience for students and staff members who teach this course. Students leave the course creating a ten-year plan and a career guide.

Agriculture students participate in career exploration in their agriculture classes through job interview practice, creating a resume, and visiting different colleges. Galt High School has an Agriculture Partnership Academy that allocates funding to provide students with field trips focusing on different industries and college opportunities. The agriculture academy has taken trips to many places including: Full Belly Farms, World Ag Expo, OnCourse Ropes Course, Meet

the Professionals Workshop, Tanimura and Antle Farms, and local veterinary businesses.

Currently we do not have any course articulation agreements with our local community colleges- Delta College and Consumes River College. The agriculture mechanics has a Briggs and Stratton and Honda Engine certification program that allows students to earn special certifications for their skills in the power mechanics courses.

The agriculture department works hard to help students explore career opportunities in agriculture. Job shadow opportunities are available to students and coordinated by agriculture teachers and local agriculture industry partners. A graduate survey is given to students, but an online survey is working on being made to keep better track of graduates.

## **Quality Criteria Eight**

### **Program Promotion**

The Galt High School Agriculture Department is well known in the community, but efforts are still made to promote the program. Currently we maintain an active presence on Instagram and Facebook and the Galt FFA website. An informational brochure, postcard, and presentations are given at the local feeder schools to help recruit students to take agriculture courses. Students typically attend recruitment fairs at the feeder school to speak with eighth graders and answer questions about the opportunities in agriculture. During the Galt High School Open House potential students and their families are invited to tour the agriculture department and speak with current students and advisors.

The Galt FFA Instagram and Facebook are used to share important information such as upcoming events, results of competitions, and other ongoing activities that occur. Currently the Galt FFA Instagram has 1,393 “likes” and the Galt FFA Facebook has 1,130 “likes”. Typically, our chapter Secretary and Publicity Committee Chair manage the social media outlets by posting regularly.

We have found many advantages of using social media to promote Galt FFA. Instagram is used primarily to inform the current members of upcoming events and activities, but we also post accomplishments and happenings within the chapter. Many parents and community members follow the Galt FFA Facebook page therefore we update it with events, fundraising

opportunities, and Ag Booster activities. The Galt FFA website has recently been developed to make it more interactive and provide a place for students to download applications, scholarships, and other forms. The website can be translated to Spanish to better serve the large population of Spanish speaking students and families that are in the Galt FFA program.

An informational brochure is used to promote the agriculture department. The brochure shares courses offered, Supervised Agriculture Experience Opportunities, and FFA activities that are available to students. Brochures and course flow charts are available in the office, agriculture department, and in the counseling office to ensure that students understand the course and pathways available.

Agriculture teachers value students time and work hard to provide updated calendars of events, practices, and SAE opportunities. Student communication is also done primarily through social media, but each classroom also has a large white board with events for the month. This helps students visualize a calendar to appropriately plan their time.



## **Quality Criteria Ten**

### **Student-Teacher Ratio**

Galt High School agriculture courses typically do not meet this specific criteria area as stated in the Agriculture Incentive Grant. Dane White currently has one agriculture leadership section that has 22 students, but the rest of the classroom-based classes have more than 25 students enrolled. The agriculture mechanics and laboratory-based courses have more than 20 students. All of the agriculture teachers also have over 75 students each. This criteria is difficult for us to meet and with growing enrollment I do not see us meeting it anytime soon. The floral design course has seen an increase in students with the recently changed bell schedule and it meets the A-G visual and performing arts elective requirement.

The Galt Joint Union High School District contract states that each teacher can have a maximum of 35 students per class. During the 2016-17 school year Galt High School switched to a modified block schedule, allowing students to take a maximum of eight courses. The district has voted to try this schedule until the conclusion of the 2017-2018 school year. The modified block schedule has provided challenges with seeing students every day, but overall participation in FFA and SAE opportunities is comparable to last year.

The Galt Joint Union High School District is very supportive and flexible with course offerings. The administration is also supportive with the hiring of a new agriculture teacher for the 2016-2017 school year.

## **Quality Criteria 11**

### **Full-Year Employment**

Galt High School currently provides all of its agriculture teachers with a summer contract of 20 additional days. These additional 20 days must be used during the summer on Supervised Agriculture Experience projects or FFA activities.

Cheryl Reece currently has a project period in addition to her prep period which allows her to supervise agriculture experience projects and other advisor duties. No other agriculture teacher currently is given a project period. This period can be given to any agriculture teacher based on their SAE supervision. We also have an Agriculture Academy Coordinator period that I currently have in my schedule. This period must be given to the agriculture department as part of the academy grant requirements.

All agriculture teachers receive a FFA stipend ranging from \$3,098-\$3,585. For all stipend positions, there shall be three longevity increments (after 3, 6, and 9 years of continuous service) of five percent of the previous stipend. This stipend includes coaching Career Development Event teams, attending FFA meetings, supervising conferences, and other FFA duties.

Department chair, Cheryl Reece, also receives a stipend based on the number of sections in the department. Currently there are 36 sections in our department which earns a \$4,231 stipend.

## **Quality Criteria Twelve**

### **Program Achievement**

The Galt Agriculture Program has had a long history of success in conference attendance, public speaking contests, and career development events. The agriculture department had three advisors during the 2012-2013 school year and increased to five agriculture teachers for the 2013-14 school year. For the 2016-2017 school year there are six agriculture teachers that are full time.

Responsibilities are divided during the summer advisor meeting and recorded on the chart of responsibilities. If students are eligible to earn their state degree they are encouraged to do so through the AET recordbook. With the simplified AET recordbook students have many opportunities to update their records. We are working on increasing the number of students who apply for proficiency awards and participate in project competition. In 2016 we had four Central Region Proficiency Finalists and two students who qualified as State Finalists.

Career Development Event (CDE) teams are coached by advisors and community members. The following teams have been coached Agronomy, Cooperative Marketing, Agriculture Issues, Agriculture Sales, Poultry Judging, Floral Judging, Small Gas Engines, Farm Power, Marketing Plan, Farm Business Management, and Livestock. In recent years, teams have been successful and have qualified to represent our chapter at the National level. At the 2016 National FFA Convention I had a poultry judging team compete and Dane White had an Agriculture Issues

team earn first place. This was a great experience and the poultry team placed 2<sup>nd</sup> earning the title of Reserved National Champions. In addition, students have been recognized for Agriscience fair, Job Interview, Extemporaneous Public Speaking, and Prepared Public Speaking.

With the addition of an agriculture teacher we are hoping to continue to recognize students.

Our program prides itself on recognizing students from non-agriculture backgrounds, giving all students the chance to be successful in our program. Though our program has many accomplishments we are constantly pushing ourselves and our students to continue to get better.

## **Supporting Documents**

### **Quality Criteria One: Curriculum & Instruction**

- Syllabus- Soil Chemistry
- Syllabus- Elements and Principles of Floral Design
- Syllabus- Advanced Floral Design
- Syllabus- Agriculture Mechanics I
- Syllabus- Agriculture Construction I
- Syllabus- Diesel Technology
- Syllabus- Power Mechanics
- Syllabus- Agriculture Anatomy & Physiology of Plants and Animals
- UC Course Submission Form: Agriculture and Soil Chemistry
- UC Course Submission Form: Agriculture Systems Management
- UC Course Submission Form: Agriculture and Sustainable Biology
- Course Catalog Descriptions 2017-2018
- Bell Schedule 2016-2017
- California Agriscience Fair Registration Confirmation
- GHS Agriculture Department Class/Pathway Offerings

### **Quality Criteria Two: Leadership & Citizenship Development**

- Galt FFA Program of Work
- Field Trip Request- MJC Parliamentary Procedure
- Made For Excellence Conference Application
- Advanced Leadership Academy Conference Application
- Washington Leadership Conference Application
- Parliamentary Procedure PowerPoint and Notes
- Parent Welcome Letter from Galt Agriculture Department
- Parent/Student Agriculture Department Calendar 2016-2017

### **Quality Criteria Three: Supervised Agricultural Experience**

- Local Project Competition Sign Up Sheet
- Galt FFA Local Project Competition Presentation
- Galt FFA Project Competition Scorecard
- Project Competition Schedule 2017
- Sacramento County Fair Exhibitors List 2016
- Galt FFA Swine Exhibitor Handbook
- Intro Swine Exhibitor Meeting PowerPoint
- Galt FFA Swine Exhibitor Info Sheet
- GHS School Farm Contract
- GHS Swine School Farm Important Dates
- 2017 California State FFA Degree Application, Completed
- Swine Production Entrepreneurship Proficiency Application

- Central Region Proficiency Award Winners 2017

#### **Quality Criteria Four: Qualified & Competent Personnel**

- Central Region Calendar
- Galt Agriculture Department Calendar
- Sacramento Section CATA Administrators & Counselors Night Invite
- Sacramento Section CATA Minutes, Fall 2015
- Central Region Fall Roadshow Workshops
- Creating Culture Workshop Handout and PowerPoint Presentation

#### **Quality Criteria Five: Facilities, Equipment, & Materials**

- Agriculture Department Picture
- Agriculture Expenditure Brainstorm
- Measure E Facilities Plan

#### **Quality Criteria Six: Community, Business & Industry Involvement**

- Agriculture Advisory Committee Members
- Agriculture Advisory Agenda
- Ag Advisory Agriculture Department Update PowerPoint
- Ag Advisory Update Handout
- Galt Agriculture Booster Meeting Dates 2016-2017
- Galt Agriculture Booster Donation Letter

#### **Quality Criteria Seven: Career Guidance**

- SAE Lesson- Agriculture Careers and Opportunities in SAE
- Meet the Professionals & Career Expo Flyer

#### **Quality Criteria Eight: Program Promotion**

- Galt FFA 1<sup>st</sup> Quarter Newsletter 2014
- Galt FFA 2<sup>nd</sup> Quarter Newsletter 2014
- Recruitment PowerPoint- Why Take Agriculture?
- Recruitment PowerPoint- Learn By Doing
- Find Your Direction Recruitment Flyer
- Ranch House Design Service Agreement
- Instagram Screenshots
- Facebook Screenshots

#### **Quality Criteria Nine: Program Accountability**

- Graduate Follow Up Survey
- Galt Agriculture Department Chart of Responsibilities
- Galt Agriculture Department 5-year plan
- Galt FFA Student Roster 2016

**Quality Criteria Ten: Student-Teacher Ratio**

- Student Data Form
- Student List by Teacher

**Quality Criteria Eleven: Full- Year Employment**

- Teacher Credentials
- Galt Joint Union High School Salary Schedules
- Galt Joint Union High School Hiring Process

Name: \_\_\_\_\_

**Galt High School Agriculture Department**  
**Soil Chemistry**  
**Course Syllabus 2016-2017**

Instructor: Ms. Titus

E-mail: ktitus@ghsd.k12.ca.us

Location: Room 110

**A. Course Description:**

Agriculture and Soil chemistry is a one year laboratory science course which meets the graduation requirements for physical science and is designed to serve as the second in a three-part comprehensive science education curriculum. It serves as the second pathway course for both the Animal Science and Plant Science career strands. Using agriculture as the vehicle, this course focuses on the hidden chemistry that governs all interactions between plants, animals, and the planet on which they exist. Primary units of study will include agriculture research skills, the nature of soil, and units on the interactions between soil and water, soil and animals, and soil and plants. Emphasis will also be placed on the interactions between agriculture practices and soil quality as they relate to global food systems and sustainability. Students will uncover the hidden chemistry that supports all global food production and maintains or degrades environmental quality. Students will gain research skills by conducting an experiment of their own design and completing an Agriscience Fair project. Students will also complete a summative project in which they will work with a local agriculture producer to develop a soil management plan to preserve environmental quality while maximizing yields. Additional emphasis will be placed on recordkeeping and leadership development through membership and participation in the National FFA Organization.

**B. Textbook:** Chemistry Textbook (*A classroom set of the text will be provided for in-class assignments.*)

**C. Course Content-**

- a. Agriscience Practices
- b. The Nature of the Elements
- c. The Nature of Soil
- d. Water & Soil Management
- e. Plants & Soil Management
- f. Animals & Soil Management
- g. Soil Sustainability
- h. Capstone Project & Portfolio
- i. FFA
- j. Agricultural Record Keeping (iRecordbook)

**E. Grading Policy:**

Grades will be based on the following:

- 80% - Homework, class assignments, projects,  
tests and quizzes, class/lab participation,  
binder checks, class sales, etc.
- 10%- FFA Participation (2 activities per quarter required)
- 10%- SAE (Supervised Ag Experience)

The grading scale is as follows:

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

**\*Absences:** It is the student's responsibility to obtain any missed notes, assignments, quizzes, and tests. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

**\*Late Work:** No Late work will be accepted for credit, however I strongly encourage all students to complete all work even if it's late so that you have study resources for tests/finals. If you are absent, work is due immediately on the day of your return. Projects or assignments with a "Firm Due Date" will not be accepted late for credit.



## F. Expectations and Class Rules:

1. All GHS school rules apply. Please see your student handbook/planer for campus policies.
2. **General Behavior:**
  - Respect other's rights to learn
  - Respect of other's property
  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
  - Quality, quality, quality... Strive for excellence and understanding
  - Learn to enjoy learning... The possibilities are endless.
4. Be courteous, cooperative, and respect the rights and property of others.
5. Be in class on time and prepared to work. Always have notebook available. Students will be expected to be in their seats when the tardy bell rings or they will be considered late. The LHS tardy policy rules will be enforced.
6. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Office.*
7. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.
8. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
9. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.
10. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
11. No hats or sunglasses will be worn in class.
12. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.
13. Class will end when the instructor has dismissed you.

***Be Punctual   \*   Be Prepared   \*   Be Positive   \*Be Professional   \*   Be Polit***

## G. FFA Participation and Supervised Agricultural Experience (SAE):

All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% each of the student's grade.

**Stay up-to-date with Galt FFA events and opportunities to be involved in at our website [www.GaltFFA.org](http://www.GaltFFA.org)**  
**Instagram: GaltFFA and Facebook: Galt FFA**

**FFA Organization:** FFA Activities: You will be required to participate in at least two FFA activities each quarter. There are many FFA activities offered for participation including: fundraisers, FFA meetings, judging teams, and leadership conferences. You will be asked to document these activities for the instructor. Failure to attend two activities will result in the student's grade dropping one whole letter grade for the semester. (10%)

**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but

are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book on AET where students track the number of hours and other important information pertinent to their project. Students will be required to present to the class on the ongoing progress of their SAE project (10%).



LET'S HAVE A GREAT SCHOOL YEAR!!!

I have read the 2016-2017 Course Syllabus for Floral Design and understand the requirements and expectations of the class. **Sign and return no later than Wednesday, August 17<sup>th</sup>, 2016.**

\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
Parent/Guardian Email

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent / Guardian Signature

Name: \_\_\_\_\_

**Galt High School Agriculture Department**  
**Floral Design**  
**Course Syllabus 2016-2017**

Instructor: Ms. Titus

E-mail: ktitus@ghsd.k12.ca.us

Location: Room 110

**A. Course Description:**

Floral design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Students will learn applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, and facets of the floral industry. Course instruction also includes construction of flowers to wear, floral arrangements, foliage plant items, identification of plants and flowers, professional industry practices, and career opportunities. Students will be constructing items both in single quantity and in mass quantity for local community functions. Course includes lectures, labs, guest speakers, presentations, demonstrations, and displays throughout the year.

**B. Topics of Instruction:**

- |   |  |
|---|--|
| 1. Introduction to Floral Design          | 7. Floral Industry Careers & Retail Flower Shop                          |
| 2. Elements and Principles of Design      | 8. Trends in Production, Facets of the Industry, and World Flower Market |
| 3. History of Floral Design               | 9. Weddings and Sympathy Work  |
| 4. Flowers to Wear                        | 10. Floral Portfolio (Notebook)  |
| 5. Floral and Foliage Crop Identification | 11. FFA & Supervised Agriculture Experience                              |
| 6. Holiday work in Floral Design          |  |

**Examples of Hands-On Projects and Labs:**

- |  |                                   |
|--|-----------------------------------|
| • Wiring and Taping                        | • Winter Wreaths and Arrangements |
| • Flower Pens                              | • Valentine's Day Arrangement     |
| • Bow Construction                         | • Spring Arrangement              |
| • Boutonnieres and Corsages                | • Mother's Day Arrangement        |
| • Floral History Posters and Presentations | • Hawaiian Leis                   |
| • Thanksgiving Arrangements and Sales      |                                   |

**C. Textbook:** The Art of Floral Design, Second Edition, Delmar Thompson Learning. *(A classroom set of the text will be provided for in-class assignments.)*

**D. Supplies:**

**Arrangement/Materials:** This class is project-based and designed to provide a hands-on experience in the area of floral design. Class members will construct numerous projects during the semester in which they can take home. Most single arrangement made in this class will cost \$15-\$50. If you know of any special events, we ask that you share Galt Ag Departments Floral Design class to help with any floral special occasions to help financially support the class.

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (150 pgs min) for their Floral Interactive Notebook. This needs to be in class each day with you. Notebooks will be graded the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. *If you need help getting a notebook please see your agriculture teacher.*

**E. Grading Policy:**

Grades will be based on the following:

- |       |   |
|-------|---|
| 80% - | Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc. |
| 10%-  | FFA Participation (2 activities per quarter required)   |
| 10%-  | SAE (Supervised Ag Experience)  |

The grading scale is as follows:

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

**\*Absences:** It is the student's responsibility to obtain any missed notes, assignments, quizzes, and tests. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

**\*Late Work:** No Late work will be accepted for credit, however I strongly encourage all students to complete all work even if it's late so that you have study resources for tests/finals. If you are absent, work is due immediately on the day of your return. Projects or assignments with a "Firm Due Date" will not be accepted late for credit.

## F. Expectations and Class Rules:

1. All GHS school rules apply. Please see your student handbook/planer for campus policies.
2. **General Behavior:**
  - Respect other's rights to learn
  - Respect of other's property
  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
  - Quality, quality, quality... Strive for excellence and understanding
  - Learn to enjoy learning... The possibilities are endless.
4. Be courteous, cooperative, and respect the rights and property of others.
5. Be in class on time and prepared to work. Always have notebook available. Students will be expected to be in their seats when the tardy bell rings or they will be considered late. The LHS tardy policy rules will be enforced.
6. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Office.*
7. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.
8. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
9. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.
10. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
11. No hats or sunglasses will be worn in class.
12. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.
13. Class will end when the instructor has dismissed you.

***Be Punctual \* Be Prepared \* Be Positive \*Be Professional \* Be Polit***

## G. FFA Participation and Supervised Agricultural Experience (SAE):

All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% each of the student's grade.

**Stay up-to-date with Galt FFA events and opportunities to be involved in at our website [www.GaltFFA.org](http://www.GaltFFA.org)**  
**Instagram: GaltFFA and Facebook: Galt FFA**

**FFA Organization:** FFA Activities: You will be required to participate in at least two FFA activities each quarter. There are many FFA activities offered for participation including: fundraisers, FFA meetings, judging teams, and leadership conferences. You will be asked to document these activities for the instructor. Failure to attend two activities will result in the student's grade dropping one whole letter grade for the semester. (10%)

**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book on AET where students track the number of hours and other important information pertinent to their project. Students will be required to present to the class on the ongoing progress of their SAE project (10%).



LET'S HAVE A GREAT SCHOOL YEAR!!!

I have read the 2016-2017 Course Syllabus for Floral Design and understand the requirements and expectations of the class. **Sign and return no later than Wednesday, August 17<sup>th</sup>, 2016.**

\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
Parent/Guardian Email

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent / Guardian Signature

Name: \_\_\_\_\_

**Galt High School Agriculture Department**  
**Floral Design- Advanced Course**  
**Course Syllabus 2016-2017**

Instructor: Ms. Titus

E-mail: ktitus@ghsd.k12.ca.us

Location: Room 110

**A. Course Description:**

Floral design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Students will learn applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, and facets of the floral industry. Course instruction also includes construction of flowers to wear, floral arrangements, foliage plant items, identification of plants and flowers, professional industry practices, and career opportunities. Students will be constructing items both in single quantity and in mass quantity for local community functions. Course includes lectures, labs, guest speakers, presentations, demonstrations, and displays throughout the year.

**B. Topics of Instruction:**

- |   |  |
|---|--|
| 1. Introduction to Floral Design          | 7. Floral Industry Careers & Retail Flower Shop                          |
| 2. Elements and Principles of Design      | 8. Trends in Production, Facets of the Industry, and World Flower Market |
| 3. History of Floral Design               | 9. Weddings and Sympathy Work  |
| 4. Flowers to Wear                        | 10. Floral Portfolio (Notebook)  |
| 5. Floral and Foliage Crop Identification | 11. FFA & Supervised Agriculture Experience                              |
| 6. Holiday work in Floral Design          |  |

**Examples of Hands-On Projects and Labs:**

- |  |                                   |
|--|-----------------------------------|
| • Wiring and Taping                        | • Winter Wreaths and Arrangements |
| • Flower Pens                              | • Valentine's Day Arrangement     |
| • Bow Construction                         | • Spring Arrangement              |
| • Boutonnieres and Corsages                | • Mother's Day Arrangement        |
| • Floral History Posters and Presentations | • Hawaiian Leis                   |
| • Thanksgiving Arrangements and Sales      |                                   |

**C. Textbook:** The Art of Floral Design, Second Edition, Delmar Thompson Learning. *(A classroom set of the text will be provided for in-class assignments.)*

**D. Supplies:**

**Arrangement/Materials:** This class is project-based and designed to provide a hands-on experience in the area of floral design. Class members will construct numerous projects during the semester in which they can take home. Most single arrangement made in this class will cost \$15-\$50. If you know of any special events, we ask that you share Galt Ag Departments Floral Design class to help with any floral special occasions to help financially support the class.

**Notebook:** Students will need a 1inch 3 ring binder for their Floral Interactive Notebook. This needs to be in class each day with you. Notebooks will be graded the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. *If you need help getting a binder please see your agriculture teacher.*

**E. Grading Policy:**

Grades will be based on the following:

- |       |   |
|-------|---|
| 80% - | Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc. |
| 10%-  | FFA Participation (2 activities per quarter required)   |
| 10%-  | SAE (Supervised Ag Experience)  |

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|---------|-----|
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| 0-59%   | = F |

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  - Learn to enjoy learning... The possibilities are endless.
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## G. FFA Participation and Supervised Agricultural Experience (SAE):

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**Instagram: GaltFFA and Facebook: Galt FFA**

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**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book on AET where students track the number of hours and other important information pertinent to their project. Students will be required to present to the class on the ongoing progress of their SAE project (10%).



LET'S HAVE A GREAT SCHOOL YEAR!!!

I have read the 2016-2017 Course Syllabus for Floral Design and understand the requirements and expectations of the class. **Sign and return no later than Wednesday, August 17<sup>th</sup>, 2016.**

\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
Parent/Guardian Email

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent / Guardian Signature



Student's Name \_\_\_\_\_  
(Please print)

## AGRICULTURE MECHANICS 1

Instructor - Mr. Silva

The primary goal of the Galt Agriculture Department is to provide each student with an opportunity for the best possible education in keeping with the student's interest and abilities. This opportunity is available so long as the student benefits and does not interfere with other students' rights to receive and education. The Agriculture Department recognizes that individual differences exist among students. The Agriculture Program is planned to develop vocational talents, worthy attitudes and interests of all students enrolled.

**Course Description:** Agriculture Mechanics Skills 1 is designed to give instruction in the following areas:

Safety	Tool ID	Small Gas Engines
Plumbing	Electrical	Measurement
Woodworking	Metal Working	Job Interview

**Grading:** The grading system for this class is as follows:

Shop Work/Participation	45%
Class Work (Tests, quizzes, written assignments, notebook, agenda check, FFA Record book)	45%
FFA Participation	<u>10%</u>
<i>(Please see attached copy of FFA Meetings dates and time)</i>	
TOTAL	100%

Letter Grades will be earned for the following overall percentages:

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

**FFA Participation:** Students must participate in at least two (2) FFA activities per quarter in order to receive full credit for the FFA portion of the grade. Students and parents are encouraged to periodically check the Galt FFA website for information and events at [galtffa.org](http://galtffa.org).

**Recommended Materials:** Each student is recommended to furnish the following materials:

Three-ring binder (2 in.)	Safety glasses	Coveralls or shop coat
Pen or Pencil	Leather shoes/boots	12 inch ruler

## CLASSROOM RULES AND POLICIES

### General

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student is responsible for his/her own behavior.
4. Food and beverages are not permitted in the classroom.
5. Cell phones and electronic devices are not allowed out/ or in use; they will either be confiscated and/or sent to the office. (Refer to school policy on cell phones for rules and consequences.)

### Absences

1. If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class.
2. Any missed test or assignment must be made up within three (3) days after returning to school. Failure to do so will result in a score of zero (0) for that test/assignment.
3. All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time listed above convenient for both. Failure to make arrangements/complete the assignment in the allocated time will result in a zero (0).

### Tardies

1. Students are required to be in their seats with their materials (notebook, pen/pencil, etc.) ready to work when the tardy bell rings. Failure to comply with this policy will result in a tardy.
2. Each student is allowed one (1) tardy without penalty per quarter in all classes combined. The 2<sup>nd</sup> and subsequent tardies will result in Detention, Saturday School, In-School Suspension or Home Suspension. (Refer to school policy on tardies.)
3. If a student is tardy due to a valid reason (detained by another teacher, etc.), it is the student's responsibility to bring a note to excuse the tardy. An excused tardy will not be counted against the student.

### Responsibilities

1. Every student is required to bring a three-ring binder (2 inch), paper, and a pen or pencil to class everyday. Failure to do so will result in a one (1) hour detention.
2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student's notebook.
3. Both students and parents are encouraged to contact me at anytime to discuss the student's progress, ask questions, express concerns, etc. I can be reached at 209-745-3430 from 8:00 am - 4:00 pm or by email at [dsilva@ghsd.k12.ca.us](mailto:dsilva@ghsd.k12.ca.us)

---

Student's Signature

Date

---

Parent's Signature

Date

**(If this form is not signed and returned to the instructor, the student will forfeit the ability to work in the shop which will result in failure of the course.)**

## **AGRICULTURE MECHANICS SKILLS 1**

**Instructor - Mr. Silva**

### **Ag Shop Rules**

1. No student may work in the shop or use shop equipment without first passing the appropriate safety test(s) with 100% accuracy.
2. No student may work in the shop or use shop equipment without an instructor present.
3. No student may leave the shop area at any time until excused by the instructor.
4. All students will perform their assigned clean-up duties at the end of every period.
5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.
6. Student projects and supplies are private property. If it does not belong to you do not touch it.
7. Proper clothing and protective gear will be worn in the shop at all times.
8. Report all injuries, broken or lost equipment and materials needed to the instructor immediately.
9. If any shop tools and/or equipment has been maliciously damaged/destroyed the student will be ejected and forfeit the option to take other agricultural mechanics pathway courses throughout their career at Galt High School. This includes damaging tools/equipment for failure to follow instructor's directions. The student will have the option to work off the debit of the tool/equipment at a Federal minimum wage rate around the Agriculture Dept. or reimburse the school district directly.
10. The following are not permitted in the shop at any time:
  - a. Horse-play
  - b. Fighting
  - c. Throwing any object
  - d. Improper use of equipment
  - e. Abuse of equipment
  - f. Foul language
  - g. Smoking or chewing
  - h. Loud or annoying noises
11. This class will be treated as a job. You would not be late or miss work very often before you were fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:
  - a. Safety
  - b. Work habits
  - c. Quality of workmanship
  - d. Demonstration of skills
  - e. Clean-up and shop use
  - f. Tests, quizzes, written assignments, notebook, FFA record book
  - g. FFA participation

**I have read and understand the above rules and I agree to abide by them or risk losing the privilege of working in the Ag Shop; failure to comply with the rules, procedures and policies will result in failure of the course.**

---

**Student's Signature**

---

**Date**

---

**Parent's Signature**

---

**Date**

**(If this form is not signed and returned to the instructor, the student will forfeit the ability to work in the shop which will result in failure of the course.)**

## **AGRICULTURE MECHANICS SKILLS 1**

**Instructor – Mr. Silva**

### **Ag Shop Account Information**

During the course of this class, you will become involved in constructing many projects. All projects are designed for practicality and to reinforce what you learn in class. This is known as the “learn by doing” method of skill development. The following is a list of probable projects you will complete and the approximate cost.

Shop donations are completely voluntary. Upon grading and confirmation of payment, the student has permission to take home their projects. Students who have opted not to pay the shop donation are not allowed to take their completed projects from the shop.

1. Woodworking	
a. Tool box	10.00
2. Sheet metal	
a. Nail Bin	5.00
3. Hot metal	
a. Meat Hook	10.00
4. Electrical	
a. Extension Cord	5.00
5. Plumbing	
a. Sprinkler	10.00
<hr/>	
<b>TOTAL</b>	<b>\$40.00</b>

Payment can be made by cash (the exact amount) or by check made out to Galt High School. A receipt will be provided upon payment for your records.

**Detach and keep in your binder:**

## **Galt FFA Chapter Participation**

**FFA Participation Purpose:** The three rings of Agriculture Education are composed of instruction (classroom based), leadership (Future Farmers of



America and Supervised Agricultural Experience (SAE).

The Three Ring Model of Agricultural Education enhances student comprehension of their Agriculture course as well as provides numerous opportunities to develop and hone their abilities and talents.

**FFA Participation Requirements:** Students must participate in at least two (2) FFA activities per quarter in order to receive full credit for the FFA portion of the grade. Upon attending and conclusion of the meeting, students must sign out for credit. Meetings conclude by 8:30 PM.

### **Galt FFA Meeting Dates:**

September 17 @ 6:30 PM Nottoli Dome

October 22 @ 6:30 PM Nottoli Dome

November 19 @ 6:30 PM Nottoli Dome

December 10 @ 6:30 PM Nottoli Dome

January 21 @ 6:30 PM Nottoli Dome

February 18 @ 6:30 PM Nottoli Dome

March 16 @ 6:30 PM Nottoli Dome

April 19 @ 6:30 PM Nottoli Dome

May 12 @ 6:30 PM Littleton Center Galt FFA Banquet

Students and parents are encouraged to periodically check the Galt FFA website for information regarding events and forms at [galtffa.org](http://galtffa.org).

**Additional Options:** Galt FFA recognizes that students might have conflicting obligations when fulfilling FFA Participation requirements. Several fundraising activities (drive thru BBQs, Poinsettia/Easter Lily sales) as well as committee meeting involvement are available to obtain FFA participation points. Students are encouraged to communicate with their Agriculture instructor regarding these activities requirements, dates and meetings that will be held throughout the school year.

Student's Name \_\_\_\_\_  
(Please print)

**Agricultural Construction-1**  
**Instructor - Mr. Silva**

The primary goal of the Galt Agriculture Department is to provide each student with an opportunity for the best possible education in keeping with the student's interest and abilities. This opportunity is available as long as the student benefits and does not interfere with other students' rights to receive and education. The Agriculture Department recognizes that individual differences exist among students. The Agriculture Program is planned to develop vocational talents, worthy attitudes and interests of all students enrolled.

**Course Description:** Agricultural Construction-1 is designed to give instruction in the following areas:

Safety	Tool ID	Measurement
Bill of Materials	Lumber ID	Lumber Selection
Fasteners	Project Layout	Project Construction
Equipment Operation	Sanding and Finishing	Wildlife Mgmt. Conservation

**Grading:** The grading system for this class is as follows:

Shop Work/Participation	40%
Class Work (Tests, quizzes, written assignments, notebook, FFA Record book)	40%
FFA Participation	10%
Active SAE (Supervised Agricultural Experience)	<u>10%</u>
<b>TOTAL</b>	<b>100%</b>

Letter Grades will be earned for the following overall percentages:

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

**FFA Participation:** Students must participate in at least two (2) FFA activities per quarter in order to receive full credit for the FFA portion of the grade

**Recommended Materials:** Each student is recommended to furnish the following materials:

Three-ring binder (2 in.)	Safety glasses	Close-toed shoes/boots
Pen or Pencil	12 inch ruler	Coveralls or shop coat (optional)

## CLASSROOM RULES AND POLICIES

### General

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student is responsible for his/her own behavior/decisions.
4. Food and beverages are not permitted in the classroom.
5. Cell phones and electronic devices are not allowed. Failure to comply will result in confiscation of the electronic device and/or sent to the office (Refer to school policy on cell phones for rules and consequences.)

### Absences

1. If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class.
2. Any missed test or assignment must be made up within three (3) days after returning to school. Failure to do so will result in a score of zero (0) for that test/assignment.
3. All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

### Tardies

1. Students are required to be in their seats with their materials (notebook, pen/pencil, etc.) ready to work when the tardy bell rings. Failure to comply with this policy will result in a tardy.
2. Each student is allowed one (1) tardy without penalty per quarter in all classes combined. The 2<sup>nd</sup> and subsequent tardies will result in Detention, Saturday School, In-School Suspension or Home Suspension. (Refer to school policy on tardies.)
3. If a student is tardy due to a valid reason (detained by another teacher, etc.), it is the student's responsibility to bring a note to excuse the tardy. An excused tardy will not be counted against the student.

### Responsibilities

1. Every student is required to bring a three-ring binder (2 inch), paper, and a pen or pencil to class everyday. Failure to do so will result in a one (1) hour detention.
2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student's notebook.
3. Both students and parents are encouraged to contact me at anytime to discuss the student's progress, ask questions, express concerns, etc. I can be reached at (209) 745-9614 from 8:00 am - 4:00 pm or by email at [dsilva@ghsd.k12.ca.us](mailto:dsilva@ghsd.k12.ca.us).

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**(If this form is not signed and returned to the instructor, the student will forfeit the ability to work in the shop which will result in failure of the course.)**

**Agricultural Construction-1**  
**Instructor - Mr. Silva**  
**Ag Wood Shop Rules**

1. No student may work in the shop or use shop equipment without first passing the appropriate safety test(s) with 100% accuracy.
2. No student may work in the shop or use shop equipment without an instructor present.
3. No student may leave the shop area at any time until excused by the instructor.
4. All students will perform their assigned clean-up duties at the end of every period.
5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.
6. Student projects and supplies are private property. Please respect the rights of others and leave anything alone that is not yours.
7. Proper clothing and protective gear will be worn in the shop at all times.
8. Report all injuries, broken or lost equipment and materials to the instructor immediately.
9. If any shop tools and/or equipment has been maliciously damaged/destroyed the student will be ejected and forfeit the option to take other agricultural mechanics pathway courses throughout their career at Galt High School. This includes damaging tools/equipment for failure to follow instructor's directions. The student will have the option to work off the debit of the tool/equipment at a Federal minimum wage rate around the Agriculture Dept. or reimburse the school district directly.
10. The following are not permitted in the shop at any time:
  - a. Horse-play
  - b. Fighting
  - c. Throwing any object
  - d. Improper use/abuse of equipment
  - e. Any behavior that disrupts the learning process.
  - e. Eating or drink (bottled water is permissible)
  - f. Foul language
  - g. Use of tobacco
  - h. Loud or annoying noises
11. This class will be treated as a job. You would not be late or miss work very often before you were fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:
  - a. Safety
  - b. Work habits
  - c. Quality of workmanship
  - d. Demonstration of skills
  - e. Clean-up and shop use
  - f. Tests, quizzes, written assignments, notebook, FFA record book
  - g. FFA participation

I have read and understand the above rules and I agree to abide by them or risk losing the privilege of working in the Ag Shop.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**(If this form is not signed and returned to the instructor, the student will forfeit the ability to work in the shop which will result in failure of the course.)**



Detach and keep in your binder:

## **Galt FFA Chapter Participation**

**FFA Participation Purpose:** The three rings of Agriculture Education are composed of instruction (classroom based), leadership (Future Farmers of America) and Supervised Agricultural Experience (SAE).

The Three Ring Model of Agricultural Education enhances student comprehension of their Agriculture course as well as provides numerous opportunities to develop and hone their abilities and talents.



**FFA Participation Requirements:** Students must participate in at least two (2) FFA activities per quarter in order to receive full credit for the FFA portion of the grade. Upon attending and conclusion of the meeting, students must sign out for credit.

### **Galt FFA Meeting Dates:**

**September 17 @ 6 PM Natoli Dome**

**October 15 @ 6 PM Natoli Dome**

**November 19 @ 6 PM Natoli Dome**

**December 10 @ 6 PM Natoli Dome**

**January 21 @ 6 PM Natoli Dome**

**February 18 @ 6 PM Natoli Dome**

**March 18 @ 6 PM Natoli Dome**

**April 29 @ 6 PM Natoli Dome**

**May 13 @ PM Littleton Center Galt FFA Banquet**

**Additional Options:** Galt FFA recognizes that students might have conflicting obligations when fulfilling FFA Participation requirements. Several fundraising activities (drive thru BBQs, Poinsettia/Easter Lily sales) as well as committee meeting involvement are available to obtain FFA participation points. Students are encouraged to communicate with their Agriculture instructor regarding these activities requirements, dates and meetings that will be held throughout the school year.

Student's Name \_\_\_\_\_  
(Please print)

**Diesel Technology**  
**Instructor – Mr. Silva**

The primary goal of the Galt Agriculture Department is to provide each student with an opportunity for the best possible education in keeping with the student's interest and abilities. This opportunity is available so long as the student benefits and does not interfere with other students' rights to receive and education. The Agriculture Department recognizes that individual differences exist among students. The Agriculture Program is planned to develop vocational talents, worthy attitudes and interests of all students enrolled.

**Prerequisite(s):** Successful completion and passing of Agriculture Mechanics 1 and Agriculture Power Mechanics with at least a C-

**Course Description:** Diesel Technology is designed to give instruction in the following areas:

Shop Safety	Ignition Systems	Career Opportunities
Engine Parts & Tools Identification	Disassembly and Reassembly	Industry Certification
Principles of Operation	Service Procedures	Basic Electrical
Diesel Injection Systems	Troubleshooting	Lubrication

**Grading:** The grading system for this class is as follows:

Shop Work/Participation	40%
Class Work (Tests, quizzes, written assignments, notebook, agenda check, FFA Record book)	40%
Active SAE (Supervised Agricultural Experience)	10%
FFA Participation	<u>10%</u>
<b>TOTAL</b>	<b>100%</b>

Letter Grades will be earned for the following overall percentages:

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

**FFA Participation:** Students must participate in at least three (3) FFA activities per quarter in order to receive full credit for the FFA portion of the grade. Students may earn extra credit by participating in additional FFA activities. This credit will be added to the final grade at the rate of one and a half (1 1/2) percentage points per activity not to exceed ten (10) percentage points per quarter.

**Recommended Materials:** Each student is recommended to furnish the following materials:

Three-ring binder (2 in.)	30 – 1 gallon re-sealable plastic bags
Pen or pencil	Coveralls or shop coat
Safety glasses	Clip Board

## CLASSROOM RULES AND POLICIES

### General

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student is responsible for his/her own behavior.
4. Food and beverages are not permitted in the classroom.
5. Cell phones and electronic devices are not allowed. (Refer to school policy on cell phones for rules and consequences.)

### Absences

1. If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class.
2. Any missed test or assignment must be made up within three (3) days after returning to school. Failure to do so will result in a score of zero (0) for that test/assignment.
3. All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

### Tardies

1. Students are required to be in their seats with their materials (notebook, pen/pencil, etc.) ready to work when the tardy bell rings. Failure to comply with this policy will result in a tardy.
2. Each student is allowed one (2) tardy without penalty per quarter in all classes combined. The 2<sup>nd</sup> and subsequent tardies will result in Detention, Saturday School, In-School Suspension or Home Suspension. (Refer to school policy on tardies.)
3. If a student is tardy due to a valid reason (detained by another teacher, etc.), it is the student's responsibility to bring a note to excuse the tardy. An excused tardy will not be counted against the student.

### Responsibilities

1. Every student is required to bring a three-ring binder (2 inch), paper, and a pen or pencil to class everyday. Failure to do so will result in a one (1) hour detention.
2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student's notebook.
3. Both students and parents are encouraged to contact me at anytime to discuss the student's progress, ask questions, express concerns, etc. I can be reached at (209) 745-3430 from 8:00 am - 4:00 pm or by email at [dsilva@ghsd.k12.ca.us](mailto:dsilva@ghsd.k12.ca.us).

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Student's Signature

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Date

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Parent's Signature

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Date

**Diesel Technology  
Instructor - Mr. Silva  
Ag Shop Rules**

1. No student may work in the shop or use shop equipment without first passing the appropriate safety test(s) with 100% accuracy.
2. No student may work in the shop or use shop equipment without an instructor present.
3. No student may leave the shop area at any time until excused by the instructor.
4. All students will perform their assigned clean-up duties at the end of every period.
5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.
6. Student projects and supplies are private property. If it does not belong to you do not touch it.
7. Proper clothing and protective gear will be worn in the shop at all times.
8. Report all injuries, broken or lost equipment and materials needed to the instructor immediately.
9. If any shop tools and/or equipment has been maliciously damaged/destroyed the student will be ejected and forfeit the option to take other agricultural mechanics pathway courses throughout their career at Galt High School. This includes damaging tools/equipment for failure to follow instructor's directions. The student will have the option to work off the debit of the tool/equipment at a Federal minimum wage rate around the Agriculture Dept. or reimburse the school district directly.
10. The following are not permitted in the shop at any time:
  - a. Horse-play
  - b. Fighting
  - c. Throwing any object
  - d. Improper use of equipment
  - e. Abuse of equipment
  - f. Foul language
  - g. Smoking or chewing
  - h. Loud or annoying noises
11. This class will be treated as a job. You would not be late or miss work very often before you were fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:
  - a. Safety
  - b. Work habits
  - c. Quality of workmanship
  - d. Demonstration of skills
  - e. Clean-up and shop use
  - f. Tests, quizzes, written assignments, notebook, FFA record book
  - g. FFA participation

I have read and understand the above rules and I agree to abide by them or risk losing the privilege of working in the Ag Shop; failure to comply with the rules, procedures and policies will result in failure of the course.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**(If this form is not signed and returned to the instructor, the student will forfeit the ability to work in the shop which will result in failure of the course.)**

**Detach and keep in your binder:**

## **Galt FFA Chapter Participation**

**FFA Participation Purpose:** The three rings of Agriculture Education are composed of instruction (classroom based), leadership (Future Farmers of



America and Supervised Agricultural Experience (SAE).  
The Three Ring Model of Agricultural Education enhances student comprehension of their Agriculture course as well as provides numerous opportunities to develop and hone their abilities and talents.

**FFA Participation Requirements:** Students must participate in at least two (2) FFA activities per quarter in order to receive full credit for the FFA portion of the grade. Upon attending and conclusion of the meeting, students must sign out for credit. Meetings conclude by 8:30 PM.

### **Galt FFA 2016-2017 Meeting Dates:**

August 19 @ 6:30 PM Quad Screen on the Green

September 21 @ 6:30 PM Nottoli Dome

October 26 @ 6:30 PM Nottoli Dome

November 16 @ 6:30 PM Nottoli Dome

December 7 @ 6:30 PM Nottoli Dome

January 25 @ 6:30 PM Nottoli Dome

February 15 @ 6:30 PM Nottoli Dome

March 22 @ 6:30 PM Nottoli Dome

April 27 @ 6:30 PM Nottoli Dome

May 18 @ 6:00 PM Littleton Center Galt FFA Banquet

Students and parents are encouraged to periodically check the Galt FFA website for information regarding events and forms at [galtffa.org](http://galtffa.org).

**Additional Options:** Galt FFA recognizes that students might have conflicting obligations when fulfilling FFA Participation requirements. Several fundraising activities (drive thru BBQs, Poinsettia/Easter Lily sales) as well as committee meeting involvement are available to obtain FFA participation points. Students are encouraged to communicate with their Agriculture instructor regarding these activities requirements, dates and meetings that will be held throughout the school year.

Student's Name \_\_\_\_\_  
(Please print)

## AGRICULTURE POWER MECHANICS

Instructor - Mr. Silva

The primary goal of the Galt Agriculture Department is to provide each student with an opportunity for the best possible education in keeping with the student's interest and abilities. This opportunity is available so long as the student benefits and does not interfere with other students' rights to receive and education. The Agriculture Department recognizes that individual differences exist among students. The Agriculture Program is planned to develop vocational talents, worthy attitudes and interests of all students enrolled.

Course Description: Introduction to Engines is designed to give instruction in the following areas:

Safety	Ignition Systems	Job Interview
Engine Parts Identification	Disassembly and Reassembly	Certification
Principles of Operation	Service Procedures	
Carburetion Systems	Troubleshooting	

Grading: The grading system for this class is as follows:

Shop Work/Participation	40%
Class Work (Tests, quizzes, written assignments, notebook, agenda check, FFA Record book)	40%
Active SAE (Supervised Agricultural Experience)	10%
FFA Participation	<u>10%</u>
TOTAL	100%

Letter Grades will be earned for the following overall percentages:

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

FFA Participation: Students must participate in at least three (3) FFA activities per quarter in order to receive full credit for the FFA portion of the grade. Students may earn extra credit by participating in additional FFA activities. This credit will be added to the final grade at the rate of one and a half (1 1/2) percentage points per activity not to exceed ten (10) percentage points per quarter.

Recommended Materials: Each student is recommended to furnish the following materials:

Three-ring binder (2 in.)	30 - 1 gallon re-sealable plastic bags
Pen or pencil	Coveralls or shop coat (optional)
Safety glasses	Small gas engine (Briggs and Stratton recommended)

## CLASSROOM RULES AND POLICIES

### General

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student is responsible for his/her own behavior.
4. Food and beverages are not permitted in the classroom.
5. Cell phones and electronic devices are not allowed. (Refer to school policy on cell phones for rules and consequences.)

### Absences

1. If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class.
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3. If a student is tardy due to a valid reason (detained by another teacher, etc.), it is the student's responsibility to bring a note to excuse the tardy. An excused tardy will not be counted against the student.

### Responsibilities

1. Every student is required to bring a three-ring binder (2 inch), paper, and a pen or pencil to class everyday. Failure to do so will result in a one (1) hour detention.
2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student's notebook.
3. Both students and parents are encouraged to contact me at anytime to discuss the student's progress, ask questions, express concerns, etc. I can be reached at (209) 745-3430 from 8:00 am - 4:00 pm or by email at [dsilva@ghsd.k12.ca.us](mailto:dsilva@ghsd.k12.ca.us).

---

Student's Signature

Date

---

Parent's Signature

Date

## AGRICULTURE POWER MECHANICS

Instructor - Mr. Silva

### Ag Shop Rules

1. No student may work in the shop or use shop equipment without first passing the appropriate safety test(s) with 100% accuracy.
2. No student may work in the shop or use shop equipment without an instructor present.
3. No student may leave the shop area at any time until excused by the instructor.
4. All students will perform their assigned clean-up duties at the end of every period.
5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.
6. Student projects and supplies are private property. If it does not belong to you do not touch it.
7. Proper clothing and protective gear will be worn in the shop at all times.
8. Report all injuries, broken or lost equipment and materials needed to the instructor immediately.
9. If any shop tools and/or equipment has been maliciously damaged/destroyed the student will be ejected and forfeit the option to take other agricultural mechanics pathway courses throughout their career at Galt High School. This includes damaging tools/equipment for failure to follow instructor's directions. The student will have the option to work off the debit of the tool/equipment at a Federal minimum wage rate around the Agriculture Dept. or reimburse the school district directly.
10. The following are not permitted in the shop at any time:
  - a. Horse-play
  - b. Fighting
  - c. Throwing any object
  - d. Improper use of equipment
  - e. Abuse of equipment
  - f. Foul language
  - g. Smoking or chewing
  - h. Loud or annoying noises
11. This class will be treated as a job. You would not be late or miss work very often before you were fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:
  - a. Safety
  - b. Work habits
  - c. Quality of workmanship
  - d. Demonstration of skills
  - e. Clean-up and shop use
  - f. Tests, quizzes, written assignments, notebook, FFA record book
  - g. FFA participation

I have read and understand the above rules and I agree to abide by them or risk losing the privilege of working in the Ag Shop; failure to comply with the rules, procedures and policies will result in failure of the course.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**(If this form is not signed and returned to the instructor, the student will forfeit the ability to work in the shop which will result in failure of the course.)**



Detach and keep in your binder:

## **Galt FFA Chapter Participation**

**FFA Participation Purpose:** The three rings of Agriculture Education are composed of instruction (classroom based), leadership (Future Farmers of



America and Supervised Agricultural Experience (SAE).  
The Three Ring Model of Agricultural Education enhances student comprehension of their Agriculture course as well as provides numerous opportunities to develop and hone their abilities and talents.

**FFA Participation Requirements:** Students must participate in at least two (2) FFA activities per quarter in order to receive full credit for the FFA portion of the grade. Upon attending and conclusion of the meeting, students must sign out for credit. Meetings conclude by 8:30 PM.

### **Galt FFA 2015-2016 Meeting Dates:**

September 17 @ 6:30 PM Nottoli Dome

October 22 @ 6:30 PM Nottoli Dome

November 19 @ 6:30 PM Nottoli Dome

December 10 @ 6:30 PM Nottoli Dome

January 21 @ 6:30 PM Nottoli Dome

February 18 @ 6:30 PM Nottoli Dome

March 16 @ 6:30 PM Nottoli Dome

April 19 @ 6:30 PM Nottoli Dome

May 12 @ 6:30 PM Littleton Center Galt FFA Banquet

Students and parents are encouraged to periodically check the Galt FFA website for information regarding events and forms at [galtffa.org](http://galtffa.org).

**Additional Options:** Galt FFA recognizes that students might have conflicting obligations when fulfilling FFA Participation requirements. Several fundraising activities (drive thru BBQs, Poinsettia/Easter Lily sales) as well as committee meeting involvement are available to obtain FFA participation points. Students are encouraged to communicate with their Agriculture instructor regarding these activities requirements, dates and meetings that will be held throughout the school year.

## **Agriculture Anatomy/Physiology of Plants and Animals**

### **Course Syllabus 2013-2014**

Instructor: Mr. Derek Silva

Phone: (209) 745-3430

Location: Room 41

E-mail: dsilva@ghsd.k12.ca.us

### **Course Description**

In this animal science and plant science course, students will explore the fields of veterinary medicine and ornamental horticulture. Students will study the role of a veterinarian and veterinary technician in the diagnosis and treatment of animal diseases. Topics to be discussed include: basic animal husbandry and production practices, veterinary and horticultural terminology, anatomy and physiology of plants and animals, pathology, genetics, handling and restraint, horticultural technology and physical examinations along with common surgical skills. Students will engage in a variety of laboratory activities and will participate in shadowing and/or other school-to-work experiences.

### **IV. COURSE OUTLINE:**

#### **A. Introduction to Animal Science**

1. Lab Safety and Equipment
2. Role of Agricultural Research
3. Role of Animal Agriculture in Industry
4. Systems, Domestication, Animal Production
5. Species and Terminology

#### **B. Introduction to Animal Science**

1. Safety and Regulations
2. Laboratory skills and equipment
3. Medical terminology

#### **C. Cells and Tissues**

1. Epithelial, Connective, Muscle, Nerve

#### **D. Musculoskeletal System**

1. Musculoskeletal system functions
2. Bone structure, growth and remodeling
3. Joint types and movements
4. Axial and appendicular skeletons

#### **E. Circulatory System**

1. Blood components and functions
2. Mammalian heart structures
3. Blood vessels and blood flow
4. Electrocardiograms, heart sounds, and blood pressure

#### **F. Respiratory System**

1. Respiratory tract & Mechanisms of breathing

#### **G. Renal System**

1. Renal system structure and functions
2. Kidney structure and urine formation and regulation
3. Urine and blood evaluation

#### **H. Digestive System**

1. Digestive system structures
2. Monogastric digestion

#### **I. Reproductive System**

1. Male and female anatomy hormonal function
2. Pregnancy and parturition
3. Reproduction technology

**J. Nutrition**

1. Basic Nutrients
2. Species comparison
3. Animal nutrition
4. Pet food labels
5. Equine nutrition and fiber digestion
6. Ruminant nutrition and fiber digestion

**K. Common Diseases & Disorders**

1. Principles of infectious disease
2. Disease agents
4. Disease prevention
5. Vaccines
6. Classification of diseases
7. Parasites (endoparasites and extroparasites)
8. Zoonotic

**L. Principles of Surgery**

1. Laceration healing
2. Surgical considerations

**M. Pharmacology**

1. Classification and chemistry of common drugs
2. Determine amount and correctly measure prescribed medication using medical math, calculation, conversions

**N. Genetics and Heredity**

1. Theory of Classification -Taxonomy
2. Animal Kingdom –Vertebrate & Invertebrate
3. Genetic diseases and disorders
4. Current Issues and Ethics

**O. Professional Career Opportunities**

1. College education and career planning
2. Professional growth
3. Work ethics and employability skills
4. Resume writing
5. Interview techniques
6. Developing a professional portfolio

**P. Horticultural Practices**

1. Propagation Techniques
2. Sexual and Asexual Reproduction
3. Greenhouse Management

**Q. Agricultural Inter-Personal & Leadership Development**

1. Completion of a Supervised Agricultural Experience Program and Record Book
2. Development of listening, speaking, writing & reading skill activities
3. Critical thinking & group team building activities
4. Speaking & Seminar Presentations

**V. KEY ASSIGNMENTS**

- A. Academic textbook assignments
- B. Agriscience Research Project
- C. Laboratory activities & report - Dissections
- D. Supervised Agricultural Experience Project & Record Book
- E. Student Seminar Presentation on a Veterinary Science Topic

## VI. INSTRUCTIONAL METHODS

- A. Laboratory Activities and Experiments
- B. Lecture and Discussion
- C. Reading research Assignments
- D. Written and Oral Reports
- E. Homework Assignments
- F. Audio-Visual Presentations
- G. Projects

### My Expectations:

1. Students are to **be seated and prepared to work** when the tardy bell rings. Be in your ASSIGNED seat with materials, and immediately get started on the mind moover. Tardies are not acceptable and you will not be admitted to class without a tardy slip. Tardies will result in an access detention.
2. Students must **bring all materials** to class as outlined below.
3. Students must abide by all **school and classroom rules and procedures**, failure to do so will result in a referral and loss of daily participation points.
4. Students must **place his/her name on all assignments**. Non-named papers will not receive credit.
5. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices will be allowed in class. *If seen, these items will be confiscated by the instructor with no warning and turned into the Assistant Principal.*
6. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.
7. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
8. The classroom will be kept neat and clean at all times. If the classroom is not cleaned properly after an activity, the entire class will stay until it is done.
9. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
10. No hats or sunglasses will be worn in class.
11. Be responsible and take care of bathroom necessities before class.
12. Class will end when the instructor has dismissed you.

**Supplies:** You will need to come prepared to class each day with your binder, writing utensil, paper, and your GHS academy planner.

**Anatomy/Physiology Binder:** Students will need a binder (1.5"-2") or a section of a larger binder devoted singularly to this class. This needs to be in class each day with you and will be graded at the end of each quarter. Your binder is expected to be neat, organized, and complete at all times throughout the year. You will be responsible for carrying your binder with you to and from class. If you are unable to provide these materials, please let the instructor know so accommodations can be made.

- \*\*\*1.5-2 inch, 3 ring binder
- \*\*\*Homework and Assignments

- \*\*\*Pencil/Pen – BLUE OR BLACK INK ONLY
- \*\*\*Lined Paper
- Calculator
- Highlighter

\*\*\*Students must bring all required materials to class. Students missing materials may receive a warning, referral or access detention, or loss of participation points.

### **Grading Policy**

Grades will be based on completion of all assignments and projects, participation in class activities, performance on quizzes, identification quizzes, unit tests, and final exams. Students are also expected to participate in at least **two** FFA activities per quarter, which will constitute 10% of their final grade. Students must also have a valid SAE project and California FFA Record Book, which is an additional 10% of their grade. All quarter and semester grades will be based on a percentage of the total points attained. The following approximate scale will be used:

Labs/Activities	40%
In-Class Assignments	20%
Tests/Quizzes	10%
Homework	10%
FFA Activities	10%
SAE Involvement	10%

### **Grades are based on these percentages:**

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

### **Make up Work**

- Make up work will be available for EXCUSED absences ONLY.
- For field trips, dissections and guest speakers there are NO MAKEUPS. You must complete extra credit in order to get points.
- The **student is responsible** for obtaining make-up work on the day he/she returns to school, before school, during break, at lunch or after school. NOT DURING CLASS.
- The student has the number of days absent to turn in make up work.
- Unless prior clearance, unexcused absences cannot be made up
- Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

**\*Late Work:** LATE WORK WILL NOT ALWAYS BE ACCEPTED FOR CREDIT.

**I understand the major learning objectives of this course as well as expectations for materials and behavior.**

**Student name:** \_\_\_\_\_ **Class Period:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## UC Course Submission Form

**Course Title: Agriculture and Soil Chemistry**

### **Course Overview**

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

**Academic Subject: Lab Science**

**Select One: Life Science (Biology)**

**Chemistry**

**Physics**

**Interdisciplinary**

**CTE Sector and Pathway: Agriculture and Natural Resources | Agriscience**

### **Course Content:**

**For each unit please provide the following information:**

**1) Description of topics:** describe the topics and skills students learn in the unit. Focus on describing the actual work of the course and not the content standards the course aligns with.

**2) Assignment summaries:** Describe each major assignment that makes up the “identity” of the unit: What do students produce to demonstrate learning? What are the major parameters of that work and what purpose does it serve?

## **Unit One: Agriscience Practices**

### **Unit Description**

This introductory unit will focus on proper methods of agriscience inquiry. Through a series of mini-lab experiences based on the course content, students will learn to ask questions and define problems, conduct research to form a hypothesis, determine the experimental design and conduct experimentation, analyze and interpret data, develop conclusions and then communicate their findings in lab reports. Not only will the students learn to utilize proper scientific method protocol through conducting these mini-labs, they will also learn what topics will be taught throughout the year in order to guide them in selecting the problem/question for their individual Agriscience Project. Through these mini-lab experiences and unit content, students will be provided with the skills and knowledge to successfully establish the idea they will pursue in their Agriscience Project. By the end of this unit, students will complete the Agriscience Project Research Proposal for their on-going science experiment that will be conducted throughout the first semester of the course.

### **Key Assignments**

#### **ASC1.1 Soil Structure and Composition Mini-Lab - Calgon Testing**

Students will learn that soil is composed of different size particles at varying percentages by conducting an experiment where students separate, examine and identify the major components of soil to better understand how these components give soil its unique physical characteristics. Students will learn to measure the percentage of sand, silt, and clay in a soil sample. Soil samples should be collected in the course of a walking field trip where students will take samples from varying locations on the walk. Students will mix one cup of soil sample with laundry detergent powder in a mason jar in order to dissolve the soil aggregates and keep the individual particles separated. Once the soil sample mixture sits for three days, students will measure and determine the percentage of each particle within their specific soil sample. Students will write a lab report to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

#### **ASC1. 2 Water and Soil Management Mini-Lab - Water Percolation**

Students will learn how to design a scientific experiment through proper scientific method and how to develop a research proposal. Students will be put into groups to produce a mini-proposal which will include the specific water percolation problem/question they will research for this lab, three literary research references, a hypothesis and scientific procedure. Students will also learn how soil composition impacts the speed of water percolation or amount of water absorption by conducting the experiment they designed. Students will create a lab report that includes their data and analysis/conclusion. The lab not only develops students ability to write a proposal and a scientific experiment, but exposes them to the relationship between water and soil management.

### **ASC1.3. Plant and Soil Management Mini-Lab - Nutrient Uptake**

Students will learn that plants utilize nutrients in soil to grow and develop. Each student will bring in a soil sample from their yard to utilize in this lab. They will divide the sample into two pots, one that will be a control sample and the other will be amended with animal manure compost. They will test the nutrients of these two pots of soil with a standard soil testing kit in order to record the levels of Nitrogen, Phosphorus, and Potassium in their control and amended samples. A bean seed will be planted in each pot of soil to germinate and grow over the course of a two week period. Throughout the two weeks, students will be recording quantitative data on seed germination, plant growth, and soil nutrients. After analyzing their data, students will determine how much of each nutrient was utilized by the bean plant. A lab report will be written to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

### **ASC1.4. Animal and Soil Management Mini-Lab - Animal Manure Amendment**

To build on to the learning of nutrient uptake in the previous lab, students will extend their data analysis to make conclusions on why the bean plant in the amended soil sample had more optimal growth over the past two weeks than the bean plant in the controlled soil sample. This extended analysis of their data will allow the students to learn that animal waste can be composted and used as a soil amendment to increase soil nutrients for optimal plant growth. A lab report will be written to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

### **ASC1.5. Technology Mini-Lab - Soil Moisture Testing**

Building on the learning of soil composition in the Calgon lab, in this mini-lab, students will learn that the moisture levels in soil vary depending on the soil composition through the use of soil moisture sensing equipment. Students will learn how to operate a soil moisture sensor by testing the moisture levels in various soils. Students will return to the locations where soil samples were collected for the Calgon testing lab in order to test the moisture levels of those specific soils. They will use their data from the Calgon testing lab alongside the data from the soil moisture tests to determine how the composition of the soil impacts the soil moisture levels. A lab report will be written to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

### **ASC1.6. Agriscience Research Project Proposal**

The key assignment for this introductory unit will be writing a research proposal for the student's planned Agriscience Project. To guide the students in deciding their agriscience research questions/problem, the mini lab experiences completed in this unit should be utilized. The written proposal will include their chosen problem/question that they will be researching and investigating, five pieces of literary references, and the steps to complete for their research project. This assignment marks the first in a series of assignments that will be necessary for students to complete in order to successfully complete their agriscience research project.



## **Unit Two:**

### **The Nature of Soil**

#### **Unit Description**

Students will use the methods of scientific inquiry, developed in the previous unit, to investigate the composition of the physical world, and discover how matter and energy change forms through biogeochemical cycles. Students will understand where soil originates by investigating the role of the rock cycle in soil formation. Students will learn how the electron configurations of different elements, present in the parent material, give them unique physical and chemical properties, and will further investigate how these properties impact soil characteristics. Students will identify how the climate, weather, and environment impact the soil properties, and will examine the role erosion plays in soil science. Students will collect soil samples from a variety of sources, and will use industry methods to determine the chemical composition of the soil and how this composition affects its physical and chemical characteristics. Students will connect to prior knowledge of life science by looking at how biotic factors impact soil type, composition and texture through investigation and experimentation. Students will use the results of their soil testing and the locations from which they took their samples to create a soil map of their local area. Students will compare their map to existing soil maps and analyses, and analyze the similarities and differences with the previous research.

#### **Key Assignments**

##### **ASC2.1. Sedimentary Rock Lab**

In this activity students will model how sedimentary rock is formed by simulating weathering and erosion. Because sedimentary rock is the parent material for major components of many high quality soils, students will investigate the physical and chemical processes which create sedimentary rock. In this lab, students will use brown sugar to simulate the effect of water on soluble rock, show how water can dissolve various minerals, show how freezing water can crack porous rock, show the effects of water's impact by pouring water on sand, and use a hairdryer and sand to simulate wind erosion on copper sulfate crystals. Students will turn in a lab report that details the results of the lab and that identifies which processes are examples of physical change (water expanding in cracks to break rocks, sand particles wearing away rock, etc.), and which processes are examples of chemical change (slightly acidic water dissolving limestone, oxidation of minerals to create metal oxides, etc.).

(<http://www.rsc.org/education/teachers/resources/jesei/weather/home.htm>)

##### **ASC2.2. Collect and Test Soil Samples: Physical Properties (figure out what elements might be in them based on chemical properties)**

In this lab, students will learn how to test the physical characteristics of soil, so that they can learn how these characteristics affect a soil's capabilities in later units. They will be able to assess and amend a soil to achieve a specific agricultural application. Students will collect soil samples from a variety of locations around their community. After

receiving instruction in lab safety protocols, students will choose appropriate lab testing and safety equipment, and will carry out a battery of industry standard tests to determine what physical characteristics the soil samples possess. After receiving instruction in what physical properties of matter are measured in soil testing, students will use the ribbon test, and also look at physical factors such as soil texture, composition, and particle size. Students will examine the soil for presence of living organisms, such as nematodes. Based on these properties, students will hypothesize what chemical elements are present in the soil. Students will research what chemicals are prominent in the soil in their test areas, and check their hypotheses against this research. Students will turn in an annotated bibliography detailing the major findings of their research. Students will give a presentation on their annotated bibliography, and give details on where their soil came from, the lab tests they performed, the results of the tests, their data analysis, and how that analysis compared to their research.

### **ASC2.3. Background Scholarly Research and Forming a Hypothesis**

As they begin work on their semester-long research project, students use skills in research and forming hypotheses developed in the previous units to develop a hypothesis for their agriscience research project. Students will use credible sources to conduct background research on the agricultural issue they are investigating by reading and deconstructing scholarly journal articles to identify the key components of their agriscience research project. They will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind, and ultimately reviewed by the instructor.

### **ASC2.4. Test Soil Samples: Chemical Properties**

In this lab, students will learn how to test the chemical characteristics of soil, so that as they learn how these characteristics affect a soil's capabilities in later units, they will be able to assess and amend soil to achieve a specific agricultural application. Students will test the soil samples that they collected for the previous lab to determine the chemical properties of the samples. After receiving instruction in lab safety protocols, students will choose appropriate lab testing and safety equipment. After learning what chemical characteristics of soil are commonly tested, what reactions occur in the testing process, and how these tests are performed, students will carry out a battery of industry standard tests to determine chemical characteristics, such as pH, nitrogen levels, potassium levels, phosphorous levels and presence of micronutrients. Students will use their chemical tests to compare what chemical elements they found in the soil with what they hypothesized based on physical characteristics, and what they found in their research. Students will turn in a lab report which details where their soil came from, the lab tests they performed, the results of their tests, and the analysis of their results as compared to their findings in the previous assignment.

### **ASC2.5. Experimental Design and Conducting Experimentation**

Students continue work on their semester-long agriscience project by constructing an experimental design to test the hypothesis they developed in earlier in this unit. A

written experimental design should be constructed consistent with scientific protocols using the systematic approach outlined in the previous units. Students will have their experimental designs reviewed by professional contacts (industry experts, agricultural instructors, local growers/producers, researchers or university representatives). After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. Raw data should be recorded using a field book or electronic device.

#### **ASC2.6. Creating Soil Maps**

Students will take the soil analysis results from the previous assignments to construct a soil map of their local area. Based on the physical properties, such as soil texture, composition and particle size, the chemical properties, such as pH, nitrogen levels, micronutrient levels, etc., and the specific location from which the soils came, students will categorize the soil samples and the class will construct a comprehensive soil map of the local area. Students will then compare their map to existing soil maps, and analyze the similarities and differences with the previous USDA-NRCS maps.

#### **ASC2.7. Soil Management Project**

The soil management project, which students begin in unit 2, will be ongoing throughout the length of the course. The teacher will procure samples of soil from a variety of local farms and these samples will be kept as individual soil plots, or can be kept in plastic containers. Students will perform a variety of tests on these soil samples throughout the course in order to determine the characteristics that the individual samples possess, to analyze how these characteristics impact agricultural outcomes, and how amendments can be made to the soil samples in order to achieve a desired outcome. In this unit students will use the skills they learned in the previous labs to test and record the physical and chemical characteristics of the soil, and identify organisms living in the soil. Students will keep ongoing records of the data they collect during each of the units learning labs. This data will include information about the physical and chemical characteristics of their soil sample, results from testing pH, moisture, nutrient levels, water holding capacity, ability to grow target crops, and other factors in subsequent units.

## **Unit Three: Water and Soil Management**

### **Unit Description**

Using knowledge accessed from previous units on the physical and chemical properties of soil, students will analyze how the water cycle impacts soil based on its soil type (sand, silt, clay) soil location (geographic and topographic), vegetative state and natural slope of land. In order to understand how water becomes available for plant growth, students will explain the movement of water through soil with respect to how intermolecular forces impact percolation, capillary action, pore size, cohesion and adhesion. Furthermore, students will address how the concentration of organic matter in soil impacts the movement of water. Students will explain the impact that soil has on the quality of their water and will use water analysis tests to determine the safe and appropriate levels for potable water. Students will also be able to provide solutions to possible contaminations and/or toxic levels of residues/nutrients in the water samples. Students will determine how different irrigation, tillage and planting practices will impact the soil and surrounding area by testing water quality, pH and checking for possible contaminants due to leaching. Students will determine proper and efficient irrigation practices based on the chemistry behind the soil and the way water moves through the soil particles. Students will use GPS to enable students to more accurately analyze watersheds in their area and rationalize how the drought can impact both water quality and quantity as well as soil composition.

### **Key Assignments**

#### **ASC3.1. Soil Erosion and Runoff Lab**

Using soil plots from the previous labs, students will analyze how soils with vegetation (including organic matter) have a greater water holding capacity and less runoff than soils without vegetation by collecting runoff water from each plot and testing not only the amount of water collected from each plot, but also the percent of solids collected from runoff from each of those plots. Students will complete their lab write up to emphasize their understanding of these key concepts. Students' lab reports should include qualitative and quantitative observations of the composition of runoff from the soil plots. They should analyze this data to draw conclusions about the water holding capacity of the soils and should discuss the intermolecular interactions which allow soil to hold water at the molecular level. This assignment prepares them for decisions that will be made in their capstone project of creating a soil management plan.

#### **ASC3. Water Quality Testing**

Students will begin by examining properties of subatomic particles and will create models to illustrate bonding of hydrogen and oxygen, accounting for the polarity of the water molecule. The focus of this unit will continue to develop an understanding of how hydrogen bonds give water a number of properties that allow it to percolate through soil, adhere to pollutants and transpire through plants.

<https://www.lcmm.org/education/resource/on-water-ecology/worksheet-water-quality-testing.pdf>

Above is the link to the lab where students will test water samples from various sources throughout their community to determine the quality of the water. They will test and record data on pH, phosphates, nitrates, dissolved oxygen, and turbidity. Students will then analyze this data to draw conclusions on what can be done to improve the quality of the water. Students should also indicate what steps can be made in agriculture to protect water quality and ensure a safe water source for the community. Students will make a presentation to the class that summarizes their lab procedure, results, and conclusions. To extend learning, the group that has the most thorough presentation can present their findings to the School Board, local Farm Bureau, or any other local organization.

### **ASC3.3. Analyzing data, interpreting data and forming conclusions.**

Students will determine the best methods for organizing the data from their semester-long Agriscience Project by creating data tables. The skills in analyzing and interpreting data used during Key Assignments One and Two in this unit will be applied to the final agriscience research project. Students will make similar determinations on their Agriscience research. Students will use mathematical principles to synthesize their data, calculating a mean. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

### **ASC3.4. Tillage Practices and the Impact they have on Runoff, Erosion and Soil Chemistry**

Students will explore how chemical bonding, chemical reactions and chemical equilibrium are demonstrated through the relationship between tilled soil and water runoff. Students build upon their knowledge of atomic structure to explore the various forms of chemical bonding that takes place between atoms of different elements as well as the role of valence electrons. To deepen understanding of chemical interactions, students will investigate both the physical and chemical changes that take place during tillage.

Students will utilize locally sourced soil samples at both pre-tillage and post-tillage intervals to compare the effects of tillage on the physical and chemical nature of soil. Ideally, multiple tillage types will be examined including conventional tillage, deep ripping tillage and conservation tillage. Soil pH, effective cation exchange capacity, soil

organic carbon, and soil nutrient levels will be measured in addition to an analysis of the physical structure of the soil. Examination of the physical structure can allow students to predict potential erosion and runoff issues.

Students will then develop suggestions for best tilling practices by using GPS and topographic maps to determine the natural slope of a given plot of land. They will be asked to design the most efficient “tillage” for this plot to conserve water, prevent soil erosion and cause the least disturbance to soil and water bonding. Students must explain in a written report, including a detailed diagram, why they selected the design they did and how it will be the most beneficial for the environment using conservation techniques for the soil and water as learned in this unit. They will also explain why the alternative designs would be poor choices.

### **ASC3.5. Ground Water Contamination and Aquifer Lab**

Students will demonstrate how aquifers filter different contaminants by constructing a model of an aquifer and testing how groundwater contamination occurs by using common agricultural contaminants. They will analyze two different types of aquifers and determine which type they would want to place a well into and why. Students will explain how the size of the pores affects the intermolecular interactions between contaminated water and the rock, and how this in turn impacts how well an aquifer can filter out contaminants.

Students will examine how the pH of different solutions is directly affected by soil type and aquifer porosity. Students will model this by capturing water that comes through their aquifer model. Students will then determine the concentration of this type of solution through a standardized titration experiment.

Once they have used their models as a means of understanding how easily groundwater can be contaminated, they will complete their conclusion and create a multimedia production in the form of a TED talk or Infomercial that educates their community on what agriculturists do and can do to improve water quality in their local area. They will present their productions to a panel of judges and the winners will have their video/multimedia presentation broadcast school-wide.

### **ASC3.6.Irrigation Practices in Agriculture**

Students will understand how evaporation (due to temperature) and soil type plays a huge role in the irrigation methods and practices employed in the agriculture industry. Students will be given 3 different soil types. Students will divide these 3 soil types into 9 different samples; 3 of each in a different setting, but they will receive the same amount of water to simulate “irrigation”. Students will hypothesize what they think will happen based on soil type and temperature with regard to moisture retention and how this will impact decisions in irrigation selection. In the control group the 3 soil samples will be placed outside. In test group #1, 3 samples will be placed under a heat lamp to simulate an environment with a hotter ambient temperature. In test group #2, 3 samples will be

placed in a location cooler than your outside temperature. In all 3 of the test locations students will water all of the samples with equal amounts of water. The following day students will test the moisture content of all soil samples using a Kelway Soil Acidity and Moisture Meter to determine the effects that temperature and soil type had on moisture retention. Using this data, students will then complete the lab write up and finish a conclusion by summing up how this lab impacts irrigation practices.

### **ASC3.7. Semester One Capstone Project**

Students will submit their agriscience research in a written paper, and it will include the following components: problem/purpose, background research, hypothesis, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. The project and its findings will be shared with the class in an oral presentation.

## **Unit Four:**

### **Plants and Soil Management**

#### **Unit Description**

Building on knowledge acquired from the previous units on the physical and chemical properties of water and soil, students will begin to determine the effects of plant, soil and water interactions with respect to maintaining or restoring environmental health and structure. Students will model how nutrients cycle through the environment, analyze how pH affects nutrient availability by changing chemical equilibrium, determine water holding capacity with respect to water availability for plant growth, and identify possible nutrient deficiencies based on plant observations. Students will apply this learning to developing knowledge of soil nutrients and their role in the environment by testing and analyzing soil samples for optimal soil structure, nutrient value and availability and determining possible soil amendments and practices to improve soil quality.

#### **Key Assignments**

##### **ASC4.1.Plant Requirements from Soil Lab**

Students will demonstrate their knowledge of plant growth requirements by creating a controlled experiment to compare the difference between natural and synthetic fertilizers on plant growth. Students will make qualitative and quantitative observations of plant growth and analyze their data in order to draw conclusions regarding the availability of nutrients and the practical application for crop growers. Fertilizers are identified with particular isotopes and as part of the assignment, students will describe nuclear processes and radiation, describing their methods of use in determining fertilizer application in commercial agriculture. Students will then create a written recommendation to a local crop producer regarding which type of fertilizer to use for their farm in order to achieve production goals, highlighting chemistry concepts as a fundamental part of the assignment.

Optional extension: Students can analyze the amounts of fertilizers needed in order to reach the desired amount necessary for plant growth and determine whether the addition of fertilizers is cost effective.

##### **ASC4.2. Soil Management Project**

Students will analyze their data collected from unit 2 and determine which crops can be grown based on the current physical and chemical properties of the soil. Students will make recommendations for soil amendments which would increase the nutrient availability of the soil in order to grow a desired crop. Students should consider how pH, and chemical equilibrium will impact the availability of nutrients in the soil in their recommendations. Students will then plant a crop from a given list of cover crops



(clover, grasses and legumes) in their soil test plot, allow it to grow and then retest the soil to see if there is a difference in the nutrient concentrations. Students will incorporate their knowledge of biogeochemical cycles into their lab report and will provide an explanation of how nutrients are being transferred from the soil to the plants. The research and experimentation conducted in this project will be added to their Soil Management Capstone Project.

#### **ASC4.3. Plant and Soil Interactions**

Students will compare their nutrient values from the previous project with other groups during a classroom discussion. Students will analyze the data and develop explanations for why there is a difference in the amount of nutrients the plants extracted from the soil. Students will then revisit the Soil Erosion and Runoff Lab from Unit 3 and measure the amount of runoff and soil erosion that occurs on each of the cover crops and compare the data to the data collected from Unit 3. Students will communicate their results in a lab write up.

## **Unit Five:**

### **Animals and Soil Management**

#### **Unit Description**

Using knowledge from previous units about soil nutrient content, students will identify the key macrominerals and microminerals necessary for normal livestock growth and reproduction. The students will correlate the minerals present in soil with the nutrient content of typical livestock concentrate and roughage feeds. Using local resources, the students will identify mineral deficiencies or toxicities in the soil and relate the deficiencies or toxicities to livestock health. Students will identify crop and range management practices to improve the nutrient content of soil, and will explain what reactions take place at the molecular level to improve nutrient content. Students will identify various methods of using animal waste and the environmental impacts including the use of animal waste as soil amendments and fertilizers. Students will relate the units of concentration used in agriculture practice to units used in chemistry labs, as they identify problems and contaminants associated with livestock waste disposal and related health and safety regulations.

#### **Key Assignments**

##### **ASC5.1. Nutrient Deficiencies in Livestock**

Students will examine the correlation between soil and plant nutrient levels with health problems in livestock. Using their knowledge of solutions and concentration, students will identify soil nutrient deficiencies in a geographic area. They will relate the nutrient deficiencies with livestock diseases. For example, if an area has a deficiency in selenium, students will identify problems such as white muscle disease in calves and lambs. Working in groups, the students will analyze a case study on selenium deficiencies in cattle and offer a solution and/or design a system to prevent or correct a mineral deficiency in livestock caused by a soil deficiency. Their analysis will be presented in a written report. An optional extension to this assignment could include testing other nutrient deficiencies, such as copper toxicity, and reporting these findings in a group oral presentation using the case study as an example.

##### **ASC5.2. Livestock and Water Quality**

Students will examine the nutrients present in animal waste and identify possible environmental contaminants in the waste. To examine the effects of water runoff from livestock facilities, students will design a controlled experiment to test water samples from soils exposed to livestock for nitrates, phosphate, heavy metals, pH, dissolved oxygen and other factors. Students will utilize their previously collected soil samples or soil plot and design a model to simulate water run off from a livestock production facility. Alternately, students will test water runoff samples from existing livestock facilities. At the conclusion of the experiment, students will provide a written recommendation to a county land use commission with a protocol for the optimal use of the animal effluent.

### **ASC5.3.Livestock Waste Management**

Students will examine the challenges involved with livestock waste management. The problems may include ammonia emissions, phosphorus runoff, nitrate leaching and heavy metal runoff. The instructor will provide a problem and scenario that relates to livestock waste management from an agricultural operation. Students will research the problem and design a system or solution. For example, if a school builds a school farm and raises 10 head of cattle in confinement, how will the waste be handled? The students will consider factors such as environmental concerns, health and safety regulations, amount of waste produced, reactivity of the waste products, uses for the waste, possible cost and labor requirements.

### **ASC5.4. Soil Management Project**

The soil management project, which students begin in unit 2, will be ongoing throughout the length of the course. In this unit, students will identify the nutrient deficiencies or toxicities present in the soil samples that might influence livestock production. Students will develop a written proposal for the tested soil, including soil amendments, fertilizers and application of animal waste or changes in livestock management practices to address these deficiencies or toxicities. As part of the recommendation process, students will examine the use of animal waste as a method of enhancing soil quality, using background knowledge of nuclear processes to describe variability in nutrient availability in uptake. For any toxicities present, students will examine the chemical profiles of the elements and recommend strategies for resolving agricultural issues for those elements. Students will use these soil management profiles as a component of their final course project as well as use them for subsequent units.

## **Unit Six:**

### **Soil Sustainability**

#### **Unit Description**

Based on the accumulation of knowledge, examples and research conclusions from throughout the year, students will develop an understanding of sustainable agriculture by employing a Sustainability evaluation tool, "The 3-Pillars of Sustainability, economic, environmental and social impacts" of agriculture. Students will critically evaluate and justify perspectives and determine benefits/concerns based on research and credible information. Students will investigate and evaluate the sustainability of agricultural practices. Students will design and conduct a phytoremediation lab to analyze the efficacy of salt tolerant accumulators to remove saline from the soil. Students will formulate potential solutions using the three pillars of sustainability to soil and land management problems based on agricultural scenarios and debate agricultural issues.

#### **Key Assignments**

##### **ASC6.1.Phytoremediation Lab**

Students will learn about the remediative effects of plants in the uptake of soil contaminants, in this example, reducing soil salinity. Students will research saltwater intrusion causes and implications, research phytoremediation, develop a hypothesis, design an experimental procedure, identify safety procedures specific to this experiment, collect and analyze data, and formulate conclusions. Through these steps, students will determine which types of plants are best in phytoremediation of saline ("halophytic" or salt loving plants) and the maximum amount of saline which can be removed from the soil in this way.

Possible extension: Compare efficacy of procedure with different soil types

Students will complete a formal lab write-up.

##### **ASC6.2.Tillage Protocols: Impact on Soil Structure and Soil Sustainability Lab**

The purpose of this lab is to determine the effects of tillage practices on soil sustainability and plant growth. Using a prepared mini-plot with all three tillage examples (conventional, no-till, and low till) soil structure, students will measure and compare soil fertility, water holding capacity, and percolation. Students will analyze and graph their data, explain the implications of each of these tillage systems with respect to soil and water sustainability and extrapolate those results to the effect of tillage practices affect on plant health. Students will create a poster to illustrate the benefits and drawbacks of each tillage system with respect to Soil-Plants-Water.

##### **ASC6.3.Land Use Planning Model**

Student groups will make soil/land management decisions based on specific agriculture and land use restrictions on pieces of land such as large urban gardens, range management, forest management, and farmlands. Students will use their knowledge of physical and chemical properties of soil in regards to plants, animals and water to

highlight the importance of sustainable agriculture. Getting a land use plan approved and in place with multiple interest groups is complicated and relies on the checks and balances to determine the success of the project. Each student in the group needs to take on a specific role in order to determine their Land Use Plan (such as conservationist, developer, owner, law enforcement, Department of Public Works, Anthropologist, City Planner, etc.). Groups will then prepare a presentation to present their plan. This presentation could be presented to the class and instructor or even community/local industry members.

#### **ASC6.4.Agriculture Issue Debate and Policy Proposal**

Students will begin by conducting secondary research using industry journals into the global use of methyl bromide as a chemical soil sterilant. Students will examine the pros and cons of the use of methyl bromide in terms of manipulations to the chemical profile of soil, microbiology, effects on groundwater, runoff challenges and effects on agricultural productivity. Research should highlight chemical reactions as the primary point of focus. Students will then be assigned a perspective related to the methyl bromide investigation (runoff or microbiology, for example) to represent in the debate, using their list of chemistry- and agriculturally-focused pros and cons to inform their contributions. Students will end the debate with a comprehensive analysis of the issue of methyl bromide use in agriculture from multiple angles in order to develop a model policy for their county regarding the possible use of methyl bromide in agricultural applications.

#### **ASC6.5. Soil Management Project**

The soil management project, which students began in unit 2, has continued throughout the length of the course. At the end of Unit 6, students will incorporate knowledge gained from all previous labs, and the conclusions drawn from the Phytoremediation and Tillage Protocols: Impact on Soil Structure and Soil Sustainability Labs to test, analyze, treat and/or modify soil structure and fertility for specific usage/in order to achieve desired outcomes. This work will be used as evidence in the Soil Management Capstone Project and will also aid in drawing the final conclusions of the year long research and experimentation.

## **Capstone Project and Portfolio**

### **1. Soil Management Capstone Project**

As the final course capstone project, students will be given a scenario and soil sample designed around their local agriculture industry. The given scenario will provide students with specific information about the topography and climate/rainfall data of the location where the soil sample was collected. Students will use knowledge and skills learned in previous units to physically and chemically analyze the soil sample. Their soil analysis should include the composition and nutrient, pH, and salinity levels. The data collected from their soil sample analysis and the provided land information should be included in the soil management plan that the students create. The student's Soil Management Plan will recommend soil amendments, proper tillage practices, optimal irrigation methods, crop recommendations, and animal use suggestions. Their recommendations and suggestions should be justified in terms of the 3-pillars of sustainable agriculture.

### **2. Course Portfolio**

The course portfolio will provide evidence of real-world agriculture application of scientific research done throughout this course. The portfolios will highlight student work from throughout the course to show a progression of learning, experimentation, and application of course content. Items that will be included in the portfolio are student lab reports, the Agriscience Research paper, and their Soil Management Plan.

### **Course Materials:**

#### **Primary Materials:**

- Plant & Soil Science Fundamentals and Applications by Rick Parker, Delmar Cengage Learning
- Principles of Soil Chemistry 4th edition by Kim Tan, CRC Press

#### **Supplemental Materials:**

- Environmental Science Fundamentals and Applications Delmar Cengage Learning
- Chapters 1-3; 5 & 6
- Environmental Science and Technology Second Edition Agriscience & Technology
- Chapters 10, 13, 14 & 15
- Environmental Science 10th Edition; G. Tyler Miller, Jr.
- Chapters 9, 13 & 14
- Environmental Science 7th Edition; Bernard J. Nebel & Richard T. Wright, Prentice Hall
- The Science of Agriculture A Biological Approach 2nd Edition; Ray V. Herren; Delmar Thomson Learning
- Agriscience Fundamentals and Applications 6th Edition; L. DeVere Burton, Cengage Learning

- Environmental Science 1st Edition, 2013; Michael Heithaus; Karen Arms; Houghton, Mifflin,
- Harcourt
- How to Write a Scientific Paper by Robert A. Day
- National FFA Agriscience Fair Handbook  
[https://www.ffa.org/documents/agsci\\_handbook.pdf](https://www.ffa.org/documents/agsci_handbook.pdf)
- National FFA Research Report Template  
<https://www.ffa.org/programs/awards/agrisciencefair/Pages/default.aspx>
- Unit 1-Assignment 1:
- <http://www.todayshomeowner.com/diy-soil-texture-test-for-your-yard/>
- Unit 3- Assignment 2:
- <https://www.lcmm.org/education/resource/on-water-ecology/worksheet-water-quality-testing.pdf>
- Unit 4 Assignment 1
- <http://www.cfaitc.org/lessonplans/pdf/403.pdf>
- <http://www.cfaitc.org/lessonplans/pdf/404.pdf>
- Unit 5 Assignment 1
- [http://www.sites.ext.vt.edu/newsletter-archive/livestock/aps-06\\_04/aps-313.html](http://www.sites.ext.vt.edu/newsletter-archive/livestock/aps-06_04/aps-313.html)

## UC Course Submission Form

**Course Title** Agriscience Systems Management

**Academic Subject:** Lab Science

**Select One:** Life Science (Biology)

Chemistry

Physics

**Interdisciplinary**

**CTE Sector and Pathway:** Agriculture and Natural Resources | Agriscience

**Prerequisites:** Successful completion of life science and physical science.

### **Course Content:**

**For each unit** please provide the following information:

- 1) **Description of topics:** describe the topics and skills students learn in the unit. Focus on describing the actual work of the course and not the content standards the course aligns with.
- 2) **Assignment summaries:** Describe each major assignment that makes up the “identity” of the unit: What do students produce to demonstrate learning? What are the major parameters of that work and what purpose does it serve?

### **Course Overview:**

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.



## Unit One: Research Methods in Agriscience

The final unit will culminate in an agriscience experimental research project. Students will identify a problem related to the aspects of agriculture explored in this course (plant science, animal science, natural resources, and food science). After completing studies in plant science, animal science, natural resources, and food science, students will develop an agriculture problem to be solved using the scientific method. Such examples of problems identified by the student may include the effects of estrus synchronization of ovulation, a comparison of the germination rates of GMO and conventional seeds, or an investigation of perceptions of community members towards alternative agriculture practices. The research problem should be current and relevant, and may be applicable on a local, regional, national, or global level. Students will utilize the empirical method to design an experiment that will test their own authentic hypothesis using the skills and processes learned throughout the course that include dissecting published research and studies, testing the hypothesis, collecting, synthesizing, analyzing and interpreting data, accepting or rejecting the hypothesis based upon the data, technical reading and writing, and scientific collaboration.

In this first unit, students will practice research skills in agriscience that will give them the skills needed to successfully complete the unit labs and capstone project.

### Assignment Summary

1. **Background Scholarly Research** In this assignment, students begin the work of investigation into their project. Students will read and deconstruct scholarly journal articles to identify the key components of agriscience research. The manner in which this assignment is completed can be determined by the individual teacher. Examples of student outcomes of the journal assignment could be: graphic organizer, abstract, oral presentation, visual aids, etc.
2. This assignment models the expected outcomes of all projects in the coming units.

## Unit Two: Plant Systems

Students will examine the chemical and biological principles that govern plant science and crop production, using prior knowledge of plant pathology, taxonomy and biological principles to inform the unit's activities. Plant pests are present in all plant systems. Pest populations must be managed to prevent economic losses. Integrated pest management strategies are used to achieve desired results while using cost-effective and environmentally-friendly practices. Students will collect primary and secondary research regarding plant production models, chemical or biological control methods for pest management and agricultural yield expectations. Specifically in this unit, students will examine chemical irradiation methods, botanical extracts, microbial control, predator use, synthetic pesticides, etc. Through this unit, students will gather information regarding the risks and benefits of each method in regard to plant production, agricultural yields and environmental sustainability.

## **Assignment Summaries**

### **1: GMO's, Organic, and Conventional Farming TED talk**

To further their understanding of accepted, conventional farming practices as well as alternative methods of production, students will distinguish between each practice, the characteristics of production that define each, and the concerns raised by society, then report their findings through visual media (TED). Genetic engineering is known as one of the great advancements of our times, but is also one of the most controversial. Often conventional farming methods and agriculture corporations are highly criticized for their creation of GMO (genetically modified organisms) products and use of chemicals. This assignment will help students understand the technologies and practices used in conventional and organic farming and be able to defend a practice or a product and support their position with scientific evidence. After instruction in conventional and organic farming, students will engage in secondary research to investigate differences between the two, the use of biotechnology and GMO's, by preparing and executing a yield differential lab that synthesizes their knowledge of biological and chemical principles. Specifically, students will calculate levels of chemical inputs and forecast environmental impacts of anticipated chemical reactions between a GMO crop, a traditional crop and an organic crop. After the conclusion of that process, students will engage in primary research with a yield differential lab. The lab will ask students to prepare a soil sample that works for a locally-relevant crop and to plant and grow that crop in both GMO and organic forms, comparing yields at the conclusion of the lab.

Upon conclusion of their primary research, students will prepare a presentation that will highlight the results both of their secondary and primary research. The presentation should focus on the relationship between chemical use and anticipated chemical reactions in various production scenarios and expected yields from the same scenarios, with students presenting recommendations to peers or industry guests. The desired goal is for students to inform their decision with a research validated analysis of the tradeoffs associated with each production method.

For activity enhancement: Students review biased documents/media (e.g. Food Inc.) to review and discuss their inaccuracies, contrasting the results of their lab with their media review. The conclusion of this assignment will ask students to present their comparative analysis to their peers and engage in a peer review process.

Additionally, students can research scientific journal articles, laws, regulations, case studies or other scientific evidence that supports or refutes claims, then produce and submit a 4-5 minute TED talk to be reviewed by their peers. Students will select the two TED talks produced by their classmates that they feel are the most fair, balanced, and scientifically based. They will discuss their selection in an individual class blog posting.

### **2. Categorizing Agriculture Pests**

In this activity, students will categorize pests based on biological and physical characteristics. One of the key components of an IPM plan is being able to correctly identify a pest, which is then used to determine an appropriate control method. Students will collect a weed sample (eg from home, ag dept, school), and utilizing the UC IPM website, they will

learn the difference between broadleaf, sedge, grass and aquatic weeds. They will then determine what type of weed their sample is and mount it. Examples of scientific sampling methods that may be used to collect weeds include; Random Sampling, Systematic Sampling or Stratified Sampling. Students will use taxonomic classification principles in order to label the identifying characteristics that distinguish it from other weed types. Being able to identify the type of weed will assist in determining what an appropriate control is and will be utilized to create their comprehensive crop production plan. Students will then conduct a laboratory experiment using a selected chemical or biological control and report their findings via a podcast, paper or blog post.

Students will continue their study of pests by examining vertebrate and invertebrate pests, pest damage (instructor will provide samples of common pest/damage for the region) and make predictions about which pest caused the damage. Students will be able to match crop damage to the pest that caused it using indicators like mouthparts, digging and pecking. Students will be able to identify pest using mouth parts, body segments, excrement, etc. Students will create a biological dichotomous key for the identification of vertebrate and invertebrate pests. Students will research and then create a handbook that assists in identifying nematode and plant disease damage. The dichotomous key will be added to the handbook. The knowledge gained in creating this handbook will be used as part of the IPM plan in the unit project.

### **3. Controlling Pests Through Integrated Pest Management**

Students will demonstrate the integration of pest management techniques by designing and conducting an experiment where they compare the four methods of pest management (biological, cultural, mechanical/physical, and chemical) on a specific pest and crop, for example, snails in citrus trees or vegetables. After the conclusion of this experiment, students will construct an explanation on the effects of pest management techniques on biodiversity, ecosystem balance and agricultural productivity and include that information in their lab report. Suggested areas for experimentation might include chemical controls (soap and water), use of beneficial predators (avians or various invertebrates), cultural (tilling soil), and mechanical/cultural (physically removing the pest). One method must include a chemical control, with students describing the relationship between specific elements in the chemical control and the elements and reaction processes that facilitated the management of the pest.

### **4. Crop Production Plan**

Based on prior knowledge and activities, students will create a comprehensive crop production calendar for a specific crop (eg row crops, trees, vines, greenhouses), organic or conventional farming methods and a specific location. The calendar will include various cultural practices, time frames on pest controls and monitoring, analysis of neighboring field plantings, fertilization, post harvest procedure, soil amendments, days to re-entry, and harvest and land preparation. In addition, students will include a solution for reducing the impacts of human activities on the environment and biodiversity through crop production practices. Students will utilize descriptions of the soil's chemical and physical profiles, chemical profiles for all soil amendments and genetic planning procedures for all plants used in the production scheme.

### **Related Research and Forming a Hypothesis**

As they begin work on their year-long research project, students use skills in research and forming hypotheses developed in the plant systems unit to develop a hypothesis for their agriscience research project. Students will use credible sources to conduct background research on the agricultural issue they are investigating, and they will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind, and ultimately reviewed by the instructor.

## **Unit Three: Animal Systems**

Each livestock species has a series of parasites or diseases that can be managed to help produce healthier livestock. This unit builds on the basic format for research methods developed through activities in Unit One and Unit Two to help students understand how animals are affected by parasites and other infectious diseases. Students will review basic livestock anatomy and physiology, livestock production systems, and the goals and objectives associated with the production of livestock as a food and fiber source.

In order to achieve production goals, the management of the livestock herd must include an understanding of how diseases and parasites can impact livestock production in terms of growth efficiency and outcome of an animal. Students will research the basic cycles of the parasites and their prevention and how they are treated. The students will conduct experiments with pathogens, disease and infections related to livestock herds and examine information about the mode of infection and chemistry of the illness as well as the immune response of the species to the parasite or illness. Furthermore, students will propose methods for breaking the cycle of parasite and disease resistance by utilizing alternative management options outside of the traditional pharmacological treatments as part of the Parasite and Disease Management Plan (unit culminating activity).

### **Assignment Summaries**

**1 - Farm Visit and Data Collection-** In order to understand the interaction of parasite life cycles with livestock production, students will be taken to livestock production facilities to discover which type of facilities and feeding systems may have an impact on parasite infections. Additionally, students will collect fecal samples from the site to determine the presence of common pathogens and parasites in an upcoming lab. Interviews on site with producers and handlers will provide insight as to how housing and facilities will impact diseases and parasites, thereby dictating the management plans on their farms. Students will then develop a written or live recommendation to the producer regarding the management protocols and handling needs to mitigate the parasites or pathogens found a result of the experiments.

**2 - Survey** - To foster professional contacts, students will complete a formal research survey (possibly using a Google Form Survey) which will require students to contact a variety of local facilities, producers, and veterinarians. Students will begin by engaging in secondary research to investigate major livestock conditions, diseases and parasites, with focus on the inherent biological and chemical conditions that precede or enhance the condition. Students

will then use this background knowledge to develop the questions in order to examine the professional's role in diagnosing and resolving infections or conditions that may occur frequently in the local community. Students will synthesize and analyze their data to determine best practices gleaned from the survey responses. Students will select a research topic related to the results of their survey. Students will include the final results of this survey in their parasite management plan along with their research.

**3 - Technical Reading and Research** - Taking direction from the results of their survey, students will analyze journal research and published studies and merge their survey data to create an infographic to be included in their final parasite management plan. An example of a topic could include; the use of crossbreeding in livestock to help a livestock producer achieve greater natural resistance to some parasites, the natural selection and parasite resistance to medicines or specific veterinary applications of remedies.

#### **4 - Lab Experiment 1 - Fecal Egg Counts-Practice**

Providing practical, agriscience research skills, students will use the Modified McMaster's Fecal Egg Counting Protocol to perform a fecal egg count on livestock. In this pathogen experimentation the fecal egg counts will be compared to demonstrate how management affects internal parasite populations in livestock. Students will incorporate the scientific skills learned in the first unit in this laboratory experiment. A hypothesis will be constructed to predict the outcome of the research. A McMaster's fecal egg counting slide will allow students to quantify parasite infection through the egg counting and recording process. Students will produce a formal lab report and conclusion document which includes some suggested topics for further experimentation. These suggested topics will inform the selection of the Experimental Design Topic.

#### **5 - Lab Experiment 2- Experimental Design**

Using their experiences from the first experiment, students will design and conduct a related experiment in which they investigate a parasite topic of their choice related to the final capstone project.

Examples of variables that may be tested could include:

- livestock that have been dewormed versus those that haven't
- livestock that have been dry lotted after having been dewormed versus livestock that are returned immediately to graze on pasture.
- livestock that are crossbred with breeds known to exhibit parasite resistance.
- a comparison of the effectiveness of various anthelmintics (dewormers) available to producers or commonly used on local production facilities.

A statistical analysis may be conducted to help the student determine the likelihood that the results are due to the applied variable, rather than chance. Students will revisit the original hypothesis as they draw conclusions based upon the data. A discussion of limitations to the research and further studies will be included. A formal lab report will be written and will include all parts of this study, therefore reinforcing the empirical method of scientific research. Any citations and resources should be made using APA format.

#### **6 - Final Product: Parasite/Disease Management Plan for Livestock**

##### **Components:**

Using their research, surveys, and information from their visits and interviews, students will

create a parasite management plan. The final product of this unit will be a written, research-based report which identifies a livestock species of interest and the disease or parasite that is affecting the livestock species of interest. After the best practices management plan is developed, students will present their portfolios to their peers and/or to local industry professionals at a formal symposium. All products should include qualitative and quantitative data recorded from the first five assignments of this unit.

Includes:

- Parasite/disease identified including biological/microbiological profile of the pest as well as a physiological analysis of the effect of the pest on the host.
- Vaccine/medication/anthelmintic- type and dosage to be administered, method of administration, withdrawal/recovery period, possible rotational schedule to prevent resistance. A chemical profile of the medication should also be included, with students specifically examining the presence of heavy metals, toxic elements and potential reactivity that require specific withdrawal periods when applied to food animals.
- Annual calendar or plan for vaccination and treatment of the animals in production.
- Facilities Design and Plan - livestock handling, pens/restraints, holding, equipment, pasture management/rotation. Specific considerations should be made for animal psychology, species-specific physiology and pest management through quality design.
- Human and Animal Safety considerations to be made. Specifically in relation to chemicals being used in the pest management protocol, which have hazardous reactions with humans and must be stored, managed and disposed of in particular manners?
- Labor requirements
- Alternative control methods that may be considered to help prevent or diminish the impact of the parasite/disease. Which holistic or homeopathic methods are effective in managing pests for alternative agricultural production models? What are the chemical profiles and potential reaction processes of alternative medicines that could be used to manage pests?
- Industry professional to mentor any part of the development of the management plan. For example, a veterinarian may be consulted on dosage and administration or a pharmaceutical representative may be asked to provide guidance on new medications. To develop a continued connection to agricultural careers, who locally could be potentially consulted in the implementation of this plan?
- Prevention plan to deter future infestations and disease or parasite resistance. What biological, physical and chemical elements can be put into a management protocol that would enhance prevention methods?

### **Experimental design and conducting experimentation**

Students continue work on their year-long agriscience project by constructing an experimental design to test the hypothesis they developed in this unit. Students will draw on the experimental design and experimentation lessons learned during both fecal egg count laboratory activities. A written experimental design should be constructed consistent with scientific protocol using a systematic approach outlined in the previous units. Students will have their experimental designs reviewed by professional contacts (industry experts,

agricultural instructors, local growers/producers, researchers or university representatives). After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. For example, a study could be conducted to determine if administering an injection of selenium is more effective than simply providing selenium salts in the diet in an effort to prevent selenium deficiency and white muscle disease in a sheep herd. Raw data should be recorded using a field book or electronic device.

#### **Unit Four: Natural Resources**

Natural resources can be defined as items found on earth that are of use to humans such as fuel, food, shelter, or a source of wealth. It is what humans do with these resources and the management practices that will determine if these will be available to future generations. In this unit, students will conduct primary research to draw conclusions regarding the impacts of plant and animal systems (units 2 and 3) on natural resources. Students will create model environmental impact reports that include secondary research backing, industry needs, primary research analysis and sustainability recommendations in watersheds located in agricultural regions. Students will identify local agriculture production areas and their relationships between land characteristics, water quality, and habitat growth and maintenance. Referencing local environments and agriculture practices, students will analyze possible sources of pollution and erosion and determine the impact of animal and plant systems, wildlife interactions, and beneficial and detrimental production practices. Students will use their knowledge to make recommendations on ecological friendly solutions on improving watersheds. Students evaluate the importance of soil and water conservation, the effects of animals, erosion, pollution, and urban sprawl on watersheds, and human impact on the environment and natural resources.

##### **Assignment Summaries**

##### **1 - Water Quality Analysis Lab**

In order to understand that natural resources like water are affected by the environment, students will locate and retrieve a sample of untreated water from local sources that have agricultural runoff, if none are nearby instructors may include local creeks, lakes, watersheds, or reservoirs, one from a source near an agriculture producing facility and one away from an agriculture producing facility. Using a standard water testing kit, the water samples will be analyzed for the various particulates and contaminants. They will record pH, lead, nitrates, presence of pesticide residue, and coliform bacteria as well as sediment levels. They will use this information to determine which pollution factors are affecting local watersheds and their source, including an analysis of possible erosion sources, chemical contaminants and biological inputs (wildlife, livestock, etc.). Following their data collection and analysis, they will use problem solving skills to make recommendations for pollutant elimination, the reporting format will be determined by the instructor (example: oral presentation, visual aide, lab write up, etc).

## **2 - Agriculture Practices, Natural Resource Conservation, and Case Studies**

Now that students have an understanding of factors that affect water quality they will be exposed to agencies that regulate the use of these resources. Local directors of the United States Department of Agriculture (USDA), Natural Resources Conservation Service (NRCS), the Resource Conservation District (RCD), or any other pertinent industry professionals will present students with information about practical applications of water conservation, limiting pollutants, and practices that reduce environmental impacts of agriculture practices. Local agriculture producers will also be invited to come and discuss their practices and how they are limiting their negative impacts on the natural resources available to them. Students will read and evaluate case studies of agriculture producing farms implementing sustainable practices. Case studies could include cover crops, owl boxes, crop rotation, and water runoff. The outcome of the visit(s) and case study will result in a reference included and cited in the future irrigation plan or environmental impact report that will be generated at the end of this unit. Both the irrigation plan or the environmental impact report should reference the data collected from assignment one.

## **3 - Water Flow, Irrigation Plan, and Efficiency Model**

Using the information and data collected in assignments one and two, students will create a plan to analyze irrigation practices and efficiency in order to identify an appropriate irrigation system. Students will also gather knowledge of adhesion, cohesion and chemical bonding principles that govern water management through analysis of industry articles and scientific texts. Through the practice of building a water flow and efficiency model, students will identify innovative conservation approaches and irrigation methods such as scheduling irrigation rotations depending upon soil moisture, crop growing periods, availability of water, and methods of irrigation such as tape, drip, micro sprinklers, pressurized sprinklers, furrow, and flood. Sources of surface water and groundwater will be identified. Student irrigation plans will be based on a selected crop and data will be collected, analyzed, and interpreted, to form conclusions based on:

- acreage farmed
- types of crops
- methods of irrigation (to include a model demonstrating water flow and efficiency, see information below)
- sources of water
- acre feet of water for crops grown
- programs available for irrigation implementation funding or conservation
- cost effectiveness of farming versus selling water
- runoff and contamination
- environmental impact report culmination

### **Water flow and efficiency model:**

Students will break into groups to demonstrate methods of irrigation. They are to create a "farm" of their choice (garden beds, farm plots, container created plots, etc.). Each group will be provided a set amount of water to demonstrate their method of irrigation (each group should choose different methods such as furrow, drip, micro-sprinkler, etc.). They shall record the amount of water used, soil moisture, and runoff. At the conclusion of the lab, students will be able to justify best practices of irrigation for crops grown and the impact on environment



and water resources. Students will utilize knowledge of capillary action in soil, plant physiology as well as chemical bonding in water to inform their laboratory experiment. Students will present their best practices in a format to be determined by the instructor (example: oral presentation, visual aide, lab write up, etc)

**Analyzing data, interpreting data and forming conclusions.**

Students will determine the best methods for organizing their data using tables. The skills in analyzing and interpreting data used during the water flow and efficiency model during the Natural Resource unit will be applied to the final agriscience research project. Specifically students were asked to determine the most efficient irrigation application method during the water flow and efficiency model. Students will make similar determinations on their Agriscience research. Students will use mathematical principles to synthesize their data, calculating a mean. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and supported by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

**Unit Five: Food Systems**

### **Description of Topics**

The purpose of this unit is to use prior knowledge of chemical and biological principles and apply them to end-stage agricultural practices in food safety and food preservation. Utilizing research skills and technical plant, animal and pest knowledge from earlier units, students will create a consumer-focused and locally-relevant food product (examples: jerky, jam, pickles). They will utilize scientifically proven food safety and preservation methods and will create a comprehensive food safety plan including a food label following FDA guidelines for presentation to be judged by industry professionals. As part of the comprehensive food safety plan students will investigate the importance of implementing Hazardous Analysis Critical Control Point (HACCP) plans in the prevention of foodborne illness. HACCP plans will identify areas of potential contamination in the food chain for a specific products production from the raw commodities, preparation, packaging and through storage by the consumer.

### **Assignment Summaries**

#### **1 - Foodborne Disease and Its Role in Food Safety**

To begin the convergence of scientific principles and food safety, students will research a specific foodborne illness, and their findings in this research will be linked to laboratory investigations where they will determine the types of disease causing agents they collected on food samples and from the food preparation areas and tools. They will use knowledge from prior units to identify the type of disease causing agent (fungal, bacterial, viral, parasitic, noninfectious), transmission, treatment, and prevention in addition to reviewing production practices responsible for a specific outbreak of that disease. In their review of the outbreak, they will propose recommendations for prevention of future outbreaks of that type. Students will create and present a PowerPoint including their research findings; upon the conclusion of the presentations students will submit their project to a shared document to be used as a class resource in developing a comprehensive food safety and marketing plan.

#### **2 - Osmosis in Food Preparation**

After learning appropriate food-handling protocols to reduce incidents of illness, students will engage in a series of chemistry-based exercises to learn the methods for preserving consumer food products safely. In particular this activity promotes student understanding of how jamming, dehydrating, and drying with salt or sugar are effective forms of food preservation, as they remove the water and change the chemical composition of food and delay the growth of microorganisms from harmful bacteria rendering the food safe for consumption. Groups of students will read a technical document on food preservation methods (e.g. smoking, canning, jamming). Students will create a graphic organizer to compare methods. Students will then conduct an experiment where they dissolve the shell of an egg and place it in various solutions over the course of a week to determine how osmosis and concentrations of solutions impacts movement through the cell membrane. Students will then apply their understanding of osmosis from this lab to a given commodity, and will be able to create a written recommendation for appropriate food preservation methods based on HACCP protocol. They will later apply these findings to the creation of their safe food product at the end of the unit.

#### **3 - Identifying Components to HACCP**

Students will create a visual display that identifies the seven principles of a HACCP plan, which is a systematic approach to the identification, evaluation, and control of food safety

hazards based on the following seven principles: Principle 1: Conduct a hazard analysis, Principle 2: Determine the critical control points (CCPs), Principle 3: Establish critical limits. Principle 4: Establish monitoring procedures, Principle 5: Establish corrective actions, Principle 6: Establish verification procedures, and Principle 7: Establish record-keeping and documentation procedures. Consequently each of these principles will be researched and applied through experimentation throughout the unit, to create a comprehensive food safety plan for the food product students design for their final unit project.

#### **4 - Swabbing Hazards**

After learning basic HACCP procedures, students will visit a commercial food production facility (school cafeteria, restaurant, processing site) and conduct a hazard analysis (as a basis for learning to investigate Principle 1 & 5 of a HACCP plan), swab samples of various surfaces (including but not limited to hands, door handles, tables, cutting surfaces, food preparation tools), and prepare and grow culture plates. After a period of growth, students will determine if potential disease-causing agents are present, and if so, identify the specific pathogen. Students will record their findings in a written report. As a result students will determine the critical control points for that location (Principle 2 of the HACCP plan) based on the data generated from the swabs. Students will apply this skill in the development of their product and food safety plan.

#### **5- Chemical Properties in Preservation**

Given the top 5 seasonally available commodities in a growing region, as well as common ingredients (granulated sugar, lemon, etc.) for preservation of those commodities, students will determine chemical properties of those commodities through their prior knowledge of pH, brix and water content. They will collect and record their data in a chart they design. Students will study the effects of pH on cut apple preservation (as a basis for learning to investigate Principle 3 & 4 of a HACCP plan). Each group will make a selection of a test solution based on scientific research. Students will gather data on bacterial colony counts that develop on swabs they take of samples from the cut apples. As a result groups will report to the class their findings and groups will evaluate the data. Groups will also brainstorm and determine other possible critical control limits for the sliced apple product. Students can employ several different possible methods of reporting their findings. (examples of reports include: oral presentation, visual aide, lab write up, etc)

#### **6 - Implementing Procedures and Practices**

Students will begin by reviewing a locally obtained HACCP plan (as a basis for learning to investigate Principle 6 of a HACCP plan). From the plan students will annotate and 1) identify areas of critical control 2) identify scientific evidence used as expert advice to validate HACCP protocols 3) identify specific procedures and practices to implement protocol in the plant. Student findings will be recorded using a graphic organizer that will be included in their final food safety plan (examples include: Three Circle Venn Diagram, Comparison Chart, Cause and Effect, Factors in the Cause or Sorting Organizer). Upon gathering that information, students will conduct a primary research investigation to test the HACCP principles in a controlled environment using radiation and chemical methods. Though much of the scientific research they will have read shows that appropriate temperature and time kills microorganisms, there is also a significant body of evidence that dramatic pH alterations can

inhibit microorganism growth. As such, students will conduct a second research protocol within the HACCP protocol that contrasts the radiation and chemical methods of microorganism prevention in order to determine the relative efficacy of each method. Students will combine their graphic organizer with their research conclusion and present their findings in a lab report, which will also be added to their final food safety plan.

### **7 - Food Labeling**

Students will wrap up their unit by developing an infographic that highlights food allergens and their role in food labeling. Students will research to prepare the infographic, which will include symptoms, major food allergens, treatment/when to seek treatment, the relationship of livestock antibiotic withdrawal periods and what must be included in origin labeling. An analysis of several different allergen-causing foods should occur, with investigations conducted regarding the elemental makeup of each food and the chemical reactions that cause the allergic reaction, specifically drawing a relationship between the interactions of the chemical world and the microbiology of the human body. The final infographic should showcase their findings using technical nomenclature, pictures, and supporting statistics.

### **8 - Food Safety Product and Plan**

The final project for the unit will ask student to develop a physical food product such as a fruit jam, dried vegetable product, oil, herb or seasoning mix, citrus juice, etc. and create a comprehensive food safety plan for the product that includes the HACCP and labeling standards. Students will choose a commodity from their growing region and utilizing food safety principles preserve it following scientifically proven preservation methods. Students will also engage in industry-standard testing protocols to assess the chemical profile of the food product (pH level, potential toxicity, etc.) as well as engage in a multi-interval microorganism testing protocol. Students will follow FDA guidelines and use prior unit knowledge to develop an appropriate label for their food that follows legal standards as well as agricultural marketing practices. They will prepare a written and 3-5 minute visual presentation (students will choose the media) for a panel of industry professionals.

### **Agriscience Research Paper and Display**

Throughout all units, students will gather knowledge through laboratory exercises to further develop and enhance their Agriscience Research programs. At the conclusion of the course, students will submit their research in a written paper, and it will include the following components: problem/purpose, background research, hypothesis, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. Students will create a visual display board, using a digital format that mirrors the use of research posters in higher education, which will also include all of the components of the paper, but in a condensed form. The peer group that reviewed the original experimental design will review the final research paper. The project and its findings will be shared with the class in an oral presentation, with the research board on display to aid in communicating the results of the research.

### Course Materials

In the space below, list all course materials, including primary and secondary texts and supplemental materials.

Agriscience Fundamentals and Applications 6th Edition, L.DeVere Burton  
Environmental Science 7th Edition, Bernard J. Nebel and Richard T. Wright  
Introduction to Biotechnology An Agricultural Revolution, Ray V. Herren  
FDA HACCP <http://www.fda.gov/Food/GuidanceRegulation/HACCP/ucm2006801.htm>  
National Center for Home Canning [http://nchfp.uga.edu/publications/publications\\_usda.html](http://nchfp.uga.edu/publications/publications_usda.html)  
A Food Labeling guide <http://www.fda.gov/downloads/Food/GuidanceRegulation/UCM265446>  
California Public Health Department-Procedure for Obtaining a Canning Licence  
<http://www.cdph.ca.gov/pubsforms/Guidelines/Documents/fdbCANgde06.pdf>  
Ball Canning <http://www.freshpreserving.com/>  
Centers for Disease Control-Food Safety/ Foodborn illness  
<http://www.cdc.gov/foodsafety/diseases/index.html>  
Food Allergens Guidance Documents & Regulatory  
<http://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/Allergens/default.htm>

Veterinary Medicines for Livestock: [www.gov.uk/managing-livestock-veterinary-medicines](http://www.gov.uk/managing-livestock-veterinary-medicines)

Modern Livestock and Poultry 8th Edition, Gillespie and Flanders

How to Write a Scientific Paper by Robert A. Day

Statistics for Veterinary and Animal Science by Aviva Petrie and Paul Watson

Environmental Protection Agency- Crop Production:  
<http://www.epa.gov/oecaagct/ag101/cropsoil.html#operations>

National FFA Agriscience Fair Handbook [https://www.ffa.org/documents/agsci\\_handbook.pdf](https://www.ffa.org/documents/agsci_handbook.pdf)

National FFA Research Report Template  
<https://www.ffa.org/programs/awards/agrisciencefair/Pages/default.aspx>

## UC Course Submission Form

**Course Title:** Sustainable Agriculture - A Biological Approach to Industry Practices.

**Academic Subject:** Lab Science

**Select One:** Life Science (Biology)

Chemistry

Physics

Interdisciplinary

**CTE Sector and Pathway:** Agriculture and Natural Resources | Agriscience

### **Course Content:**

**For each unit please provide the following information:**

- 1) **Description of topics:** describe the topics and skills students learn in the unit. Focus on describing the actual work of the course and not the content standards the course aligns with.
- 2) **Assignment summaries:** Describe each major assignment that makes up the “identity” of the unit: What do students produce to demonstrate learning? What are the major parameters of that work and what purpose does it serve?

### **Course Overview:**

Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. (adapted from <http://www.epa.gov/sustainability/basicinfo.htm> )

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of

a sustainable farm model and portfolio of supporting student research.

## **Unit One:**

### **Driving Question: What is sustainable agriculture?**

This introductory unit will focus on the biological classifications of agriculture and their associated industry sectors, what sustainability is, and how the scientific method is the driving force behind advancements and developments in sustainable biological practices within agriculture. Students develop an overview of agricultural industries and biologic practices through research projects on facets of California agriculture, and identify what sustainability and sustainable practices are through individualized lab experiments relating to current practices. Ultimately, students will be able to use the scientific method to complete an extensive laboratory experiment that is designed to evaluate potential feed source varieties for sustainable success within their local community.

### **Assignment Summaries:**

#### **“What is sustainable agriculture?”**

Students groups will research the various biological divisions of what constitutes agriculture. (plant science, animal science, forestry, horticulture, etc.) Within their research they will identify the sub categories of industry that fall within their topic, what career paths are available within each, what are currently identified as “best practices” (such as the three E’s of sustainability -- economics, ecology and equity) and what are some of the sustainability issues and biologic concerns within each of these divisions. Students will then develop a multimedia presentation to introduce their particular area of agriculture to the class and identify the most prevalent issues facing their particular field of interest.

#### **“That’s Ag - The Science Behind Agriculture”**

##### **Categorical Based Mini-Labs:**

Student groups will design and complete an inquiry based mini-lab experiment to expand on their knowledge of the particular industry sector they researched from the previous activity. Choosing a focus from one of the areas of concern or issues within their sector, students will then design and implement an experiment that tests factors contributing to the issue and potential impacts they have on the population using scientific method learned in class. Examples might include a lab on animal production and energy flow, a lab on soil degradation and plant germination, a lab on food processing practices, a lab on post-harvest preservation, etc. The labs will introduce the application of inquiry within the agriculture sectors and the importance of the implementation of research in the industry. Design protocols, data, and analysis will be submitted in lab report format. As part of their analysis, students must use their data to make suggestions on how to improve efficiency or yield, or lessen the impact

of processing, relevant to their finding of their particular experiment.

### **Scientific Method and Sustainability Lab - “Work Like a Scientist”**

In this lab students are introduced to the scientific method, the basis for all scientific decision making. The native grasses research will provide students with the foundation of scientific investigation application as well providing key research that will be used in the final unit project as well as the end of course project. Students will research the difference between native grasses versus invasive grasses including specific species. Using this knowledge they will hypothesize germination rates between these two variable groups. Students will then design and implement an experiment incorporating quantitative data collection, analysis, and draw conclusions reflective to their hypothesis, and evaluate the grasses for potential sustainability within their communities.

As a continuation of the germination experiment, given that the two variables have differing germination rates, students can identify other measures of “success” of a potential feed crop. They will then sample the community environment for the potential factors affecting the continued growth and development of grasses. Samples would include soil testing, (pH, nutrient composition, structure and texture, and water capacity), water availability, and ambient temperatures. Combining this information with the initial background research regarding natives versus invasive, students will hypothesize on the continued success of their germinating grasses, then transplant their seeds into test plots or fodder trays, and allow for continued growth. After a pre-determined amount of time, sample plots will be analyzed for percent coverage and measurements of species biomass will be completed. Using this information students will determine the most biologically suitable grass species to plant that would be the most sustainable within the local community through a written lab completed in their lab notebook and a powerpoint presentation of their hypothesis, design, data and conclusion.

## **Unit Two:**

### **Driving Question: How does sustainable agriculture fit into our environment?**

While unit one examined whole systems, unit two takes a closer look at components within that system. Students will use evidence gathered from a series of laboratory exercises to be able to describe the transfer of energy from one trophic level to another as well as the cycling of nutrients and energy through ecosystems. Students will be able to draw conclusions about these biogeochemical cycles and how they apply to sustainability of production agriculture. Specifically, students will conduct primary research in the areas of photosynthesis and chemical energy creation, nutrient cycling, transpiration and water use, ecological relationships and global farming practices in order to draw biologically-sound conclusions regarding the effects of agriculture on the natural environment. The students learning will culminate in a



synthesis of concepts applied to the development of a three year sustainable crop rotation plan.

#### **Assignment Summaries:**

##### **“Bacteria at Work” - Nitrogen Fixation**

Students will analyze the effects of nitrogen fixation on plants initially by examining prior studies as well as industry publications regarding the role of nitrogen in plant growth and the methods by which farmers enhance nitrogen levels in soil. This should include a thorough look at the microbiology of nitrogen-fixing bacteria, plant and root physiology, nutrient cycling and uptake in plants, chemical processes and cellular respiration in plants and fertilization methods. After garnering that background information, students will conduct an experiment that compares the effects of added nitrogen fertilizer versus nitrogen fixing bacteria on the growth of clover. Students will grow clover plants in soil with no nitrogen added, in soil with nitrogen fertilizer added, and in soil containing nitrogen-fixing bacteria (in this case, a species of rhizobia called *Rhizobium leguminosarium*, or *R. leguminosarium*). Students will monitor the nitrogen levels in each type of soil using a nitrogen testing kit. The students will observe the effects of nitrogen on the health of the clover plants by measuring the increase in biomass of each plant during the experiment. Plants should be harvested, soil washed away, and weights taken on plant material produced. Students will use the data collected to create a graph showing the relationship between nitrogen availability in the soil and crop sustainability. This allows students to not only experience agriculture's role in the nitrogen cycle, but also provides necessary supporting data for decision making in the final end of course project.

##### **“Morning Jolt!”- Photosynthesis Lab**

Photosynthesis is the basis for the creation of chemical energy in the natural world. Plants require light in order to transform one type of energy into another, and the quantity and type of light determine the optimal photosynthesis rates. Students will conduct a laboratory exercise that examines the effects of shade on the growth of plants and the rates of photosynthesis and will develop a written memorandum to the International Coffee Growers Association regarding optimal shade levels for the growth of coffee trees, including information regarding ecological sustainability involved in the practice. The process will begin by using industry journals to examine coffee production methods; primarily comparing and contrasting industrial coffee production with shade-grown, sustainable coffee production. Students should come up with the following information: arabica coffee has the highest yields under 35 to 65% shade. In addition, growing coffee under shade also discourages weed growth, may reduce pathogen infection, protect the crop from frost, and helps to increase numbers of pollinators which results in better fruit set. However, in order to produce faster, higher yields and prevent the spread of coffee leaf rust (*Hemileia vastatrix*), many coffee plantations began to grow coffee under sunnier conditions. The fewer

shade trees that are in coffee plantations, the less biodiversity there is in those plantations.

The laboratory exercise will use several small coffee plant starts (available for purchase online as seeds or a houseplant) and will grow them for a series of days under varying shade levels. Students will conduct visual assessments of plant health and growth, then conduct a traditional floating leaf disc assay protocol to assess photosynthesis levels under varying light conditions. Students will use both the previously gathered background information regarding industry practices, sustainability and plant growth as well results of the primary research to develop the memorandum regarding optimal shade levels for sustainable coffee growth.

#### **“Move on Through” - Transpiration Lab**

Students will initially conduct background research into water use in agriculture and the demands placed on farmers to be efficient and careful with this scarce natural resource. Students will then investigate transpiration as part of the hydrologic system, based on different genetic variations of plant structure (leaf type and shape, for example). Students will conduct a research exercise by examining transpiration in plants with various leaf structures. This can occur using locally-grown crops or by using exotic crops and adding a component regarding appropriate plant selection. In this lab, students will use the plant weight protocol to measure the transpiration rates of individual plants. Students give plants a predetermined amount of water, reweigh the plants, and continue weighing the plants over time to contrast weight differentials and determine water loss through transpiration. Students will monitor observable physical changes in the different plants' condition as water is depleted, collecting qualitative data and measuring the diurnal transpiration rates. Students will apply the individual plant water usage data to larger scale acreage to analyze water usage. Students will create a written case study to justify plant selection within the context of the sustainability of the hydrologic system.

Optional extension: include in the case study how trends in daily transpiration rates change if water losses were replenished through different irrigation management techniques (drip, flood, etc.).

#### **“From Trash to Gas” - Sustainable Waste Management**

Students will use both primary and secondary research to discover that food scraps, dead plants, manure, and other decaying organic matter, called *biomass* are a rich source of energy. Energy can be procured from biomass by turning it into a gas called *biogas*. The process will begin by students examining agricultural examples of biogas production (small scale composting, dairy lagoon gas extraction, codigestion, etc.) as well as the microbiological basis for biogas production, including aerobic and anaerobic fermentation, cellular respiration, lignocellulosic breakdown, etc. As part of this analysis, students will compare the amounts of biogas produced by different types of biomass. In order to quantify their findings, students will conduct an

experiment with three soda bottles filled to the same volume with various types of biomass commonly used in biogas production. Bottle one will contain cow manure, bottle two will contain cow manure and household kitchen scraps, and bottle three will contain cow manure and a biological waste product of the students choosing (teacher approved). Bottles will be topped with a small balloon. Students will record the circumference of each of the balloons at the same time of day over a period of 10 days as well as record observations of the biomass inside of the bottles. Students will create a graph representing the circumference of balloons and the number of days. Students will compare graphs to determine which biomass type produced the fastest inflation of the balloon. Upon completion of the experiment, the students will then need to develop a written plan for how this naturally occurring byproduct can be harnessed to benefit a farming situation. In addition to incorporating their data, this plan should include: research on how the gas is used, the scientific processes behind biogas creation (fermentation, anaerobic digestion, etc.), biomass feedstocks that can be used to create efficient quantities of biogas, potential uses of biogas, and potential economic and sustainable benefits of instituting a biomass digester.

#### **“Composting, Do the Rot Thing”**

Students will examine the principle of composting organic material, and the process of converting complex organic matter into the basic nutrients needed by living organisms. Prior to conducting the experiment, students will use industry and extension publications to learn the processes of composting, as well as the benefits and challenges of compost production (available nutrient levels, community perceptions, hazardous materials, smell, storage, etc.). Following the background research, students will conduct a laboratory exercise that will examine the utilization of organic wastes (household) as nutrients for plants. It will allow students to investigate which waste products can be composted and best utilized by plants. Based off of prior knowledge of an ecosystem and how ecosystems regenerate as well as the interaction of food and fiber systems with natural cycles, students will justify specific nutrient requirements, as well as renewable and nonrenewable natural resources. Students will prepare three test plots, one plot with just soil, one with soil and household waste products collected by students, and one plot with animal waste products. Students will then monitor plant growth and development to graph their results. Students will create an informational, six paneled brochure that explains a waste management plan using compost. Included in the brochure should be information regarding the microbiology of compost production in addition to the practical household application of the research. Additionally, the brochure should outline the removal of organic matter to increase ecological sustainability while having the least environmental impact on the farm and community.

#### **Unit Assessment**

##### **Plant, Grow, Rotate, Repeat Sustainable Crop Management Plan**

Students will apply concepts of the biogeochemical cycles as well as waste management to create a 3 year sustainable crop rotation plan that produces the

highest crop yields for any given location with the least environmental impact. Students must analyze current soil conditions as well as community needs when considering their crops for production. Student focus should be on nitrogen fixation of specified crops. Students will use previous knowledge of ecosystems, invasive species, and producer and consumer relationships as well as research current market prices and local demands, to assess the environmental contribution and the economical impact from each crop. When creating the 3 year crop rotations students will defend their selections and the ecological impacts of their decisions. The synthesis of the students research will culminate in written proposal to a local producer.

### **Unit Three:**

#### **Driving Question - What molecular biology principles guide sustainable agriculture?**

In this unit, students will examine the science of agriculture and evaluate the efficiency and sustainability of current methods. Students will explore the concepts of taxonomy of plants and nomenclature of animals, cell structure, cellular division, DNA, and chromosomes. Students will apply this knowledge to evaluate desirable inheritable traits in each species to artificially select characteristics to breed more efficient and productive offspring as a part of their created breeding plan. Students will be introduced to genetic markers, genetically modified organisms, and biotechnology. With this knowledge students will examine and evaluate biotechnology, the ethics of genetic manipulation, and its implication on the sustainability of agriculture and our ability to feed a growing population. As a culminating project for the first two units students will design, conduct, and interpret their own agricultural research project on a biological issue facing agriculture and present their findings with a visual, written, and oral report.

#### **Assignment Summaries:**

##### **“Breed For The Need”- Sustainable Breeding Evaluation**

Animal genetics play a role in sustainability. An animal that is genetically predicted to become heavier muscled in a shorter period of time will utilize less pasture and nutritive resources than one that takes longer to reach the same weight. A female who produces more milk to feed her offspring will utilize less resources for both her and her progeny. Therefore, summative phenotypic traits are important to evaluate in a sustainable ecosystem in order to efficiently utilize natural resources. By analyzing these traits students can determine the probability of the trait expression in an animal's offspring. After instruction on chromosomal physiology, multicellular organization, animal anatomy, basic heredity, and genetic expression, students will identify desirable characteristics from a group of four animals of the same species to create a sustainable breeding plan that will include: hybrid vigor, genetic efficiency and other genetic traits. Students will use three components to evaluate the group of

four animals that include the farmer's sustainability scenario, expected progeny difference data and phenotypic evaluation of the animals. First students will read an agricultural producer's written scenario that describes the targeted phenotypic traits a farmer desires based on the environment that must sustain the health and nutrition of the specific animals while not depleting the natural resources within that biological system. The parameters of the traits the students will evaluate include milk production (the weight of the weaned offspring that was contributed to the amount of milk the mother produced), weaning weight (the weight of the offspring when removed from the mother), yearling weight (the weight of the offspring at eighteen months of age and birth weight (the weight of the offspring at birth). Next, the students will read and analyze Expected Progeny Difference (Summative phenotype expression) data. Finally, students will perform visual observations of the phenotypic traits in those four animals. Students will assess and prioritize the three analyzed components based on importance and collectively use them to place the four animals in phenotypic order from the most desirable for the environment to the least desirable according to the farmer's sustainability scenario. Students will give an oral defense with evidence to support reasoning.

#### **“Where Should I Make My Home ?” - Sustainable Production Plan**

The students will be put into groups and collectively evaluate the same animals from the previous activity with summative phenotypic traits for each of the bio-geological growing zones in California which are desert and high desert, coastal, valley, foothills and mountains. Instruction should occur on plant taxonomy and livestock anatomical suitability (large animals in areas with poor biomass production, genetic hardiness factors, etc.) prior to the secondary research being done. Research done on each zone will provide information on the possible sustainability plans in which the four animals could be raised. Students will research the ecosystem of each area, analyzing what crops, pasture and range can be grown and the effects of climate and rainfall on the availability of nutrients for the animals' sustainability. Based on the data accumulated from the research they will reevaluate the four animals from the previous lab including EPD data. For each zone they will place the animals in order from the one most suited and efficient to the least. Students construct a written defense for their decision in the placing of those animals in each zone based on their data and research. They will argue the merits of their placing based on the data from their zone research: native and nonnative grass and crop survivability in each zone that provides nutrition to the animals, biological merits and disadvantages of each zone on the animals. They will then use the zone information to reevaluate the EPD data and how it can be best utilized to meet the animal's biological needs. Using the research and accumulated data students can determine a class placing for each region of California.

#### **“Battle of the Seeds” - Biotechnology Use in Agriculture**

Crop decisions made by agricultural producers are often predicated on understanding the climate, rainfall and topography needs of their growing area. These decisions

often prioritize crop yield, but also must take into account the biological health of each system. The previous lab focused on evaluating the efficiency of specific animals introduced into an ecosystem where the biological components were predetermined and consistent. In this activity, students explore the introduction of new plants into predetermined, consistent ecosystems by investigating how germination, growth and efficiency of plants (crops) can be affected by genetic and environmental changes. Prior to the experiment, students should be instructed in cell division and structure as functions of organism growth, genotypic traits and variable expression, traditional hybridization methods and modern genetic manipulation.

For the primary research exercise, students will set up three demonstration plots to compare growth and yield rates of plants. Half of the class will grow unweeded plots of plants, manually weed-controlled beds, and chemically controlled beds with plants that have been genetically modified to withstand the effects of a widely-used herbicide. The other half of the class will grow hybrid seed, non-hybrid seed, and genetically enhanced seed of the same plant. Upon analyzing data of plant growth and yield rates students will calculate the cost in time and money for the methods demonstrated. Students will formulate a written opinion/thesis and defend from evidence the most sustainable method of growing food based on their experiment. Students determine the statistical, economical and biological differences of genetically modified organisms as compared to natural organisms. Students will then research public concern of genetically modified organisms to prepare for a class debate. Utilizing their experimental results and research students debate the use of biotechnology and genetically modified organisms playing one of four following roles; a leader of a developing nation where hunger is a problem among their citizens, a biotechnology company specializing in producing genetically modified plants, a farmer, or a parent who primarily purchases organic produce. Students will reflect on their original opinion and write what they learned as a result of this experience.

#### **Unit Assessment:**

##### **“Hypothesize, Analyze, Repeat” - Formal Research Project**

Labs and activities have been done in this unit that represent the common applications of biological factors such as genetic potential and variability of plants and animals, the symbiosis of animals and plants within an ecosystem and the impact of new species introduced into an established environment. Students will utilize the science of nature they learned in unit three, how that science fits into the biological systems from unit two and how those systems contribute to sustainability in unit one to develop a comprehensive agriscience experimental research project. Students will identify a problem related to agriculture that is the result of completing the first three units of the course (plant science, animal science, natural resources). Students will utilize the empirical method to design an experiment that will test their own authentic hypothesis using the skills and processes learned throughout the course that include dissecting published research and studies, testing the hypothesis, collecting, synthesizing, analyzing and interpreting data, accepting or rejecting the hypothesis

based upon the data, technical reading and writing, and scientific collaboration. Specific expectations for the written research project are outlined below:

### **1. Forming a Hypothesis**

Students will use credible sources to conduct background research on the agricultural issue they are investigating, and they will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind.

### **2. Experimental design and conducting experimentation**

Students will construct an experimental design to test their hypothesis. A written experimental design should be constructed consistent with scientific protocol using a systematic approach outlined in the previous units. Students will have their experimental designs reviewed by industry experts, agricultural instructors, local growers/producers, researchers or university representatives. After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. For example, in a study of primed versus non-treated seeds, seeds would be planted in identical environments, multiple test groups would be established and compared to a control group, and the number of germinated seeds would be counted and recorded to quantify the outcome. Raw data should be recorded using a field book or electronic device.

### **3. Analyzing data, interpreting data and forming conclusions.**

Students will determine the best methods for organizing their data using tables. Students will use mathematical principles to synthesize their data, calculating a mean, for example. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and supported by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

### **4. Evidence of Performing the AgriScience Research Project**

Students will submit their research in a written paper, and it will include the following components: problem/purpose, background research, hypothesis, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of

personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. Students will create a visual display board, using a digital format that mirrors the use of research posters in higher education, which will also include all of the components of the paper, but in a condensed form. The peer group that reviewed the original experimental design will review the final research paper. The project and its findings will be shared with the class in an oral presentation, with the research board on display to aid in communicating the results of the research.

**Unit Four:** (Copy and paste for each additional unit you wish the course to include.)

**Driving Question:**How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem?

**Description of Topic:** Students will understand common practices in the agriculture industry that promote sustainability. They will evaluate and/or refine technological solutions that reduce impacts of human activities on natural systems by using practices that utilize cellular biology, genetics, energy cycles, biological systems, plant and animal nomenclature and how these units collectively create ecosystems that were covered in the previous units. Students will conduct production practices in the areas of animal science, horticulture, and natural resources. Students will experience how the biological systems can be changed at the cellular level, promoting the emergence of new energy cycles that produce useful, recyclable products that have a positive impact on the environment, thus decreasing the impact of agriculture on the environment and promoting sustainability. Students will investigate positive sustainable approaches to changing negative impacts agriculture has on the land by testing methods of efficiency in laboratory work. This experience will give students perspective on production costs and resource needs in relation to animal welfare, mechanization versus labor, and use of chemicals to non-use of chemicals. Students will utilize this hands-on production experience to develop their own sustainable farm as a culminating final project to illustrate the management of agricultural systems, management of natural resources, the sustainability of an ecosystem for the future while preserving biodiversity.

**“Show Me You Care” - Practice in Animal Health Management**

Common animal production practices are done to ensure multi-system homeostasis and to foster productive animal growth and general welfare. Prior to conducting a laboratory exercise, students will engage in secondary research that seeks to correlate common livestock production practices to maintaining system health in animals. For example, castration, tail banding, hoof trimming and vaccinations prevent pathogen (viral, bacterial, fungal and parasitic) infections and thereby ensuring the health of the immune system, lymphatic system and respiratory system,



among others. Shearing, clipping and dehorning are noninvasive procedures that provide recycling opportunities of animal byproducts but are also designed to maintain homeostasis and to protect vital organs throughout multiple systems (shearing reduces overall stress on the circulatory system, for example). Animal identification requires animals to have a traceable number like the scrapie tag that traces the animal to the breeder in case an animal tests positive for the genetic disease and ensure herd health (preventing disease outbreaks that can stress multiple systems).

After the conclusion of the background research, students will engage in a laboratory experience where they will conduct common livestock production procedures practiced in the United States through the application of: castration methods, dehorning practices, vaccination protocols, identification systems and shearing techniques. Students will divide into groups to demonstrate one or more of the common livestock production practices within several species of livestock and small animals. After the conclusion of each of these demonstrations, students will choose one method they demonstrated and write an explanatory position paper that correlates the production practice to physiological health in the animal, highlighting homeostatic mechanisms and system nomenclature.

#### **“If You Root It, They Will Grow” - Sustainable Practices in Horticulture**

The ability to graft, increase growth rates and clone species of plant, trees and crops is an option that can increase the number of organisms that can be planted in a shorter amount of time. Using one plant to create many or the ability to grow different varieties of fruit on one tree maximizes the efficiency of each organism within an ecosystem. The ability to utilize this technology increases species diversity while positively affecting land biomass. Students will experience a laboratory activity, conducting propagation techniques that make plants more efficient and in return contribute to the energy cycles within the ecosystem potentially maximizing sustainability of the plant and its production. This laboratory lets students use asexual propagation through the application of auxins directly onto plants used as a common practice in the horticultural industry. Students will also research the role of auxins and make predictions on its effectiveness on their assigned mother stock plant. Through teacher demonstration, students will learn the proper steps of asexual propagation and make cuttings of their plant. Each student will test the effectiveness of auxins (rooting growth hormone) with one row in a flat being a different concentration of hormone and one control. After two weeks students will collect data every three days and record the rate at which their plant cutting roots. Students will calculate the cost of hormone treatment versus the time for cuttings to root to recommend the use or non-use of auxins on their assigned plant in their lab report.

In the next step of the laboratory students will practice the proper steps of transplanting and fertilizer use as regular practice in the horticultural industry. Students will take their rooted cuttings and transplant them to a larger container.

After direct instruction on types of fertilizers, students will make predictions on the most effective type of fertilizer for their rooted cuttings; liquid, slow release, and organic. Students will be assigned a growing area (landscape plot, or one gallon-containers) to conduct their experiment. Students will test each type of fertilizer with four rows of plants. One row will be the control, without fertilizer application and the other three rows will have liquid, slow release, and organic fertilizer applications. Students will take daily measurements and make final conclusions of fertilizer effectiveness for their plant. Students will also compare cost of fertilizer to effectiveness to determine final recommendations in their lab report.

#### **“It’s Easy Being Green - Growing Green Communities” - Landscaping**

Students will utilize the Horticulture report and experience to create a landscape plan in groups. Students will utilize the original cuttings from the previous activity which are now grown plants. Each group will use those plants in designing a landscape for a specific area designated by the teacher that could include areas around the school and/or community. Students must consider plant growth requirements, resources such as water, soil quality, and fertilization needs. Students must address the long term needs of their landscape and write a reflection on the positive and negative aspects with recommendations for more sustainable qualities. The students will submit their designs in a written proposal to the school and or community organizations for approval. Those approved will be planted and maintained by the group for the rest of the year.

#### **“Use Me Responsibly or Lose Me Forever” - Using Nature’s Natural Resources**

Students will delve deeper into natural resources conducting research on bioprospecting. They will use the knowledge gained within this unit regarding the potential to change the future through bioprospecting and the need to prevent the exploitation of those resources to preserve the biospheres for future generations. Students will read articles about the use of plants and animals in nature like coral producing a natural sunscreen named, “Sunscreen 855”. To prevent the harvest of coral in order to save the barrier reef they isolated the compound and produced it in a lab that will be the most naturally occurring sunscreen developed. Students will discuss the importance of bioprospecting, as well as how the prospect of products from plants and animals argues for the continued maintenance of biodiversity and sustainability as long as the resources are not exploited.(Biology,Prentice Hall) After the discussion students will research other types of bioprospecting happening in agriculture. They will choose one material (natural resource) being prospected and find the following information from their research: what research is being done on the material, how are they utilizing the material and how does the research and use of the material play a role in sustainability. The information accumulated on the material bioprospecting will be utilized in a flyer created by each student. The flyers will be set-up in a walking gallery where the students will use a bioprospecting rubric to score the importance of each natural resource presented as a valuable material for

continued research. The students will have a class discussion about which three natural resources are the most valuable source of bioprospecting to contribute to sustainability of the human population.

### **Bioprospecting - “Motoring with Microbes” -**

#### **Discovering Cellulose Microbes for Biofuel Efficiency**

The students will then conduct a research lab on Bioprospecting for Cellulose-Degrading Microbes: Filter Paper Assay Method where Students collect samples that they predict will contain communities of cellulose-degrading microbes and test for the ability of microorganisms in their samples to break down pure cellulose (filter paper). In the process, groups collect evidence to test predictions about which environmental microbial samples will be the most effective for degrading cellulose. By comparing results across groups, students can begin to uncover patterns and develop explanations about the types of environments that support cellulose-degrading microbes. This lab method is nearly identical to that used by researchers and student results could help scientists discover new enzymes for efficient biofuel production that is key in agriculture’s ability to remain sustainable in the next century. <https://www.glbrc.org/education/classroom-materials>  
Students will turn in a completed lab using scientific method and write an abstract of their research to send to the Great Lakes Bioenergy Research Center as part of their on going research on biofuel.

### **Unit Assessment and End of Course Project**

#### **“I Believe in the Future of Agriculture” - Sustainable Farming Project**

Students will design a solution for developing, managing, and utilizing energy and resources through the development of a completely sustainable farm on 400 acres that must include a minimum of three crops and two species of animals. A comprehensive farming portfolio will be created. The portfolio will include data and research done from each unit within the course to be used to create their farm as well as provide evidence to defend the sustainability of that farm and thus, the best representative of sustainability. The students must research genetic varieties of crops and species of animals based on genetic efficiency and commensalism. Attention to how soil nutrients and deficiencies affect vegetative reproduction, germination, plant growth and crop adaptation within an environment must be utilized in the research. Based on the data the students will determine the crops to be produced. They will research and evaluate the species of animals that will have a symbiotic relationship with the crops they have chosen above. Phenotypic and genotypic traits, hybrid vigor, commensalism, and other variables should be used to determine the two species of animals that will be best suited for the designed environment while providing for the welfare of the animals’ health and nutrition. Animal welfare must be addressed in the decisions made to create a farm that is positive and biodiverse in nature. Environmental impacts based on the crops and animals raised on the farm need to be identified dealing with biological magnification, depletion of soil /plant nutrients , use of natural resources , pollution issues dealing

with waste and desertification. The students will use this information as well as the data and labs from the previous units to determine the carrying capacity of livestock and acres of crops to be grown on the farm . Biological methods of reducing the identified environmental impacts will then be designed by the student, which could include methane digesters, aquaculture, CO2 collectors and irrigation water recycling. Finally, students will address the management decisions made to reduce the farm's carbon footprint over a decade of production. The portfolio and presentations will be presented to the local farm bureau as well as other agriculture associations and businesses.

### **Course Materials**

In the space below, list all course materials, including primary and secondary texts and supplemental materials.

#### **Primary Textbook:**

District Approved Biology Text

Example: Joe Levine and Ken Miller. *Biology*. Prentice Hall, New Jersey. 2008

#### **Secondary Texts:**

Herren, Ray V. *The Biological Approach to AgriScience*. 4th edition. Delmar Thompson Learning. 2012. New York.

Herren, Ray V. *Introduction to Biotechnology: An Agricultural Revolution*. Delmar Thompson Learning. 2005. New York

Camp, William G. and Thomas B. Daugherty. *Managing our Natural Resources*. Del Mar Publishers. 1998. New York

Baker, MeeCee and Robert Mikesell. *Animal Science: Biology and Technology*. 3rd edition. Delmar Cengage Learning. 2011. New York

Bidlack, James and Shelley Jansky. *Stern's Introduction to Plant Biology*. 12th edition. McGraw Hill Publishing. 2010. New York.

#### **Supplemental Materials:**

Burton, Devere L. and Elmer L. Cooper. *Agriscience: Fundamentals and Application*. 3rd edition. Delmar Thompson Learning. 2002. New York.

International Food Information Council. *Biotechnology: A Communications Guide to Understanding*. 2003 edition. Washington D.C.

Great Lakes Bioenergy Research Center. 2007-2013. Bioprospecting Laboratories <https://www.glbrc.org/education/classroom-materials>. Wisconsin.

United States Environmental Protection Agency. 2000-2014. What is Sustainability? [www. https://epa.gov/sustainability/basicinfo.html](https://epa.gov/sustainability/basicinfo.html) Washington D.C.

# Agriscience Pathway Courses

## Biology and Sustainable Agriculture

This is a laboratory science course, designed for the college-bound student with career interests in agriculture. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications. Units of study provide students with opportunities to try to answer the following questions: 1) What is sustainable agriculture? 2) How does sustainable agriculture fit into our environment? 3) What molecular biology principles guide sustainable agriculture? And 4) how do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? The course culminates in the development of a sustainable farm model and portfolio of supporting student research. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course.

**Pre/Co-Requisites:** None.

**Notes:** This is the Introductory course to the Agriscience Pathway.

## GHS & LRHS

**Grade Levels:** 9

**Credits:** 10

**Credit Type:** Life Science

**Repeatable for Credit?** No

**A-G Approved?** Yes - Science

**AP/Honors?** No

## Chemistry and Agriscience

This is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on the physical and chemical nature of soil as well as the relationships between soil, plants, and animals as those relationships pertain to agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agriscience research project that requires them to develop a valid and authentic research question, formulate a hypothesis based on related research, conduct an experiment to test the hypothesis, collect quantitative data, and form a conclusion based on analysis of the data. Students will be given an opportunity to present their research project at the State Agriscience Fair. Students will also participate in leadership development and create a supervised agricultural experience program. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course.

**Pre/Co-Requisites:** Passed Agriculture Biology

**Notes:** This the second course in the Agriscience Pathway.

## GHS & LRHS

**Grade Levels:** 10, 11, 12

**Credits:** 10

**Credit Type:** Physical Science

**Repeatable for Credit?** No

**A-G Approved?** Yes - Science

**AP/Honors?** No

## Agriscience Pathway Courses

### Advanced Interdisciplinary Science for Sustainable Agriculture

This course is designed to prepare students with relevant knowledge and competencies associated with management principles within agriculture. This is an interdisciplinary laboratory science course in which students will perform labs and engage in extensive research related to agricultural management principles. Using skills and content learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry, allowing them to directly connect college-preparatory work with that of the industry. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course.

**Pre/Co-Requisites:** Passed Biology and Sustainable Agriculture and Chemistry and Agriscience

**Notes:** This is the Capstone course in the Agriscience Pathway

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### GHS & LRHS

**Grade Levels:** 11, 12

**Credits:** 10

**Credit Type:** Life Science

**Repeatable for Credit?** No

**A-G Approved?** Yes - Science

**AP/Honors?** Yes

## Agriscience Pathway Courses

### Advanced Interdisciplinary Science for Sustainable Agriculture

This course is designed to prepare students with relevant knowledge and competencies associated with management principles within agriculture. This is an interdisciplinary laboratory science course in which students will perform labs and engage in extensive research related to agricultural management principles. Using skills and content learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry, allowing them to directly connect college-preparatory work with that of the industry. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course.

**Pre/Co-Requisites:** Passed Biology and Sustainable Agriculture and Chemistry and Agriscience

**Notes:** This is the Capstone course in the Agriscience Pathway.

### GHS & LRHS

**Grade Levels:** 11, 12

**Credits:** 10

**Credit Type:** Life Science

**Repeatable for Credit?** No

**A-G Approved?** Yes - Science

**AP/Honors?** Yes

### Ag Food Science from Farm to Fork

Students will apply plant science concepts as they learn to grow their own food in their garden plot. Students will practice various processing, packaging, and food preparation techniques to ultimately eat local, healthy, fresh food. This class will teach students about nutrition, farming, and cooking allowing students to experience first-hand the process from Farm to Fork.

**Pre/Co-Requisites:** Passed Biology and Sustainable Agriculture OR Chemistry and Agriscience or currently enrolled in Chemistry and Agriculture.

**Notes:**

### LRHS only

**Grade Levels:** 11, 12

**Credits:** 10

**Credit Type:** Physical Science

**Repeatable for Credit?** No

**A-G Approved?** No

**AP/Honors?** No

### Ag Anatomy and Physiology - Animal/Plant

This course is designed to prepare students with relevant knowledge and competencies associated with animal and plant science disciplines within agriculture. Students will analyze both the structure and function of living things, both animals and plants through specifically focusing on species used for agricultural production. Systems of focus include the skeletal, muscular, cardiovascular, integumentary, reproductive, immune and digestive systems. Students will do so through dissections, labs, simulations, research projects, and hands-on experience. Students will work with both plants & animals, studying environmental changes, nutrition requirements and behavior. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course.

**Pre/Co-Requisites:** Passed Biology and Sustainable Agriculture and Chemistry and Agriscience.

**Notes:**

### GHS only

**Grade Levels:** 11, 12

**Credits:** 10

**Credit Type:** Life Science

**Repeatable for Credit?** No

**A-G Approved?** Yes - Science

**AP/Honors?** No

# Agriculture Mechanics & Welding

## Pathway Courses

### Introduction to Agriculture Mechanics Skills

This course designed to provide fundamental skills and competencies in vocational pathway areas related to agricultural mechanics. After thoroughly preparing students with the knowledge to work and operate safely in a mechanics environment, students have the opportunity to gain hands-on skills in the areas of tool identification and use, electrical wiring, plumbing, woodworking, metalworking, masonry and power machine operation. This course meets graduation elective requirements. Due to the cocurricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in FFA activities as a graded component of the course.

**Pre/Co-Requisites:**

**Notes:**

### GHS & LRHS

**Grade Levels:** 9, 10, 11, 12

**Credits:** 10

**Credit Type:** Elective

**Repeatable for Credit?** No

**A-G Approved?** No

**AP/Honors?** No

### Agriculture Metals and Welding

This is a one-year course for second year Agriculture Mechanic students. Students will learn basic skills in: Welding Safety, Shielded Metal Arc Welding, Electrode Selection, Oxy-Acetylene Welding and Oxy-Fuel Cutting. Some of the latest technologies such as CAD/CAM will be utilized. The course also stresses critical thinking, leadership development and participation in the FFA organization.

**Pre/Co-Requisites:** Passed Introduction to Agricultural Mechanical Skills and Technology with a C or Higher, or teacher recommendation

**Notes:**

### GHS & LRHS

**Grade Levels:** 10, 11, 12

**Credits:** 10

**Credit Type:** Elective

**Repeatable for Credit?** Yes

**A-G Approved?** No

**AP/Honors?** No

### Advanced Agriculture Welding and Fabrication

This course is designed to prepare students for entry-level employment in the field of agriculture mechanics, welding, and fabrication. Students will be instructed in safety and metal fabrication. Students will learn specialized welding skills and practices including the nature and identification of metals, concentration on out-of-position Shielded Metal Arc Welding (SMAW, GMAW (MIG) with micro and core wire, GTAW (TIG) of non-ferrous metals (aluminum & stainless steel), cast iron welding, hard surfacing, plasma arc cutting, and freehand and automatic shape burning. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in FFA activities as a graded component of the course.

**Pre/Co-Requisites:** Passed Agriculture Metals and Welding or teacher recommendation.

**Notes:**

### GHS & LRHS

**Grade Levels:** 11, 12

**Credits:** 10

**Credit Type:** Elective

**Repeatable for Credit?** Yes

**A-G Approved?** No

**AP/Honors?** No



## Agriculture Mechanics and Welding Pathway Courses

### Agriculture Power Mechanics I

The Agriculture Power Mechanics course is designed to prepare students with the knowledge and skills needed to service, troubleshoot, and repair small engine powered equipment used in agriculture. Students will be able to disassemble, repair, reassemble, and test small engines and power equipment, to include the following systems; cooling, lubrication, ignition, charging, starting, exhaust, and electrical. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in FFA activities as a graded component of the course.

**Pre/Co-Requisites:** Passed Introduction to Agricultural Mechanical Skills and Technology, or teacher recommendation

**Notes:**

### GHS & LRHS

**Grade Levels:** 9, 10, 11, 12

**Credits:** 10

**Credit Type:** Elective

**Repeatable for Credit?** No

**A-G Approved?** No

**AP/Honors?** No

### Agriculture Power Mechanics II

A comprehensive look at power systems used in agricultural and industrial settings. Units include: The theory, operation, maintenance, and repair of internal combustion engines, electrical, hydraulic, pneumatic power systems. Students will also be engaged in learning the fundamentals of agricultural and industrial powertrains. Due to the co-curricular nature of FFA and SAE (Supervised Agriculture Experience) students will be required to participate in FFA activities as a graded component of the course.

**Pre/Co-Requisites:** Passed Agriculture Power Mechanics I with a C or better or teacher recommendation.

**Notes:**

### GHS & LRHS

**Grade Levels:** 10, 11, 12

**Credits:** 10

**Credit Type:** Elective

**Repeatable for Credit?** No

**A-G Approved?** No

**AP/Honors?** No

### Ag Construction BITA 1

This course offers students the chance to gain intermediate constructional skills through the instruction and usage of construction specific mathematics, hand tools, power tools, selection of materials, industry organization, and project schematics. Several projects will be built throughout the year to apply theories and practices in order to enhance student learning. Due to the co-curricular nature of FFA and SAE (Supervised Agriculture Experience) students will be required to participate in leadership development activities and maintain a project as graded components of this course.

**Pre/Co-Requisites:** Passed Introduction to Agricultural Mechanical Skills and Technology with a C- or higher.

**Notes:**

### GHS only

**Grade Levels:** 10, 11, 12

**Credits:** 10

**Credit Type:** Elective

**Repeatable for Credit?** No

**A-G Approved?** Yes - Elective

**AP/Honors?** No

## **Agriculture Mechanics and Welding Pathway Courses**

### **Ag Construction BITA 2**

This advanced level course provides students an opportunity to explore various trades in depth using construction labs and student-directed activities facilitated by the instructor. Student can explore all of the lab activities or pursue advanced levels in an area which can include concrete, masonry, surveying, site preparation, HVAC, plumbing, drywall, painting and tile as well as electrical. Due to the co-curricular nature of FFA and SAE (Supervised Agriculture Experience) students will be required to participate in leadership development activities and maintain a project as graded components of this course.

**Pre/Co-Requisites:** Passed Ag Construction BITA 1 with a C- or better.

**Notes:**

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### **GHS only**

**Grade Levels:** 11, 12

**Credits:** 10

**Credit Type:** Elective

**Repeatable for Credit?** No

**A-G Approved?** Yes - Elective

**AP/Honors?** No

# Floriculture/Horticulture Pathway Courses

## Elements and Principles of Floral Design

This course emphasizes the necessary knowledge and skills to provide the student with an understanding of artistic perception, creative expression, historical and cultural context(s); aesthetic valuing and connections, relations and applications of the visual arts. Students will derive meaning from artworks through analysis, interpretation, and judgment and apply what is learned in floral art to other art forms, subjects, and post secondary educational experiences. Through practical skill development the student will become familiar with material selection, design mechanics, maintenance and design evaluation. The course also stresses critical thinking, leadership development and participation in the FFA organization.

**Pre/Co-Requisites:**

**Notes:**

## GHS & LRHS

**Grade Levels:** 9, 10, 11, 12

**Credits:** 10

**Credit Type:** VAPA

**Repeatable for Credit?** No

**A-G Approved?** Yes - VAPA

**AP/Honors?** No

## Advanced Art & History of Floral Design

This course allows students to learn professional florist skills for employment in the floral field. Students will explore the floriculture industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; evaluate floral materials and arrangements; utilize floral tools, supplies and products to apply design principles to floral medium; construct arrangements for all occasions; display, price and market floral designs; and preserve floral materials as students run their own floral shop. The art elements and principles of design will serve as a foundation for each unit covered. After completion of this class, students will be prepared to secure a job in the floral industry. Students will be exposed to careers in Agriculture Business.

**Pre/Co-Requisites:** Passed Elements and Principles of Floral Design with a C or better

**Notes:**

## GHS & LRHS

**Grade Levels:** 10, 11, 12

**Credits:** 10

**Credit Type:** VAPA

**Repeatable for Credit?** No

**A-G Approved?** Yes - Elective

**AP/Honors?** No

## Environmental Horticulture Science

This course is also designed to instruct students in the growth, production, and care of plants for ornamental and environmental purposes. Students will learn plant taxonomy, physiology, reproduction, growth, identification, propagation, soils, integrated pest management, landscape design, vegetable production, and floral design. Students will be introduced to careers in environmental plant science as it is one of the fastest growing sectors in the agricultural industry.

**Pre/Co-Requisites:** Passed The Elements and Principals of Floral Design and Advanced Floral Design with a C or higher

**Notes:**

## LRHS only

**Grade Levels:** 11, 12

**Credits:** 10

**Credit Type:** Life Science

**Repeatable for Credit?** No

**A-G Approved?** Yes - Science

**AP/Honors?** No

# Galt Joint Union High School District — Bell Schedules

## Regular School Day

*Regular School Day Setup for the Comprehensive School Sites*

	Start Time	End Time	Length
Period 1	8:00 AM	9:30 AM	90 min
Passing	9:30 AM	9:40 AM	10 min
Period 2	9:40 AM	11:10 AM	90 min
Lunch	11:10 AM	11:40 AM	30 min
Passing	11:40 AM	11:50 AM	10 min
Period 3	11:50 AM	1:20 PM	90 min
Passing	1:20 PM	1:30 PM	10 min
Period 4	1:30 PM	3:00 PM	90 min

## Collaboration Day

*Collaboration Day Setup for the Comprehensive School Sites*

	Start Time	End Time	Length
Period 1	8:00 AM	9:15 AM	75 min
Passing	9:15 AM	9:25 AM	10 min
Period 2	9:25 AM	10:40 AM	75 min
Passing	10:40 AM	10:50 AM	10 min
Period 3	10:50 AM	12:05 PM	75 min
Lunch	12:05 PM	12:35 PM	30 min
Passing	12:35 PM	12:45 PM	10 min
Period 4	12:45 PM	2:00 PM	75 min
Collaboration	2:10 PM	3:10 PM	60 min

## Minimum Day

*Minimum Day Setup for the Comprehensive School Sites*

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Period 1	8:00 AM	9:00 AM	60 min
Passing	9:00 AM	9:10 AM	10 min
Period 2	9:10 AM	10:05 AM	55 min
Passing	10:05 AM	10:15 AM	10 min
Period 3	10:15 AM	11:10 AM	55 min
Passing	11:10 AM	11:20 AM	10 min
Period 4	11:20 AM	12:15 PM	55 min
Lunch (Teachers)	12:15 PM	12:50 PM	35 min
District Collaboration	12:50 PM	3:10 PM	140 min

## GHS Rally Day

*Rally Day Setup for Galt High School*

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Period 1	8:00 AM	9:20 AM	80 min
Passing	9:20 AM	9:30 AM	10 min
Period 2	9:30 AM	10:50 AM	80 min
Rally	10:50 AM	11:30 AM	40 min
Lunch	11:30 AM	12:00 PM	30 min
Passing	12:00 PM	12:10 PM	10 min
Period 3	12:10 PM	1:30 PM	80 min
Passing	1:30 PM	1:40 PM	10 min
Period 4	1:40 PM	3:00 PM	80 min

## LRHS Rally Day

*Rally Day Setup for Liberty Ranch High School*

	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Period 1	8:00 AM	9:20 AM	80 min
Passing	9:20 AM	9:30 AM	10 min
Period 2	9:30 AM	10:50 AM	80 min

Lunch	10:50 AM	11:20 AM	30 min
Passing	11:20 AM	11:30 AM	10 min
Period 3	11:30 AM	12:50 PM	80 min
Passing	12:50 PM	1:00 PM	10 min
Period 4	1:00 PM	2:20 PM	80 min
Rally	2:20 PM	3:00 PM	40 min

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Galt Joint Union High School District - 12945 Marengo Road, Galt, CA 95632 - Phone: (209) 745-3061 - Fax: (209) 745-0881

## Katelyn Titus

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**From:** AgriScience Fair <NoReply@caver.com>  
**Sent:** Friday, February 10, 2017 10:01 AM  
**To:** Katelyn Titus  
**Subject:** California Agriscience Fair Registration

Registration received for:  
2017 UC Davis Agriscience Fair  
Title: Perceptions of Raw Versus Pasteurized Milk  
Chapter: Galt  
Division: Division IV  
Category: 600  
Advisor: Katie Titus  
Entrant: Claire Nelson and Joseph Graham  
Filename: Nelson.pdf  
Registration Number: 49

## Katelyn Titus

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**From:** AgriScience Fair <NoReply@caver.com>  
**Sent:** Friday, February 10, 2017 9:58 AM  
**To:** Katelyn Titus  
**Subject:** California Agriscience Fair Registration

Registration received for:  
2017 UC Davis Agriscience Fair  
Title: The Effects of Temperature on the Life Span of Boar Sperm  
Chapter: Galt  
Division: Division II  
Category: 300  
Advisor: Katie Titus  
Entrant: Paige Henry  
Filename: Henry.pdf  
Registration Number: 46



## GHS Agriculture Department Class/Pathway Offerings

### Agri-Science Pathway (each of these classes in pathway are A-G and NCAA approved)

Year 1	Year 2	Year 3	Year 4
Biology and Sustainable Agriculture	Chemistry and Agriscience	Advanced Inter. Science for Sustainable Agriculture (Honors Credit)	Ag Anatomy and Physiology #

### Agriculture Mechanics Pathway

#### **Ag Metals/Welding:**

Year 1	Year 2	Year 3	Year 4
Intro to Ag Mechanics and Technology	Agriculture Metals and Welding *	Advanced Ag Welding and Fabrication *@#	Advanced Ag Welding and Fabrication *@#

#### **Power Mechanics:**

Year 1	Year 2	Year 3	Year 4
Intro to Ag Mechanics and Technology	Agriculture Power Mechanics *	Diesel Technology *@#	Diesel Technology *@#

#### **Ag Construction:**

Year 1	Year 2	Year 3	Year 4
Intro to Ag Mechanics and Technology	Ag Construction BITA 1 * (A-G approval TBD)	Ag Construction BITA 2 *@# (A-G approval TBD)	Ag Construction BITA 2 *@# (A-G approval TBD)

#### **Notations:**

& - Must be concurrently enrolled in another Ag program class, \* - Requires the successful completion of the class pre-requisite,  
@ - May be repeated for credit, # - Capstone class

## Ornamental Horticulture Pathway

### **OH/Floriculture: (these classes are A-G approved)**

Year 1	Year 2	Year 3	Year 4
Elements and Principles of Floral Design	Advanced Floral Design *@#	Advanced Floral Design *@#	Advanced Floral Design *@#

~A class in OH / Landscape Design is planned for the future as a capstone class.

### Other Program Offerings

Year 1	Year 2	Year 3	Year 4
Leadership in Agriculture &	Advanced Leadership in Agriculture &*@	Advanced Leadership in Agriculture &*@	Ag Economics/ Ag Government (A-G approved)
			Advanced Leadership in Agriculture &*@

#### **Notations:**

**&** - Must be concurrently enrolled in another Ag program class, **\*** - Requires the successful completion of the class pre-requisite,  
**@** - May be repeated for credit, **#** - Capstone class

## **THE MISSION STATEMENT**

The Galt FFA develops successful members through leadership, teamwork and community service in a fun learning agricultural environment.

## **FFA AIMS AND PURPOSES**

The primary aim of the FFA is to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship, and patriotism. The specific purposes for which this organization was formed are as follows:

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

## THE FFA EMBLEM



The national emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units of the organization, it is made up of five symbols:

The Owl- Symbol of knowledge and wisdom.

The Plow- Symbol of labor and tillage of the soil.

The Rising Sun- Symbol of progress and the new day that will dawn when all agriculturists are trained and have learned to cooperate.

The Cross-section of Corn- Symbol of common agricultural interests since corn is native to America and is grown in every state.

The Eagle- Symbol of the national scope of the organization.

## **THE FFA CODE OF ETHICS**

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

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

## **THE COLORS**

Perhaps no more appropriate colors for a live "up-and-coming" youth organization could have been selected than National Blue and Corn Gold. Rich and cheerful, these colors should appear in connection with all meetings, and in the equipment and paraphernalia used. The yellow corn color on a background of medium blue has been found to be an ideal color combination.

## **THE MOTTO**

Our motto consists of only four lines filled with practical philosophy, reflecting a spirit and sincerity of youth, the backbone of our nation. The FFA motto is:

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

## **THE FFA UNIFORM**

The blue FFA jacket is the trademark of the FFA. It should be worn with dignity and pride. It immediately identifies the wearer with the FFA. Members should be proud to wear it -- when it looks good, they look good!

## **THE PROPER USE OF THE FFA JACKET**

1. The jacket or blazer should be worn only by a people who are members of the FFA organization.
2. It should be kept clean and neat at all times.
3. The jacket should have only a large emblem on the back and a small emblem on the front; the name of the State Association and the name of the individual and one office of honor on the front.
4. For the most attractive appearance, the collar should be turned down and the cuffs in place and buttoned.
5. The jacket should be worn at all official functions of the FFA.
6. The jacket should be worn to places that are appropriate for members to visit.
7. School letters and insignia should not be attached to or worn on the jacket.
8. When the jacket becomes too faded and worn to wear in public, it should be discarded or the emblems and lettering should be removed.
9. The emblems and lettering should be removed if the jacket is given to a non-member.
10. A member must always act like a lady or gentlemen while wearing the FFA jacket.
11. Members should refrain from smoking or drinking while wearing the FFA jacket.
12. All chapter degrees, officer pins, and other award medals should be worn beneath the name on the jacket, with the exception of the State FFA Degree Pin or American FFA Degree Key which should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket at any time. They are:
  - a. Highest Degree
  - b. Highest Office
  - c. Highest Award/Honor

## **OFFICIAL DRESS**

The official uniform for boys is a white shirt with a blue FFA necktie, the official FFA jacket zipped to the top, and black full length slacks or trousers worn with dress shoes. For girls the official uniform is a white blouse worn with the official blue FFA scarf, official jacket zipped to the top, black skirt or full-length black slacks, and dress shoes.

\*\*\*There is a variation to the official dress described above. The uniform worn in the lineup for state final contests other than public speaking, creed speaking and parliamentary procedure. The uniform for this lineup is the official uniform from waist up. Below the waist, participants may wear clean trousers of any color. This variation is based on the recognition that slacks and skirts are not appropriate for all activities.

## **OFFICIAL SHOW UNIFORM**

The official show uniform, which for boys and girls is a white shirt worn with a blue FFA necktie, the official jacket zipped to the top, and white trousers. The jacket may be omitted if the white shirt has the official FFA patch sewn to the left pocket area.

Galt FFA Program of Work

THE FFA CREED - Written by E.M. Tiffany

Adopted at the 3<sup>rd</sup> National FFA Convention

Revised at the 38<sup>th</sup> and 63<sup>rd</sup> National FFA Conventions

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

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

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

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

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

## LEADERSHIP DEVELOPMENT ACTIVITIES

The Galt FFA chapter is involved in many Leadership Development Activities. These activities include leadership conferences and competitive events. FFA members have the opportunity to be involved in a wide range of activities. Specific information the different leadership development activities can be found in "The Galt FFA Student Success Handbook."

### **JUDGING CONTESTS**

All FFA judging contests are designed to be natural outgrowths of the instructional programs. These contests help develop in participants: technical knowledge, ability to make sound judgments, ability to defend decisions, ability to be gracious winners or good losers.

Galt FFA members will be participants on the following judging teams:

- Agriculture Mechanics
- Agriculture Issues
- Agriculture Marketing Plan
- Agriscience Fair
- Best Informed Greenhand
- Cooperative Marketing
- Farm Power
- Farm Records
- Livestock

### **LEADERSHIP DEVELOPMENT CONTESTS**

Galt FFA members will participate in the following Leadership Development Contests:

- Creed
- Extemporaneous Public Speaking
- Impromptu Public Speaking
- Job Interview
- Parliamentary Procedure
- Prepared Public Speaking

### **FAIRS**

The Galt FFA Chapter is involved in many fairs throughout the year. Livestock, small animal, and Ag. Mechanics projects are exhibited throughout the state, where the chapter wins many awards and honors. The animals that are exhibited are market and breeding beef, sheep, swine, dairy, horses, rabbits, cavy and poultry.

- Sacramento County Fair
- San Joaquin County Fair
- California State Fair



Galt FFA Program of Work  
PROJECT COMPETITION

Because Agriculture is the number one industry in California the FFA program is important. Recognizing this importance and the quality of supervised occupational experience programs,

Yearly at the chapter levels, judges visit members supervised occupational experience programs. Every member in Agriculture Education in California can enter the competition.

If a member has a productive enterprise, the judges will go right out into the field to visit it. If a member is involved in another type of program, the judges will visit the member at the member's place of work. This opens FFA competition to a wide variety of programs that are not eligible for regular show competition.

Project competition is an event held within the chapter where FFA members compete against each other concerning the knowledge and the work experienced gained in their FFA projects. Many students participate in project competition at the local level. The top projects are selected by local agriculturists to advance in competition at the sectional level. At the sectional level, Galt FFA members compete against members from other chapters in the Sacramento Section.

After reviewing all programs, the judges announce their selections at a special award banquet sponsored by the PAULA MAITA AND COMPANY, which sponsors the Sacramento Section. Gold and Silver awards are presented to the winners at the sectional banquet.

FFA MEMBERSHIP DEGREES

FFA includes four degrees: (1) Greenhand (2) Chapter FFA Degree (3) State FFA Degree and (4) American FFA Degree.

**GREENHAND**

Greenhand is the first degree in FFA, and it is given upon entry into an agricultural education course and satisfactory completion of plans for a supervised agricultural experience program.

**CHAPTER FFA DEGREE**

Chapter FFA Degree is the highest degree given at the chapter level. To earn this degree, students must satisfactorily complete one year of instruction in agricultural education and must have earned by their own efforts at least \$150.00 from agriculture production or completed 100 hours of work in their supervised agricultural experience programs.

**STATE FFA DEGREE**

To qualify, students must be FFA members for at least two years; demonstrate leadership abilities; and have earned from their own efforts in agriculture production at least \$1000.00, which they have productively invested or deposited in a bank, or completed 500 hours of work in their supervised agricultural experience programs. They must have completed 25 hours of community service and participated in 5 distinctly different activities above the chapter level.

## Galt FFA Program of Work

### AMERICAN FFA DEGREE

The American FFA Degree is the highest degree in FFA and is conferred only to active members. To qualify, individuals must have received the State FFA Degree and earned a minimum of \$7,500.00 from agricultural production or in their supervised agricultural experience programs. They must also be leaders in their communities and have records of all their agriculture endeavors in the years following graduation from high school if applicable. An individual must have 50 community service hours in total.

### GALT CHAPTER AMERICAN FFA DEGREE MEMBERS

1970 - Richard Denier	1998 - Jim Alves
1973 - Walter Kessler	Matthew Anderson
1975 - Dennis Johnson	Jason Feuerbach
John Kessler	Jeff Wegat
1978 - Fred Denier	1999 - Brady Otto
1986 - Serena Benadum	Chrissy Spencer
1990 - Lisa Siegalkoff	Colleen Van Egmond
Greg Van Houten	2000 - Ben Nunez
1992 - Elise Cabral	Greg Van Egmond
1993 - Roberta Seifert	2001 - Chris Van Egmond
1994 - Tiffany Rausser	Danny Aschwanden
Rebecca Seifert	2002 - Jeff Alves
Matt Siegalkoff	Christina Deam
1995 - Bertha Ayala	2003 - Juliana Van Egmond
Heather Brock	2004 - Jose Valdovinos
Janean Evans	2005 - Karin Aschwanden
Jimmy Maberto	Colleen Bartlett
Brennan Mauk	Derek Olsen
Kevin Mello	Katie Robertson
Carter Moe	2006- Chrissy Pellandini
Jeff Pacheco	2008- Ashley Eldridge
Cory Rausser	Kate Salfen
Jason Rocha	2009- Justin Silva
Joe Wegat	Christy Liebig
1996 - Brandon Azevedo	2010- Brad Wright
Martha Ayala	Ben Gray
Gary Bates	Curtis Azevedo
Beverly Dodson	2011- Vince Pellegri
Allison Goehring	Alexis Silva
Brad Ellis	Ryan Denier
1996 -Sandra Gonzalez	2012- Alise Azevedo
Renee Marberto	Corinne Madison
John Zimmerman	Isaac Valencia
1997 - Oscar Ayala	2013- Kaity Carpenter
Nick Garcia	Hannah Garrett

## Galt FFA Program of Work

Brandon McNealy  
Carol Pellegrini  
Lia Van Egmond  
2014- Gabrielle Franke  
Joe Vitoria

### GALT CHAPTER STATE FFA DEGREE RECIPIENTS

1945 - Ernest Dixon	
1952 - Fred Urban	1974 - Kathy Bennet
1953 - Henry Goff	Tony Nicolini
1958 - Stanley D. Seifert	Mary Van Warmerdam
1963 - Gary Geist	1976 - Fred Denier
Bob Macfarlane	Alfred Nicolini
1965 - Gary Hoffman	1977 - Charlie Cook
1967 - Allen Baroni	Laura Kessler
Steve Bartlett	Diane Nicolinti
Ben Moyer	1978 - Mark Canfield
1968 - Ron Aschwanden	Joe Scola
Richard Denier	Gary Silva Jr.
James Dewit	1979 - Sherry Azevedo
Stephen Proch	Brian Bottimore
Cornelis Van Egmond	Eric Duatra
1969 - Harold Anderson	David Hethron
John Coote	Pat Mcrenery
Roger Hoffman	Fran Nicewonger
Rex Olsen	Henry Seifert
1970 - Ralph Anderson	Steve Seifert
John Elithrop	Caroline Van Warmerdam
1971 - Craig Anderson	Peter Van Warmerdam
Janet Bartlett	James Welch
Joel Hall	1980 - Alfred Barbagelata
Walter Kessler	Lori Denier
Richy Mendonca	Brian Gideon
Myron Pennington	Steve Marciel
Leonard Vandenburg	Rob Masaon
Billy Van Egmond	Liz Nicewonger
1972 - John Kessler	Brad Shinn
Craig Matthews	Victor Vandenburg
Doug Matthews	Gregg Web
1973 - Bill Dale	1981 - Peter Lira
Dennis Johnson	John Scola
Sharon Mcanlis	Rhonda Seifert
Gary Mcneary	Terry Stainly
Rod Steinhauer	Sylvia Vanderspeck

## Galt FFA Program of Work

1982 - Stacey Baker	Deanna Berg
Ken Fritz	John Boelsems
Lana Geist	Debbie Denier
Geneva McCall	Albert Duncan
Todd Ohm	Katie Erman
Gus Prouty	Shannon Evans
Wes Pearson	Jennifer Ory
Jim Scola	Tracy Smith
Kristi Seifert	Justin Trick
Lisa Tucker	Stacy Wilcox
1983 - Norman Pearson	1990 - Elise Cabral
1984 - Lisa Aschwanden	Alcides Demelo
Serena Benadum	Darrin Fisher
Jay Kreps	1991 - Mike Garbarino
Margaret Maccoun	1992 - Kevin Baroni
1985 - Len Reynoso	Mark Beck
1986 - Nicole Bell	Max Biglieri
Lonnie Edwards	Cameron Champion
Patty Schuetts	Lori Gibbs
Greg Van Houten	Stacy McCarthy
1987 - Raquel Azevedo	Tiffany Rausser
James Bohr	Tanya Russell
Troy Brooks	Roberta Seifert
James Burnett	Matt Siegalkoff
Roland Fumasi	Scott Smith
Roxanne Kutzer	Casey Tosta
Daniel McCreery	Leon Vanderspeck
Tracey Moore	1993 - Mikka Alvarez
Michael Reed	Sonya Anderson
Michael Ohm	Kellie Bryant
Lisa Siegalkoff	Amy Damsky
Glen Snider	Regina Demelo
1988 - Greg Baroni	Janean Evans
Rachelle Fisher	Kevin Mello
Aaron Freitas	Carter Moe
Larry Houghtby	Jeff Pacheco
April Lapeyre	Shannon Phillips
Tammi Rausser	Jason Rocha
Glen Snider	Rebecca Seifert
Darrel Stronghart	1994 - Bertha Ayala
Nathan Tosta	Brandon Azevedo
Shannon Virtue	Gary Bates
1989 - David Andrews	Heather Brock
Lana Azevedo	C. J. Boone
Brett Bayha	Ellisa Buesse

## Galt FFA Program of Work

Beverly Dodson  
Allison Goehring  
Frank Gregorio  
Katy Hoag  
Jimmy Maberto  
Renee Maberto  
Amber Paugh  
A.G. Posey  
Cory Rausser  
Levi Regedanz  
Danny Russell  
Kim Stillfield  
Seth Tosta  
Joe Wegat  
1995 - Matt Anderson  
Martha Ayala  
Oscar Ayala  
Johnna Baffa  
Kim Baldwin  
Gary Bates  
Brian Casjens  
Brad Ellis  
Nick Garcia  
Brant Garrett  
Eduardo Gonzalez  
Sandra Gonzalez  
Jennifer Lavagino  
Mark Lepp  
Ben Lockie  
Philip Martin  
Joy McCreery  
Jacie McKim  
Lori Rocha  
Jason Schmidt  
Matt Sinclair  
Nicole Ullrich  
Paul Wayman  
Joe Worrell  
1996 - Shane Brookes  
Jennifer Deniger  
Albert Strohmaier  
Gerald Van Egmond  
1997 - Jim Alves  
Matthew H. Andersen  
Tiana Berumen

Jason Feuerbach  
Laura Lomeli  
Alicia Ogas  
Frank Ormonde  
Travis Petersen  
Frazana Rahimi  
Jeremy Shaffer  
Megan Steihr  
Jeff Wegat  
1998 - Daniel Bingham  
Jimmy Evans  
Adam Feuerbach  
Ora Goldsmith  
Judy Gonzalez  
Christy Lorimar  
Jeremy Mello  
Alicia Ogas  
Brady Otto  
Chrissy Spencer  
Justin Strootman  
Colleen Van Egmond  
Joey Van Steyn  
Joey Virtue  
Jolene Worrell  
1999 - Joe Alves  
Katie Anderson  
Danny Aschwanden  
Wes Bates  
Scott McCulloch  
Dustin McDonald  
Tyler Newsome  
Ben Nunez  
Hanni Stromaier  
Chris Van Egmond  
Greg Van Egmond  
Melissa Woods  
2000 – Jeff Alves  
Julie Evans  
Michael Pacheco  
Billy Phillips  
Morgan Poe  
Janna Sartini  
Josh Stockton  
2001 – Maria Ayala  
Amber Bernhard

## Galt FFA Program of Work

Kaitlin Campbell	Trevor Messersmith
Jeff Cooper	Peter Nizzoli
Christina Deam	Chrissy Pellandini
Becky McCulloch	Danny Seifert
Brian Toledo	Megan Seifert
Juliana Van Egmond	Jessica Sherry
Jonathan Whitford	Jonathan Ullrich
2002 - Clayton Bates	Jacob Wagenman
Tabitha Bishop	Tyler Warmerdam
Robby Case	Jordan Whitford
Jill Damskey	2005 - Hayley George
Sarah Garrett	David Fero
Karrin Messersmith	Derek Olsen
Elisha Shaffer	Thomas Gerrity
Jamie Stiglemeyer	Brandon Trapp
Jennifer Stockton	Brien Moules
Jenna Swenson	Mary Ladwig
Janene Tucker	Kristi Jackson
2003 - Karin Aschwanden	Devin Baker
Laura Ayala	2006 - Michael Bartlett
Colleen Bartlett	Jessica Chamberlain
Frank Brager	Ashley Eldridge
Richie Gray	Sam Grindrod
Jessica Hord	Jack Martin
Brandon Kirtley	Andy Robertson
David Mitchell	Kate Salfen
Derek Olsen	Justin Silva
Erin Petersen	Bradley Wright
Katie Robertson	2007 - Josh Carpenter
Chris Rocha	Daniel Garrett
Jeremiah Sanders	Christie Liebig
Chad Smith	Quinn Mulrooney
Jose Valdovinos	Courtney Nizzoli
2004 - Kaci Barnes	Amanda Sailors
Craig Bond	Molly Seifert
Megan Cochrane	Katie Vaz
Kalli Collins	Megan Wright
Jerred Dixon	2008- Curtis Azevedo
Rebecca Feuerbach	Molly Cochrane
Jolene Fort	Kelsey Eldridge
Brady Horner	Ben Gray
Hailey Kane	Samantha Messersmith
Shane Lemiux	Molly Nizzoli
Lindsey Leibig	Morgann Raymond
Nathan Lourenco	Matthew Sailors

## Galt FFA Program of Work

	Katelyn Seifert		Kirsten Wright
	Regan Steele	2011-	Kaity Carpenter
	Christina Tamantini		Dallas Cooper
2009-	Lauren Baglietto		Ciara Kozlowski
	Jeremy Balukoff		Kelsey Lopez
	Geno Barbagelata		Leland McDonald
	Alexa Cabral		Andria Moitoza
	Brittany Claunch		Natalie Oelsner
	Zach Davidson		Joe Seifert
	Ryan Denier		Dillon Szyper
	Brett Durfey		Lia Van Egmond
	Lindsay Lundy		Mariska Vanderspek
	Bill McDonald		Austen Wipfli
	Nicholas Nielsen	2012-	Cameron Crouch
	Morganne Nimmo		Erica Duro
	Denelle Paine		Kayla Forsythe
	Austin Phillips		John Graham
	Sydney Rasmussen		Vandella Jasso
	Courtney Reed		Brandon McNealy
	Daniel Rice		Vanessa Nunez
	Emily Rose		Joseph Oliveira
	John Seifert		CJ Pehl
	Alexis Silva		Bailey Roberts
	Carol Pellegri		Annie Rose Seifert
	Vincent Pellegri		Joe Vitoria
	Isaac Valencia		Johnathan Wilson
	Jodie Virtue	2013-	Nicole Crouch
2010-	Alise Azevedo		Gabrielle Franke
	Brennan Baglietto		Selena Lomeli
	Quinn Bamert		Sierra McDow
	Chandler Crane		Brooke Niederhauser
	Dylan Davidson		Katelyn Vanderspek
	Taylor Durfey	2014-	Logan Aguirre
	Hannah Garrett		Graciela Barajas
	Kelsie Hinders		Brieana DeMelo
	Destiny Larche'		Mikayla Hill
	Emily Lomba		Emily Martinez
	Corinne Madison		Makenna Wagers
	Jake Nelson		Alex Wilson
	Suzanne Paine		Zach Ziemer
	Spencer Pellandini	2015-	Cassandra Aitkens
	Chad Stancil		Mercedes Alvarez
	Peyton Steinbacher		Fatima Castellanos
	Dominic Stellato		Michayla Davidson
	Anthony Toledo		Jessica MacLaughlin

## Galt FFA Program of Work

	Seth Niederhauser	Daniel Vitoria
	Julian Parra	Renae Wylie
	Madelynne Reichmann	
	Abigail Velasco	
2016-	Isabel Bishop	
	Brenda Chavarin	
	Eliseo Diaz	
	Trever Edwards	
	Madeline Franke	
	Hailey Frick	
	Amber Garcia	
	Tristin Geiser-Manning	
	Jose Juarez	
	Isaac Martinez	
	Nolan McKeown	
	Ian Reece	

## STATE PROFICIENCY AWARD WINNERS

1979	Soil and Water Conservation	Gary Silva Jr.
1992	Dairy Production	Roberta Seifert
1993	Dairy Production	Rebecca Seifert
1995	Small Animal Care	Jennifer Denniger
1997	Beef Production-Placement	Megan Stiehr
1998	Soil & Water Management-Placement	Adam Feuerbach
1998	Ag Mechanical Systems-Placement	Allen Price
2001	Agri-Entrepreneur	Juliana Van Egmond
2002	Specialty Crop Production	Juliana Van Egmond
2002	Specialty Animal Production	Christina Deam
2003	Diversified Crop Production	Juliana Van Egmond
2015	Home and Community Development	Emily Martinez

## GALT CHAPTER SWEETHEART

1963-64 - Barbara Sanders	1972-73 - Robbie Anderson
1964-65 - Terry Olson	1973-74 - Margaret Pennington
1965-66 - Charlotte Windsor	1974-75 - Molly Marciel
1966-67 - Elaine Johnson	1975-76 - Karen Reidarson
1967-68 - Carol Stanley	1976-77 - Phyllis Ham
1968-69 - Carol Stanley	1977-78 - Michelle Silva
1969-70 - Renee Price/Linda Dover **	1978-79 - Fran Nicewonger
1970-71 - Noreen Pratton	1979-80 - Sherry Azevedo
1971-72 - Margaret Graham	1980-81 - Kelli Rocha



## Galt FFA Program of Work

1981-82 - Lisa Tucker	1985-86 - Kristen Butt
1982-83 - Serena Benadum	1986-87 - Program Discontinued
1983-84 - Lisa Aschwanden	** State FFA Sweetheart
1984-85 - Roxanne Kutzer	

### GALT AGRICULTURE DEPARTMENT TEACHERS

<p>1923-26- Verne Hoffman 1927- 1928-30- Ralph Pennock 1931-33- Arthur Mohr 1934-38- No Ag Program 1939-42- Joe Mullin Tom Tuft 1943-44- Eugene Tuft 1945-46- James Papas 1947 - 1948-49- Silas Egan 1950-51- Robert Weise 1952-54- Randall Alligre 1955-62- Rufus Posey 1963-66- Jack Scott 1967-68- Neal Cook Jack Scott 1969- Neal Cook Jim Porter 1970- Neal Cook 1971-74- Neal Cook Greg Himes 1975- Neal Cook John Strohmaier 1976- John Strohmaier Gerry Clark 1977- John Strohmaier Larry Poncetta 1978- John Strohmaier Ted Budy 1979- Jim Aschwanden Ted Budy Larry Tosta 1980- Jim Aschwanden Larry Tosta 1981- Jim Aschwanden Larry Tosta Louis Blodgett</p>	<p>1982-84- Jim Aschwanden Larry Tosta Carl Wright 1985- Larry Tosta Carl Wright Mike Albiani Jim Aschwanden (leave) 1986-90- Jim Aschwanden Larry Tosta Carl Wright 1991-92- Jim Aschwanden Larry Tosta Carl Wright Hugh Mooney 1993- Larry Tosta Carl Wright Hugh Mooney Dave Dodson Jim Aschwanden/Dan Hubert 1994- Chantelle Albiani David Dodson Hugh Mooney Larry Tosta Carl Wright 1995-96- Chantelle Albiani David Dodson Mark Feuerbach Hugh Mooney Lori Niesen Larry Tosta Carl Wright 1997- Chantelle Albiani Cynthia Bright David Dodson Mark Feuerbach Hugh Mooney Cheryl Reece Carl Wright</p>
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## Galt FFA Program of Work

1998-	Chantelle Albiani Cynthia Bright Mark Feuerbach Brian Kantner Hugh Mooney Cheryl Reece Carl Wright	2008-09-	Mark Feuerbach Mandy Garner Hugh Mooney Cheryl Reece Carl Wright Bryan Dodson Mark Feuerbach Mandy Garner Cheryl Reece Dane White Carl Wright Andrea Adams Bryan Dodson Mark Feuerbach Cheryl Reece Dane White Carl Wright Cheryl Reece Dane White Carl Wright Cheryl Reece Derek Silva Carl Wright Dane White Katie Titus Cheryl Reece Derek Silva Carl Wright Dane White Katie Titus JessaLee Goehring
1999-2000-	Chantelle Albiani Mark Feuerbach Hugh Mooney Cynthia Pomi (Bright) Cheryl Reece Lisa Tollenaar Carl Wright	2010-	
2001-	Chantelle Albiani Mark Feuerbach Hugh Mooney Cheryl Reece Carl Wright	2011-13-	
2002-04-	Chantelle Albiani Mark Beck Mark Feuerbach Hugh Mooney Cheryl Reece Carl Wright	2013-16-	
2005-	Chantelle Albiani/Julie Stewart Mark Beck Mark Feuerbach Hugh Mooney Cheryl Reece Carl Wright	2016-	
2006-07-	Mark Beck		

## GALT CHAPTER PRESIDENTS

1939-40-	Bob Ward	1949-50-	Herman Singh
1940-41-	Riley Price	1953-54-	Dick Peterson
1941-42-	Bill Albertini	1954-55-	Allen Meyers
1943-44-	M. Palmer	1955-56-	Don Betz
1944-45-	Harry Aschwanden	1956-57-	Jim Hollingsworth
1945-46-	Arnold Seifert	1957-58-	Stan Seifert
1946-47-	Bill Ward	1958-59-	Stan Seifert
1947-48-	E. Miller	1959-60-	Nick Peart
1948-49-	C. Peterson	1960-61-	Dennis Winsor

## Galt FFA Program of Work

1962-63-	John Henke	1998-99-	Melissa Woods
1963-64-	Bob MacFarlane	1999-00-	Jeff Alves
1964-65-	Gary Hoffman	2000-01-	Kaitlin Campbell
1965-66-	Larry Weber	2001-02-	Jonathan Whitford
1966-67-	Alan Baroni	2002-03-	Robby Case
1967-68-	Richard Denier	2003-04-	Katie Robertson
1968-69-	Ron Aschwanden	2004-05-	Rebecca Feuerbach
1969-70-	Leonard Vandenburg	2005-06-	Michael Bartlett
	James Aschwanden	2006-07-	Jessica Chamberlain
1970-71-	Joel Hall	2007-08-	Curtis Azevedo
1989-90-	Shannon Evans	2008-09-	Vince Pellegrini
1990-91-	Ed Van Houten	2009-10-	Isaac Valencia
1991-92-	Jesica Crosby	2010-11-	Hannah Garrett
1992-93-	Tiffany Rauser	2011-12-	Lia Van Egmond
1993-94-	Sonya Anderson	2012-13-	Gabrielle Franke
1994-95-	Beverly Dodson	2013-14-	Katelyn Vanderspek
1995-96-	Nick Garcia	2014-15-	Graciela Barajas
1996-97-	Jim Alves	2015-16-	Isaac Martinez
1997-98-	Christy Lorimer	2016-17-	Eliseo Diaz

HONORARY CHAPTER FFA DEGREE

Honorary membership can be awarded to supervisors, school superintendents, principals, members of the Board of Education, instructors, teachers of agriculture, businessman, farmers, and others who are helping to advance agricultural education and the FFA, honorary membership by a majority vote of the members present at any regular meeting or convention. The following people now hold the Honorary FFA Degree:

**HONORARY GALT CHAPTER FFA DEGREE RECIPIENTS**

1963- Mr. Rufus Posey	1985- Mr. Roy Marciel
1964- Mr. Ernest Strange	Mr. Jim Aschwanden
Mr. O.K. Fletcher	1986- Mr. Mike Albiani
1965- Mrs. Bonnie Scott	1987- Mr. Ken Fritz
Mrs. Claudia Strange	1988- Mr. Phil Benadum
1966- Mr. Paul Hagen	1989- Mr. & Mrs. Howard Dees
Mr. Charles Liss	1990-
1967- Mr. Jack Scott	1991-
Mr. Emil Zweigle	1992-
1968- Mr. Harry Aschwanden	1993- Mrs. LuAnn Boone
Mrs. Edie Aschwanden	1994- Mr. & Mrs. Paul Pearson
1969- Mr. James Porter	1997- Mr. David Dodson
Mr. & Mrs. Ed Huisman	1998- Mr. Carl Wright
1970-	1999- Mrs. Irene Anderson
1971- Miss Norene Pratton	2001- Mr. Hugh Mooney
1972- Mr. Red Mason	2002- Mrs. Chantelle Albiani
Mr. Alfred Denier	Mrs. Cindy Pomi
1973- Mr. Arnold Kessler	2003- Mrs. Marlene Goldsberry
Mrs. Arnold Kessler	2007- Mrs. Mary Robertson
Mr. Greg Himes	2008- Mrs. Maria Orr
1974- Mr. David Huisman	Mrs. Natalie Pacheco
Mr. Jim Loupe	2009- Mr. Alan Ladwig
Mr. Martin Vandenberg	Mrs. Debra Ladwig
1975- Mr. Alfred Nicolini	Mr. Bernardo Olmos
Mrs. Alfred Nicolini	2010- Mr. and Mrs. Gary Silva
1976- Mr. Neal Cook	Mr. and Mrs. Brent Steele
Mrs. Freida Shinn	2011- Mr. Tom Veatch
1977- Mr. Art Heinle	Mrs. Terrie Hinders
1978- Mr. Larry Poncetta	Mrs. Rebecca Wright
1979- Mrs. Judy Seifert	Mrs. Amy Madison
Mrs. Mary Cook	2012- Rick and Pam Carpenter
1980 - Mr. Ossie Kreps	Mr. and Mrs. Ray Hinders
1981- Mr. Paul Graham	Mrs. Marie Van Egmond
1982-	2013- Mr. and Mrs. John & Joanie Roberts
1983- Mrs. Betty McCall	Mrs. Mandy Garner

## Galt FFA Program of Work

2014-	Mr. Jeff Chapman	Mr. and Mrs. Welch
	Mr. and Mrs. Brian & Luisa Vanderspek	2016- Mr. and Mrs. Oliveira
	Mrs. Paige Lampson	Ms. Kiah Featherstone
2015-	Mr. and Mrs. Art Oelsner	Mrs. Tammi Van Houten
	Ms. Susan Stewart	Mr. and Mrs. Clay Titus
	Mr. Manuel Rocha	Mr. Bob Rappleye
	GJUSD Transportation Dept.	

## STAR FFA DEGREES

### **STAR GREENHAND**

1962-	Ron Merriott	1990-	Matt Siegalkoff
1963-	Larry Weber	1991-	Jenann Evans
1964-	Steve Bartelt	1992-	Beverly Dodson
1965-	Barry Knight	1993-	Nick Garcia
1966-	Ron Aschwanden	1994-	Matthew Anderson
1967-	John Coote	1995-	Brady Otto
1968-	Ralph Anderson	1996-	Scott McCulloch
1969-	Ricky Mendonca	1997-	Danny Aschwanden
1970-	John Kessler	1998-	Becky McCulloch
1971-	Dennis Johnson	1999-	Juliana Van Egmond
1972-	Anthony Nicolini	2000-	Robby Case
1973-		2001-	Karin Aschwanden, Katie Robertson
1974-	Bob Royer	2002-	Lindsey Liebig
1975-	Diane Nicolini	2003-	Kristi Jackson
1976-	Gary Silva	2004-	Ashley Eldridge
1977-	Henry Seifert	2005-	Megan Wright
1978-	Lori Denier	2006-	Regan Steele
1979-	Ronda Seifert	2007-	Ryan Denier, Alexis Silva
1980-	Todd Ohm	2008-	Alise Azevedo
1981-	Allison Reed	2009-	Lia Van Egmond
1982-	Holly Kerin	2010-	Gabrielle Franke
1983-	Jennifer Stanton	2011-	Brooke Niederhauser
1984-	Kevin O'Donoghue	2012-	Makenna Wagers
1985-	Julie Nordstrom	2013-	Michayla Davidson, Megan Oliveira
1986-	Tracy Smith	2014-	Ian Reece, Maddie Franke
1987-	Shannon Evans	2015-	Anaely Marquez, Carlos Torres
1988-	Ed Van Houten	2016-	Austin Edwards, Darian Moreno, Richard Wagers
1989-	Stacy McCarthy		

### **STAR CHAPTER FARMER**

1962 -	1963 - John Henke
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## Galt FFA Program of Work

1964 - Gary Geist	1990 - Jessica Crosby
1965 - Larry Weber	1991 - Tiffany Rausser
1966 - Steve Bartlet	1992 - Rebecca Siefert
1967 - Ben Moyer	1993 - Beverly Dodson/Allison Goehring
1968 - Ron Aschwanden	1994 - Nick Garcia
1969 - Jim Aschwanden	1995 - Jennifer Deniger
1970 - Ricky Mendonca	1996 - Colleen Van Egmond
1971 - John Kessler	1997 - Brady Otto
1972 - Dennis Johnson/McEnerney	1998 - Chris VanEgmond
1973 - Anthony Nicolni	2000 - Christina Deam
1974 - Bill McEnerney	2001 - Erin Horner
1975 - Fred Denier	2002 - Karin Aschwanden, Katie Robertson
1976 - Diane Nicolini	2003 - Adam Demanett
1977 - Gary Silva	2004 - Misty Dechert
1978 - Dave Hethorn	2005 - Ashley Eldridge
1979 - Liz Nicewonger	2006- Morgann Raymond
1980 - Ken Fritz	2007- Curtis Azevedo
1981 - Todd Ohm	2008- Vince Pellegrini
1982 - Margret Maccoun	2009- Kelsie Hinders
1983 - Margret Maccoun	2010- Lia Van Egmond
1984 - Nicole Bell	2011- Gabrielle Franke
1985 - Kevin O'Donoghue	2012- Brooke Niederhauser
1986 - Roland Fumasi	2013- Brieana DeMelo, Makenna Wagers
1987 - Tracy Smith	2014- Mark Pehl
1988 - Shannon Evans	2015- Seth Myrick
1989 - Rod Goehring	2016- Hannah Cooley, Saul Ortiz

### **STAR IN AGRIBUSINESS**

2015- Cheyenne Bryant  
2016- Hailey Frick

### **STAR IN AGRICULTURAL PLACEMENT**

2015- Isaac Martinez  
2016- Mitchell Seifert

## HIGH POINT AWARD WINNERS

The Point Award System's purpose is to recognize and award those members who are most active in various FFA activities throughout the year. The individual top winner in points will be the recipient of a trip to the National Convention. The exceptions will be that seniors and

## Galt FFA Program of Work

graduates will not be eligible for the trip. The following FFA members have been high point award winners:

1979- David Hethorn	1998- Melissa Woods
1980- Victor Vandenberg	1999- Jeff Alves
1981- Ken Fritz	2000- Jeff Alves
1982- Geneva McCall	2001- Juliana Van Egmond
1983- Margaret Maccoun	2002- Juliana Van Egmond
1984- Serena Benadum	2003- Karin Aschwanden
1985- Nicole Bell	2004- Karin Aschwanden
1986- Lisa Siegalkoff	2005- Ashley Eldridge
1987- Tracy Smith	2006- Bradley Wright
1988- Shannon Evans	2007- Bradley Wright
1989- Stacy McCarthy	2008- Alexis Silva
1990- Petrice Garbarino	2009- Vince Pellegrini
1991- Rebecca Seifert	2010- Isaac Valencia
1992- Tiffany Rausser	2011- Dillon Szyper
1993- Sonya Anderson	2012- Lia Van Egmond
1994- A.G. Posey	2013- Gabrielle Franke
1995- Nick Garcia	2014- Graciela Barajas
1996- Nick Garcia	2015- Graciela Barajas
1997- Colleen Van Egmond	2016- Isaac Martinez

## AGGIE OF THE YEAR

This award, started in 2013, is a student-selected award for the outstanding senior FFA member who exemplifies the traits most valued in a Galt FFA member according to the year's theme. Students are recognized with a special medallion to wear at the high school graduation.

2013- Selena Lomeli
2014- Alejandro Renteria
2015- Jessica MacLaughlin
2016- Nolan McKeown

## SECTIONAL AND REGIONAL CHAMPIONSHIP TEAMS

### **SECTIONAL WINNERS**

78-82 -	Varsity Parliamentary Procedure
	Novice Parliamentary Procedure
1983 -	Varsity Parliamentary Procedure
	Novice Parliamentary Procedure
	Public Speaking - Margaret Maccoun
1984 -	Varsity Parliamentary Procedure
	Novice Parliamentary Procedure

## Galt FFA Program of Work

- 1985 - Public Speaking - Margaret Maccoun  
Varsity Parliamentary Procedure  
Novice Parliamentary Procedure  
Public Speaking - Serena Benadum  
Creed Speaking - Julie Nordstrom  
Best Informed Greenhand Team  
Agriculture Cooperative Marketing
- 1986 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure
- 1987 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure  
Agriculture Marketing
- 1988 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure  
Agriculture Marketing
- 1989 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure  
Best Informed Greenhand Team  
Agriculture Marketing
- 1990 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure  
Creed Speaking - Tiffany Rausser  
Best Informed Greenhand Team  
Agriculture Marketing
- 1991 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure  
Creed Speaking - Janean Evans  
Best Informed Greenhand Team
- 1992 - Advanced Parliamentary Procedure  
Public Speaking - Donna Doty  
Creed Speaking - Beverly Dodson
- 1993 - Advanced Parliamentary Procedure  
Novice Parliamentary Procedure  
Creed Speaking - Nick Garcia
- 1994 - Advanced Parliamentary Procedure  
Novice Parliamentary Procedure  
Creed Speaking - Megan Steihr  
Public Speaking - Nick Garcia  
Extemporaneous - Beverly Dodson
- 1995 - Advanced Parliamentary Procedure  
Novice Parliamentary Procedure  
Cooperative Marketing  
Public Speaking - Nick Garcia  
Job Interview - Allison Gohering
- 1996 - Advanced Parliamentary Procedure



## Galt FFA Program of Work

	Novice Parliamentary Procedure
	Creed - Katie Anderson
	Job Interview - Jennifer Deniger
1997 -	Advanced Parliamentary Procedure
	Creed - Megan Marsh
	Cooperative Marketing
	Best Informed Greenhand Team
1999 -	Prepared Public Speaking Ambre Shoneff
2001 -	Creed Speaking - Katie Robertson
	Job Interview - Jeff Alves
	Novice Parliamentary Procedure
	Advanced Parliamentary Procedure
2002-	Job Interview - Juliana Van Egmond
	Novice Parliamentary Procedure
	Advanced Parliamentary Procedure
2003-	Novice Parliamentary Procedure
	Advanced Parliamentary Procedure
	Job Interview - Lindsey Liebig
2004 -	Advanced Parliamentary Procedure
	Creed - Christy Liebig
	Job Interview - Colleen Bartlett
2005 -	Novice Parliamentary Procedure
	Advance Parliamentary Procedure
	Creed - Kristen Madsen
2007 –	Prepared Public Speaking – Jessica Chamberlain
	Job Interview – Katie Vaz
	Creed – Dylan Davidson
2008-	Novice Parliamentary Procedure
	Advanced Parliamentary Procedure
2009-	Novice Parliamentary Procedure
	Advanced Parliamentary Procedure
	Extemporaneous Speaking- Kelsie Hinders
	Cooperative Marketing
2010-	Advanced Parliamentary Procedure
	Prepared Speaking- Vince Pellegrini
	Cooperative Marketing
2011-	Advanced Parliamentary Procedure
	Prepared Speaking- Hannah Garrett
	Job Interview- Natalie Oelsner
	Cooperative Marketing
	Best Informed Greenhand
2012-	Cooperative Marketing
	Makenna Wagers- Creed
2013-	Gabrielle Franke- Extemporaneous Speaking

## **REGIONAL WINNERS**

- 1981 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure
- 1982 - Novice Parliamentary Procedure
- 1983 - Novice Parliamentary Procedure
- 1984 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure
- 1985 - Varsity Parliamentary Procedure
- 1986 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure
- 1987 - Varsity Parliamentary Procedure
- 1988 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure
- 1989 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure
- 1990 - Creed Speaking - Tiffany Rausser
- 1991 - Varsity Parliamentary Procedure  
Novice Parliamentary Procedure
- 1992 - Advanced Parliamentary Procedure  
Creed Speaking - Beverly Dodson
- 1993 - Advanced Parliamentary Procedure  
Novice Parliamentary Procedure
- 1995 - Job Interview - Allison Goehring
- 1996 - Job Interview - Jennifer Deniger
- 1997 - Novice Parliamentary Procedure  
Creed - Megan Marsh
- 1999 - Novice Parliamentary Procedure
- 2000 - Advanced Parliamentary Procedure
- 2001 - Advanced Parliamentary Procedure
- 2002 - Novice Parliamentary Procedure
- 2003 - Novice Parliamentary Procedure  
Job Interview - Lindsey Liebig
- 2007- Prepared Public Speaking – Jessica Chamberlain  
Job Interview – Katie Vaz
- 2009 - Novice Parliamentary Procedure
- 2010- Advanced Parliamentary Procedure
- 2011- Advanced Parliamentary Procedure  
Prepared Speaking- Hannah Garrett  
Job Interview- Natalie Oelsner
- 2012- Extemporaneous Speaking- Gabrielle Franke
- 2014- Advanced Parliamentary Procedure

## **STATE WINNERS**

- 1970 - Agronomy
- 1971 - Livestock (2nd at National Contest)

## Galt FFA Program of Work

1972 -	Agronomy
1973 -	Agronomy
1974 -	Agronomy
	Public Speaking - Dennis Johnson
1983 -	Novice Parliamentary Procedure
1987 -	Varsity Parliamentary Procedure
	Novice Parliamentary Procedure
1988 -	Agriculture Marketing
1990 -	Creed Speaking - Tiffany Rausser
1991 -	Agriculture Marketing
1992 -	Creed Speaking - Beverly Dodson
1993 -	Ag Marketing
1994 -	Varsity Parliamentary Procedure
	Novice Parliamentary Procedure
	Best Informed Greenhand
	Marketing Plan
1995 -	Varsity Parliamentary Procedure
	Best Informed Greenhand
	Marketing Plan
	Vegetable Crops
	Agriscience Fair
	Job Interview - Jennifer Deniger
1996 -	Vegetable Crops
	Agriscience Fair
	Agriculture Marketing
1997 -	Agriculture Mechanics Agriscience Fair
1999 -	Agriculture Mechanics
	Novice Agriscience Fair, Ag Engineering - Becky McCulloch
	Novice Agriscience Fair, Zoology - Kaitlin Campbell
	Advanced Agriscience Fair, BioChemistry, Microbiology - Dustin McDonald
	Advanced Agriscience Fair, Botany - Michael Barnhardt
	Advanced Agriscience Fair, Environmental Science - Melissa Woods
	Agriscience Student of the Year - Dustin McDonald
2000 -	Novice Agriscience Fair, BioChemistry - Bobbie Barkley
	Advanced Agriscience Fair, BioChemistry - Jeff Alves
2001 -	Novice Agriscience Fair, Overall Winner, Animal Science - Karin Aschwanden
	Novice Agriscience Fair, Ag. Engineering - Katie Robertson
	Agri Entrepreneur - Juliana Van Egmond
2002 -	Advanced Agriscience Fair, Overall Winner, Animal Science - Laura Ayala
	Advanced Agriscience Fair, Food Science - Chris Rocha
2003 -	Advanced Agriscience Fair, Animal Science - Karin Aschwanden
	Advanced Agriscience Fair, Ag. Engineering - Katie Robertson
	Agriscience Fair Team - Karin Aschwanden, Katie Robertson, Colleen Bartlett
2004 -	Job Interview: Colleen Bartlett
	Advanced Agriscience Fair, Plant Science: Brandy Dancy

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	Advanced Agriscience Fair, Environmental Science: Rebecca Feuerbach
	Advanced Agriscience Fair, Ag Engineering: Jennifer Johnson, Sarah Matthews
	Advanced Agriscience Fair, Food Science: Katie Nelson, Alexandria Wilborn
2005-	Farm Power – Mike Pellandini, Quinn Mulrooney, Tyler Boyce
2006 –	Advanced Agriscience Fair Ag Engineering: Andy Robertson, Sam Grindrod
	Advanced Agriscience Fair Environmental Science: Justin Silva
2007 –	California Agricultural Welding: Brett Durfey, Zach Feuerbach, Mike Pellandini, Quinn Mulrooney.
	Farm Records: Jessica Chamberlain, Daniel Garrett, Kate Salfen, Bradley Wright
2009-	Agriscience Fair Advanced Botany: Isaac Valencia, Dominic Stellato
	Agriculture Welding: Robert Lanza, Rolando Gonzalez, Tyler Kluender, Nick DalBianco
2010-	Prepared Speaking: Vince Pellegrini
	Agriscience Fair: Dillon Szyper and Anthony Toledo
2011-	Marketing Plan: Dillon Szyper, Anthony Toledo, Corinne Madison
2012-	Agriculture Issues Forum: Lia Van Egmond, Gabrielle Franke, Kayla Forsythe, Erica Duro, Vandella Jasso
	Cooperative Marketing: Katelyn Vanderspek, Cameron Crouch, Brooke Niederhauser
2013-	Marketing Plan: Gabrielle Franke, Sierra McDow, Katelyn Vanderspek
	Cooperative Marketing: Micaela Alvarez, Graciela Barajas, Cezar Chavez, Brieana DeMelo, Selena Lomeli
2014-	Agriculture Issues Forum: Graciela Barajas, Alejandro Renteria, Vicente Robles, Katelyn Vanderspek, Zach Ziemer
2015-	Marketing Plan: Graciela Barajas, Seth Myrick, Julian Parra
2016-	Agriculture Issues Forum: Eliseo Diaz, Maddie Franke, Jose Juarez, Isaac Martinez, Saul Ortiz, Carlos Torres
	Poultry Evaluation: Isabel Bishop, Michayla Davidson, Trever Edwards, Megan Oliveira

## NATIONAL FINALISTS AND WINNERS

2002-	<b>Agri-Entrepreneurship:</b> Juliana Van Egmond
2005-	<b>Job Interview Reserve Champion:</b> Colleen Bartlett
2009-	<b>Agriscience Fair Reserve Champions</b> Dominic Stellato and Isaac Valencia
2010-	<b>Agriscience Fair Reserve Champions:</b> Dillon Szyper and Anthony Toledo
2011-	<b>Marketing Plan:</b> Corinne Madison, Dillon Szyper, Anthony Toledo
2013-	<b>Marketing Plan Reserve Champions:</b> Gabrielle Franke, Sierra McDow, Katelyn Vanderspek
2014-	<b>Agriculture Issues Forum Reserve Champions:</b> Graciela Barajas, Alejandro Renteria, Vicente Robles, Katelyn Vanderspek, Zach Ziemer

SECTIONAL, REGIONAL, AND STATE LEADERSHIP OFFICES

**SECTIONAL OFFICERS FROM GALT FFA**

1983-84 -	Serena Benadum, Vice President
1984-85 -	Lisa Aschwanden, President
	Frank Mulhair, Sentinel
	Nicole Bell, Secretary
1989-90 -	Ed VanHouten, Treasurer
	Rod Goehring, Reporter
1993-94 -	Beverly Dodson, Vice-President
1994-95 -	Nick Garcia, President
	Johnna Baffa, Secretary
	Matt Anderson, Treasurer
1995-96 -	Jim Alves, President
	Jennifer Deniger, Vice-President
1996-97 -	Colleen Van Egmond, Secretary
	Melissa Woods, Treasurer
1999-00 -	Jeff Alves President
2000-01 -	Juliana Van Egmond, Vice- President
	Jonathan Whitford, Treasurer
2001-02 -	Katie Roberston, Secretary
	Jordan Whitford, Sentinel
	Jeremiah Sanders, Reporter
2002-03 -	Katie Roberston, President
	Colleen Bartlett, Vice-President
	Erin Dimas, Secretary
2005-06 -	Jessica Chamberlain, Vice-President
	Ashley Eldridge, Sentinel
2008-09	Vince Pellegrini, President
	Carol Pellegrini, Reporter
	Alexa Cabral, Sentinel
2009-10-	Isaac Valencia, Vice President
2010-11	Hannah Garrett, President
	Lia Van Egmond, Secretary
2011-12	Gabrielle Franke, Vice President
	Lia Van Egmond, Secretary
2013-14	Emily Martinez, Treasurer
2014-15	Tristin Manning, Treasurer

**REGIONAL OFFICERS FROM GALT FFA**

1972-73 -	Doug Matthews, President
1973-74 -	Dennis Johnson, President
1984-85 -	Serena Benadum, Vice- President
1987-88 -	Roland Fumasi, Vice- President
	Roxanne Kutzer, Sentinel

## Galt FFA Program of Work

1988-89 - Nathan Tosta, Treasurer  
Tracey Smith, Reporter  
1992-93 - Tiffany Rauser, Secretary  
1994-95 - Beverly Dodson, President  
1995-96 - Nick Garcia, President  
1996-97 - Jim Alves, Secretary  
1997-98 - Colleen Van Egmond, Sentinel  
1998-99- Melissa Woods, Secretary  
2000-01 - Jeff Alves, Reporter  
2001-02 - Jonathan Whitford, Treasurer  
Juliana Van Egmond, Sentinel  
2002-03 - Jeremiah Sanders, Sentinel  
2003-04 - Jordan Whitford, Treasurer  
2009-10 - Vince Pellegri, Vice President  
2012-13 - Gabrielle Franke, Secretary  
2016-17 - Maddie Franke, Secretary

### **STATE FFA OFFICERS FROM GALT FFA**

1969-70 - Richard Denier, Reporter  
1974-75 - Dennis Johnson, Treasurer  
1985-86 - Serena Benadum, Vice President  
1988-89 - Roland Fumasi, President  
1993-94 - Tiffany Rausser, Reporter  
1996-97 - Nick Garcia, Treasurer  
2001-02 - Jeff Alves, Treasurer  
2004-05 - Colleen Bartlett, Secretary  
Katie Robertson, Treasurer  
2010-11- Vince Pellegri, President  
2012-13- Hannah Garrett, President  
2013-14- Gabrielle Franke, Secretary

### **NATIONAL OFFICER CANDIDATES FROM GALT FFA**

2003- Jeff Alves  
2013- Hannah Garrett

### **NATIONAL NOMINATING COMMITTEE MEMBERS FROM GALT FFA**

2012- Vince Pellegri

GALT FFA CHAPTER CONSTITUTION

ARTICLE I : NAME and PURPOSE

SECTION A: The name of this organization shall be the GALT FFA Chapter. Members are hereinafter referred to as "Future Farmers of America." The letters FFA may be used to designate the chapter, its activities, or members thereof.

SECTION B: The purpose for which this chapter formed is as follows:

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

ARTICLE II: Organization

SECTION A: The GALT Chapter of Future Farmers of America is a chartered local unit of the California Association of Future Farmers of America that is chartered with the National FFA Organization.

SECTION B: This chapter accepts in full provision in the constitution and by-laws of the California Association of FFA as well as those of the National FFA Organization.

ARTICLE III: Membership

SECTION A: Membership in this chapter shall be of two kinds:

1. Active
2. Honorary, as defined by the National FFA Constitution.

SECTION B: Members holding the Honorary FFA Degree will not take part in the regular work of this chapter.

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

## Galt FFA Program of Work

1. He or she earns 250 points on the point award schedule.

SECTION D: Names of applicants for membership shall be filed with the membership committee for the list of the secretary.

### ARTICLE IV: Emblems

SECTION A: The National FFA emblem shall be the chapter emblem.

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

### ARTICLE V: Membership Degrees and Privileges

SECTION A: There shall be four degrees of active membership in this chapter. These are:

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

All Greenhands are entitled to wear the regulation bronze emblem pin. All members holding the degree of Chapter FFA Member are entitled to wear the proper silver pin. All State FFA Degree members are allowed to wear the golden charm. All American FFA Degree members are allowed to wear the gold key.

SECTION B: Greenhand Degree minimum qualifications for election to the degree:

1. One must be regularly enrolled in a class of agriculture education and have satisfactory and acceptable plans for a program of supervised occupational experience.
2. One must be familiar with the purposes of the FFA.
3. One must be familiar with the FFA creed

SECTION C: Chapter FFA Degree minimum qualification:

1. One must have held the degree of Greenhand for at least one year immediately preceding election to the Chapter FFA degree and have a record of satisfactory participation in the activities of the local chapter.
2. One must have satisfactorily completed at least one year of instruction in agriculture education, have in operation an improved supervised occupational experience program and be regularly enrolled in an agriculture education class.
3. One must be familiar with the purpose and progress of work of the State Association and National Organization.
4. One must be familiar with parliamentary procedure.



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5. One must be familiar with the provisions of the constitution of the local chapter.
6. One must lead a group discussion for fifteen minutes.
7. One must have earned by his or her own efforts from his or her supervised agricultural experience program and deposited in a bank or otherwise productively invested at least \$150.00
8. One must receive a majority vote of the local chapter.

SECTION D: Golden State FFA Degree. To be eligible to receive the State FFA Degree from the state association, the member must meet the minimum qualifications as outlined in the state constitution.

SECTION E: American FFA Degree. To be eligible to receive the American FFA Degree from the national organization, the member must meet the minimum qualifications as outlined in the state constitution.

SECTION F: Membership committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

## ARTICLE VI: Officers

SECTION A: The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter and Sentinel and, when the number of applicants who complete the officer selection process is equal to or greater than 12, a Historian and when the number is equal to or greater than 15, a Parliamentarian. The advisor shall be a teacher of agricultural education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

SECTION B: Chapter officers must hold the Chapter FFA Degree at the time of their election or be eligible to receive the Chapter FFA Degree within the first quarter of their term of service.

SECTION C: Chapter officers must maintain a 2.5 grade point average. The above grades must be maintained or the officers will be asked to resign at the end of the quarter.

## ARTICLE VII: Meetings

SECTION A: Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year such time and place as is designated by the chapter executive committee. Special meetings may be called at any time. Eight regular meetings shall be held during the school year and one during the summer.

SECTION B: Two delegates shall be selected annually from the active membership to represent the chapter at the state convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

SECTION C: A majority of the active members listed on the secretary's membership role shall constitute a quorum, must be taken at any meetings at which business is transacted or a vote taken committing the chapter to any proposal of action.

## GALT FFA CHAPTER BYLAWS

### ARTICLE I: Election of Officers

Section A: Officers to be elected are President, Vice-President, Secretary, Treasurer, Reporter and Sentinel and, when the number of applicants who complete the officer selection process is equal to or greater than 12, a Historian and when the number is equal to or greater than 15, a Parliamentarian.

#### Section B: Application and Nomination Process

1. Anyone who wishes to become an officer of the Galt FFA Chapter must submit a completed application for office by the date and time specified by the Galt FFA Officer Advisor.
2. The candidate must attend an interview with the nominating committee at a date and time determined by the Galt FFA Officer Advisor.
3. The candidate must be present at the April FFA Meeting to give a speech to the membership.

#### Section C: The Voting Process

Sub Section 1: The Galt FFA Chapter will use a secret ballot.

1. Candidates will be listed on the ballot in alphabetical order.
2. Active members will be allowed to vote for 8 candidates

Sub Section 2: All active members will be allowed to vote.

1. Voting will be done in agriculture classes by secret ballot.
2. The six candidates who receive a plurality of votes will be declared a member of the officer team.
3. The nominating committee will assign each member of the team a specific office.
  - a. The selected officer team will be announced and installed at the annual banquet where they will thereby begin their term of office.

### ARTICLE II: Homecoming Princess Election

Section A: Any senior members eligible to be elected homecoming queen and/or homecoming king can be elected FFA homecoming princess and homecoming prince.

#### Section B: Election

## Galt FFA Program of Work

Sub Section 1: All active members are eligible to vote for FFA's homecoming royalty.

- A. Voting will be done in agriculture classes by secret ballot.
- B. A plurality vote will determine the winner of each contest, with a margin of 10% of total votes between the first and second place candidates required to determine the victor.
- C. Runoff votes will occur until a winner is determined.

## ARTICLE III: Committees

### SECTION A: Executive Committee

The executive committee consists of the six chapter officers.

The committee will be chaired by the chapter President.

The committee purpose is to coordinate all activities of the chapter and to revise and update the chapter Program of Work, including the Point Award System and update the written documentation of the chapter's history as presented in the Program of Work.

The duties of the committee include, but are not limited to the following:

- Maintain an up to date Point Award System
- Develop, carry out and publish, the Program of Work.
- Members of the executive committee are to serve as a liaison to each chapter standing committee.
- Select the chairs for standing committees.
- Lead the chapter toward meeting its goals.

### SECTION B: Budget & Fundraising Committee

The committee will consist of all interested members.

The chairperson will be appointed by the Executive Committee.

The committee purpose is to insure the financial stability of the chapter.

The duties of the committee include, but are not limited to the following:

- The planning of all fund-raisers.
- Monitor the budget.
- Prepare and present monthly budget reports for chapter meetings.
- Develop annual budget.

### SECTION C: Community Service Committee

The committee will consist of all interested members.

The chairperson will be appointed by the Executive Committee.

The committee purpose is to involve members in a positive manner in our community.

The community service activities can include, but not be limited to the following:

- Blood Drive
- Share Program

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- Adopt a Family
- Food Drive

### SECTION D: Publicity Committee

The committee will consist of all interested members.

The chairperson will be appointed by the Executive Committee.

The committee purpose is to revise and update the chapter history, and keep a photographic record of the chapter's history and to inform our members and the community of the activities of our chapter.

The duties of the committee include, but are not limited to the following:

- Publish an issue of the chapter newsletter.
- Submit articles to be published in local papers.
- Create and distribute a monthly video bulletin.
- Submit articles to the FFA New Horizons.
- Maintain the chapter scrapbook.
- Prepare the year in review video.
- Be in charge of recruitment.

### SECTION E: Outreach Committee

The committee will consist of all interested members.

The chairperson will be appointed by the Executive Committee.

The committee purpose is to plan chapter recruitment events and informational activities in order to strengthen our community relationships and chapter membership.

The duties of the committee include, but are not limited to the following:

- Plan and execute 8<sup>th</sup> grade recruitment
- Plan and execute 8<sup>th</sup> grade parent night
- Plan and execute National FFA Week events
- Coordinate school activities and rallies with ASB
- Coordinate the chapter's social media activities

## Galt FFA Program of Work

### Article IV: Point Award System

The Galt FFA Chapter offers this program to award our members for all the hard work and dedication that they put into our chapter.

#### Section A. FFA Officers:

1 Chapter Officers	750
2 Sectional Officer	100
3 Regional Officer	250
4 Candidate for State Office	100
5 Slated for State Office	200
6 Election to State FFA Office	300

#### Section B. FFA Committees

1 Chairman of standing committee	200
2 Chairman of other committee as appointed by the Executive Committee	50
3 Member of other committee as appointed by the Executive Committee	25
4 <i>Attendance at each committee meeting</i>	25
5 <i>Hours worked on committee activities (points per hour)</i> (Must be approved by committee advisor and does not include comm. meetings)	20
6 Aggie of the Month/Aggie on the Rise	100

#### Section C. Leadership in Chapter

1 Delegate to National FFA Convention	350
2 Participant at the National FFA Convention	300
3 Delegate to State Convention	250
4 Participant at the State FFA Conference (other than delegates)	200
5 Delegate to Regional Meeting	100
6 Delegate to Sectional Meeting	50
7 Degrees (only year earned)	
a. Greenhand Degree	25
b. Chapter Farmer Degree	50
c. State FFA Degree	200
8 Local Star Award	100
9 Sectional Star Award	150
10 Regional Star Award	200
11 Local Proficiency Award	50
12 Regional Proficiency Award Winner	100
13 State Proficiency Award Finalist	150

## Galt FFA Program of Work

14	State Proficiency Award Winner	200
15	State Nominating Committee or Candidate Chair	100
16	Sacramento Leadership Experience	300
17	Special Leadership Conferences	
	a. Greenhand Conference	50
	b. Made for Excellence/Advanced Leadership Academy	200
18	Special Public Appearance	100
	a. Individual appearance (speech, presentations)	300
	b. Small group appearance	150

### Section D. Chapter Activities

1	<i>Work done on all Chapter Activities points determined in advance by the advisor</i>	
2	<i>Attendance - night meetings</i>	100
3	Bonus - 100% Attendance at all regular FFA meetings	350
4	<i>Wearing Jacket to school on meeting day</i>	100
5	<i>Wearing Ag Wear to school on meeting day</i>	50
7	<i>Point per dollar for sales for money earned by chapter</i>	1
	<b><i>(maximum of 700 points can be earned for money raised)</i></b>	

### Section E. Career Development Events (students earning individual recognition as well as team recognition get cumulative points)

1	Competing in contest	150
2	Member of 1st place team or individual at field days	150
3	Member of 2nd - 5th place team or individual at field days	125
4	State Contest	
	a. Participation in State Finals Contest	300
	b. State Champion Team or Individual	500
	c. 2nd - 3rd place Team or Individual	350
	d. 4th - 5th place Team or Individual	250
	d. 6th - 10th place Team or Individual	150
5	Competing in National Contest	500
	a. National Champion Team/Individual	1000
	b. National Gold Award Team/Individual (non champion)	750
	c. National Silver Award Team/Individual	300
	d. National Bronze Award Team/Individual	200

### Section F. Individual Leadership Development Events

1	Participation in Local Contest	100
2	Sectional Contest	100
	a. Sectional Champion	150

## Galt FFA Program of Work

b. 2nd- 4th place	100
3 Regional Semi-final Contest	
a. Compete in the Regional Semi-final contest	100
4 Regional Contest	
a. Compete in the Regional contest	200
b. Regional Champion Team	200
c. 2 <sup>nd</sup> – 4 <sup>th</sup> place Team or Individual	150
5 State Contest	
a. Participation in State Finals Contest	300
b. State Champion Individual	500
c. 2nd - 3rd place Individual	350
d. 4th - 6th place Individual	250
6 Competing in National Contest	500
a. National Champion Team/Individual	1000
b. National Gold Award Team/Individual (non-champion)	750
c. National Silver Award Team/Individual	300
d. National Bronze Award Team/Individual	200

### Section G Team Speaking Contests

A Parliamentary Procedure	
1 Invitational Contest Participation	175
a. Champion Team and/or High Individual	250
b. 2nd- 4th place Team	175
2 Sectional Contest	175
a. Sectional Champion Team and/or Individual	200
b. 2nd- 4th place Team	150
3 Regional Contest	
a. Compete in the Regional contest	200
b. Regional Champion Team and/or Individual	300
c. 2 <sup>nd</sup> – 4 <sup>th</sup> place Team	175
4 State Contest	
a. Participation in State Finals Contest	300
b. State Champion Team or Individual	500
c. 2nd - 3rd place Team or Individual	350
d. 4th - 5th place Team or Individual	250
d. 6th - 10th place Team or Individual (CDEs only)	150
5 National Contest	
a. Competing in National Contest	500
b. National Champion Team/Individual	1000
c. National Gold Award Team/Individual (non-champion)	750

## Galt FFA Program of Work

d. National Silver Award Team/Individual	300
e. National Bronze Award Team/Individual	200
<b>B Compete in Sectional Opening and Closing Contest</b>	
a. Gold Award Winner	100
b. Silver Award Winner	75
c. Bronze Award Winner	50
 <b>Section H. Project Competition</b>	
1 Entry in local Contest	100
2 Participate in sectional contest	150
2 Gold Award Winner	250
3 Silver Award Winner	100
4 Outstanding Division Project Winner	300
 <b>Section I. All Fairs and Shows</b>	
1 Each exhibit exhibited	50
 <b>Section J. Showmanship or Champion Challenge (San Joaquin Fair until Sacramento County Fair)</b>	
2 First Place	250
3 Second Place	200
4 Third - Fifth Place	150
5 Sixth - Tenth Place	100
7 First Place in Master Showmanship	300
8 State Fair Best of Show Master Showmanship winner	500
 <b>Section K. Supervised Occupational Experience - 2000 points Maximum</b>	
8 Hours worked from June 1 <sup>st</sup> - May 1 <sup>st</sup> (must be verified by record book)	1
 <b>Section L. Student Body Activities</b>	
1 Student Body Board Representative	150
2 Student Body Officer	150
3 Class Officer	100
 <b>Section M. Scholarship</b>	
1 Member of California Scholarship Federation	100
2 Bonus - Grade Point Average (Semester Only)	
a. 4.00 or better	300
b. 3.50 - 3.99	250
c. 3.00 - 3.44	150



## Galt FFA Program of Work

d. 2.50 - 2.99	100
e. 2.00 – 2.49	50

### Section N. School Sports Competition

1 Each team member on any school team which earns a letter	
a. Varsity	150
b. JV	100
c. All - League	200
d. Team Captain	100

### Section O. Community Service

1 Five points per hour of approved community service (Max of 500 approved points) (Must be verified by recordbook)	5
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The Point Award Schedule is subject to change each year at the Officer's Retreat.

## GALT JOINT UNION HIGH SCHOOL

### FIELD TRIP INFORMATION

This check list will be completed after field trip requests are submitted to office. Sponsor will receive a copy showing items needed or pertinent dates.

#### Check list for Field Trip/Off-Campus Activity

<u>Galt FFA</u> Sponsor	<u>Modesto Junior College Parli Pro</u> Activity	<u>2/4/17</u> Date
<u>x</u>	Field Trip Application (14C) Submitted	
<u>n/a</u>	Needs Board approval (overnight or 100 miles)	
<u>x</u>	Absence request submitted if trip is during school time and sub will be needed.	
<u>x</u>	Written statement indicating budget responsibility for cost of substitute, transportation, and other expenses (Included in Itinerary)	
<u>x</u>	Itinerary submitted. (Departure and arrival times, schedule of activities. For overnight trips, must include names of all chaperons, address and phone for overnight accommodations.	
<u>N/A</u>	Transportation request (14) submitted	
<u>          </u>	List of eligible students to attend submitted (review policy #5151, 5150 for guideline).	
<u>          </u>	Date list of students must be submitted to principal (three weeks prior to event)	
<u>          </u>	Date office must notify staff of list of students excused to attend.	
<u>2/1/17</u>	Date all parent-signed trip permission forms due. No student may attend unless the sponsor has the signed form to take along. (Two sample forms are attached. Duplicate the form you prefer to use.	

On Course Inc. Ropes Course

Date	Day	Time	Activity
2/4/17	Saturday	7:00 am	Leave
2/4/17	Saturday	8:00 am	Arrive at MJC
2/4/17	Saturday	4:30 pm	Leave for GHS
2/4/17	Saturday	5:00 pm	Arrive at GHS

There will be 14 students

There are not a fee for students who participates in this and lunch is provided

2 ag vehicles will be taken.

**MJC Parli Pro**  
**2/4/17**

**\*\* All expenses will be paid for by the Galt FFA**

**Expenses:** Transportation- listed above, registration fee

# GALT JOINT UNION HIGH SCHOOL

FORM 14C

8/84

## FIELD TRIP PERMISSION APPLICATION

SUBMIT IN DUPLICATE TO:

\_\_\_\_ Principal (Curricular Trips)

\_\_\_\_ V.P. (Extracurricular)

DIRECTIONS: Administrative approval must be obtained in advance through use of this form for all field trips, curricular and extracurricular. This application is to be submitted at least three weeks before the proposed trip. A proposed trip beyond 100 miles must have approval of the Board of Trustees and must be submitted seven school days before a Board meeting. According to insurance and Board policy all drivers for school field trips must be at least 23 years of age. (If the proposed activity is an Independent Study Project, Independent Study application is to be used rather than this form)

Galt FFA  
Applying Organization

Ms. Katie Titus  
Staff Member in Charge

Destination: MJC Parli Pro Invitational

Date of proposed trip: 2/4/17 Saturday Time of departure: 7:00am  
Time of return: 5:30pm

Purpose of trip (for class projects indicate relationship to course of study.)

Ag academy seniors will participate in problem solving, team building activities to strengthen relationships and leadership skills.

Approximate number of students expected: 14

Proposed transportation (check as applicable)

School bus(es) \_\_\_\_\_

Proposed driver(s) \_\_\_\_\_

Private vehicle(s) X

Proposed driver(s): 2 ag vehicles

I verify that only those students who have properly completed parent permission forms (form 14d) will be allowed to participate in this field trip. The above information is correct. Drivers are age 23 and in my judgment qualified to be experienced and safe drivers.

\_\_\_\_\_  
Field Trip Applicant

\_\_\_\_\_  
Date

Approvals:

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Extracurricular Activities (Vice Principal) \_\_\_\_\_ Date \_\_\_\_\_

Curricular Activities (Principal) \_\_\_\_\_ Date \_\_\_\_\_

For trips outside the district (Superintendent) \_\_\_\_\_ Date \_\_\_\_\_

ROUTING: Original: Office file

Duplicate: Applicant

**Galt High School**  
**TRIP PERMISSION FORM**

Please permit my son / daughter: \_\_\_\_\_ ID # \_\_\_\_\_  
To attend the trip sponsored by \_\_\_\_\_ (please print)

\_\_\_\_\_ Galt FFA \_\_\_\_\_  
(class or organization)

to \_\_\_\_\_ MJC Parli Pro Invitational \_\_\_\_\_  
(destination)

on \_\_\_\_\_ Saturday, February 4, 2017 \_\_\_\_\_  
(date)

I understand the trip is expected to last from \_\_\_\_\_ 7:00am to \_\_\_\_\_ 5:00p.m.

Transportation will be provided or arranged by \_\_\_\_\_ School District X \_\_\_\_\_ Other \_\_\_\_\_

Advisor(s): Ms. Titus, Mr. White

\_\_\_\_\_  
(Parent or guardian name)

\_\_\_\_\_  
(Address) (Phone)

Cell Phone # \_\_\_\_\_  
(Work)

In case of emergency if I cannot be reached, please call:

\_\_\_\_\_  
(Name) (Phone)

**INSURANCE AND MEDICAL RELEASE**

I verify that my son / daughter is covered by insurance and release the Galt Joint Union High School District of any responsibility in case of an accident while he/she student is on this trip.

\_\_\_\_\_ I have the school insurance  
\_\_\_\_\_ My personal insurance covers my child in case of an accident or injury.  
\_\_\_\_\_ I have no insurance but release the district from any responsibility.

My child has the following health problem: \_\_\_\_\_

My child must take the following medication: \_\_\_\_\_

I also authorize any physician or hospital to provide emergency treatment, which may be needed.

Date: \_\_\_\_\_

\_\_\_\_\_  
(Signature of parent / guardian)

# GALT FFA

## *Application to attend the Made for Excellence Conference*

- This application is due to the applications box in the agriculture office by 3:15 P.M. on Friday, October 14<sup>th</sup>. Absolutely no late applications will be accepted, so turn it in early!
- This conference is for sophomores.
- You may type your responses and staple it to the application. However, please be advised that ag teachers are not able to review or proof your application.
- Applications can be found at [galtffa.org](http://galtffa.org)

The Made for Excellence Conference is scheduled for January 20<sup>th</sup> and 21<sup>st</sup> in Monterey, CA. Those attending will leave Galt at 8:00 A.M. on Friday and return about 4:00 P.M. on Saturday. The cost to attend this conference is \$100. Limited scholarships are available and will be given according to the scholarship application on page three. Money is not due until after notification of a student's acceptance into the conference.

After the application due date, applications will be objectively reviewed according to a standardized rubric. After review, applicants will be notified if they were selected to attend and if they were selected to receive a scholarship.

Name \_\_\_\_\_

Shirt Size \_\_\_\_\_

1. Describe why you want to attend this conference, including how sending YOU will benefit the Galt FFA chapter.

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Galt FFA is open to all students and does not discriminate based on race, color, national origin, sex, disability, sexual orientation, gender, ethnic group identification, ancestry or religion.

2. In your mind, what does it mean to be a leader?

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3. Please describe how you work with other students from different backgrounds.

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4. List the TOP 5 reasons why you should be selected to attend this conference.

1. 

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2. 

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3. 

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4. 

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5. 

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Galt FFA is open to all students and does not discriminate based on race, color, national origin, sex, disability, sexual orientation, gender, ethnic group identification, ancestry or religion.

5. Please acquire one signature and email of one GHS teacher outside of the agriculture department who will complete a survey on your behalf. This survey will be emailed to them once your application is submitted.

Teachers signature: \_\_\_\_\_ Email: \_\_\_\_\_

**Next portion only to be completed only by applicants requesting a scholarship:** The cost of attending this conference is \$100 and our chapter has a limited amount of spaces. Student scholarships are available for those with special circumstances who would otherwise be unable to attend the conference. Scholarships are based on demonstrated financial need and fundraising involvement.

If you are requesting consideration for a student scholarship, please include your request in this paragraph. Please explain why you have earned a scholarship based on participation, merit and/or financial need.

*I have read and understand all details regarding the application, including finances and due dates.*

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Galt FFA is open to all students and does not discriminate based on race, color, national origin, sex, disability, sexual orientation, gender, ethnic group identification, ancestry or religion.



# GALT FFA

## *Application to attend the Advanced Leadership Academy*

- This application is due to the applications box in the agriculture office by 3:15 P.M. on Friday, October 14<sup>th</sup>. Absolutely no late applications will be accepted, so turn it in early!
- This conference is for juniors.
- You may type your responses and staple it to the application. However, please be advised that ag teachers are not able to review or proof your application.
- Applications can be found at [galtffa.org](http://galtffa.org)

The Advanced Leadership Academy conference is scheduled for January 20<sup>th</sup> and 21<sup>st</sup> in Monterey, CA. Those attending will leave Galt at 8:00 A.M. on Friday and return about 4:00 P.M. on Saturday. The cost to attend this conference is \$100. Limited scholarships are available and will be given according to the scholarship application on page three. Money is not due until after notification of a student's acceptance into the conference.

After the application due date, applications will be objectively reviewed according to a standardized rubric. After review, applicants will be notified if they were selected to attend and if they were selected to receive a scholarship.

Name \_\_\_\_\_

Shirt Size \_\_\_\_\_

1. Describe why you want to attend this conference, including how sending YOU will benefit the Galt FFA chapter.

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Galt FFA is open to all students and does not discriminate based on race, color, national origin, sex, disability, sexual orientation, gender, ethnic group identification, ancestry or religion.

2. In your mind, what does it mean to be a leader?

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3. Please describe how you work with other students from different backgrounds.

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4. List the TOP 5 reasons why you should be selected to attend this conference.

1. 

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2. 

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3. 

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4. 

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5. 

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Galt FFA is open to all students and does not discriminate based on race, color, national origin, sex, disability, sexual orientation, gender, ethnic group identification, ancestry or religion.

5. Please acquire one signature and email of one GHS teacher outside of the agriculture department who will complete a survey on your behalf. This survey will be emailed to them once your application is submitted.

Teachers signature: \_\_\_\_\_ Email: \_\_\_\_\_

**Next portion only to be completed only by applicants requesting a scholarship:** The cost of attending this conference is \$100 and our chapter has a limited amount of spaces. Student scholarships are available for those with special circumstances who would otherwise be unable to attend the conference. Scholarships are based on demonstrated financial need and fundraising involvement.

If you are requesting consideration for a student scholarship, please include your request in this paragraph. Please explain why you have earned a scholarship based on participation, merit and/or financial need.

*I have read and understand all details regarding the application, including finances and due dates.*

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Galt FFA is open to all students and does not discriminate based on race, color, national origin, sex, disability, sexual orientation, gender, ethnic group identification, ancestry or religion.

Applicant #: \_\_\_\_\_

## **APPLICATION TO ATTEND THE STATE FFA CONVENTION**

*Application Due Date: **February 15, 2017 by 3:15 p.m. to the application box in the Ag Office***

*No late applications accepted*

**Conference Dates: April 22-25, 2017**

(You may be asked to leave with the judging teams on Friday, April 21<sup>st</sup>)

- For those who attend the state convention, their registration, transportation and hotel are included in the \$200 fee. There is also one breakfast, two lunches, and one dinner included. We recommend bringing money for all other meals as well as souvenirs.
- Students will be rooming four to a room with other Galt High School students.
- Students must be academically eligible (2.0+GPA) on their third quarter report card.
- **For those who owe money, payment of is due on March 3rd.** Failure to pay by this date will forfeit your acceptance to attend the State FFA Conference.

Selection Process:

- All applicants must submit a signed application sheet (this paper).
- 3 factors will be evaluated:
  1. Current involvement as measured through FFA Points and participation in a contest
  2. Attitude and behavior survey completed by all of the student's teachers
  3. Essay response
- Scholarship applicants will complete the questions on the back. Selection is based on:
  1. Financial need
  2. Merit based on involvement in fundraising activities
- All scores from the application will be objectively scored, tallied and ranked. The top applicants will be selected based on the aggregate scores.

**Essay Question: You are limited to one page as a response. Do not put your name on your essay, please.**

**Please respond to the following prompt by attaching your response to your signed signature and scholarship pages: *"How have you demonstrated leadership as a Galt FFA member and why should you be selected to attend?" Include relevant information such as your involvement, future plans and your character.***

**Please note: High-achieving students, involved members and returners are not guaranteed spots- the best applicants will be chosen who represent the qualities desired in a Galt FFA member. NO LATE APPS WILL BE CONSIDERED FOR THIS CONFERENCE.**

**Any member who accepts full or partial scholarships to attend the convention will be held financially responsible for repayment of the convention cost in the event that they do not attend the convention.**

**These signatures indicate understanding and acceptance of the above conditions for application.**

\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Printed Parent Name

\_\_\_\_\_  
Parent Signature

<b>FFA Points (filled in by advisor):</b>	
<b>CDE and/or LDE Contest in the current year:</b>	List:
<b>Eligible for State Degree?</b>	Yes: _____ No: _____
<b>Earned State Degree?</b>	Yes: _____ No: _____

The Galt FFA Boosters is awarding deserving students scholarships to attend the State FFA Convention. If you wish to apply, please answer the following questions.

\_\_\_\_\_ I am applying for a partial scholarship (\$100).  
 \_\_\_\_\_ I am applying for a full scholarship (\$200).

1. Please explain why you are in need of a scholarship based on participation, merit and/or financial need.
2. What activities have you participated in this year to help raise funds (i.e. Steak & Oyster Feed, Poinsettia Sales, Drive Thru BBQ)? **BE SPECIFIC.**

Washington Leadership Conference Application  
**This Application is due Friday, April 1<sup>st</sup> by 3:15pm.**

We are glad you are interested in attending the 2016 Washington Leadership Conference!

WLC is a high quality conference focusing on leadership, service, and patriotism.

This summer, along with more than 2,300 other FFA members, you will travel to Washington, D.C., where you will take your leadership skills to the highest level by learning to solve local problems; learning to build relationships; and developing your character and living to serve.

You will be there when.....

- 2,300 FFA members converge on our nation's capitol.
- 11,000 hours of community service are dedicated to help those in need.
- The sun goes down and the night tour of Washington, D.C. begins.
- FFA members become authentic leaders.

A high level of maturity and responsibility will be required to attend this conference. At the conference, supervision will be provided by National FFA Staff. Failure to behave appropriately will result in being sent home at the ***student's*** expense.

The Toyota Diversity in Ag Education program is making available to eligible members the opportunity to attend the Washington Leadership Conference. Students wishing to pay for their own trip should prepare to pay upwards of \$1,600 for their flight and registration.

Additional information regarding the event is available on the Internet at ([www.ffa.org](http://www.ffa.org)).

Galt FFA will be attending from the evening of **July 11<sup>th</sup> until July 17<sup>th</sup>** and all attending students will be chaperoned by a credentialed GHS Ag teacher.

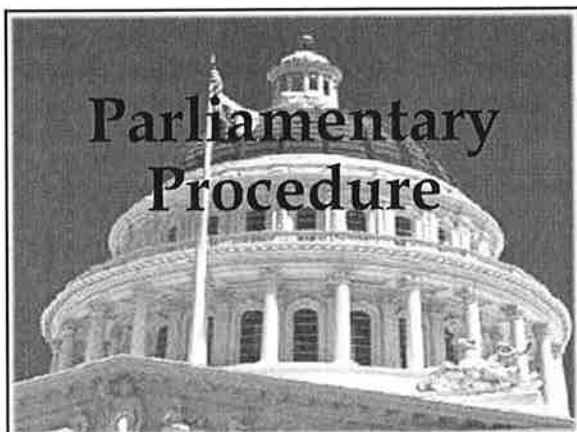
If you would like to apply to attend the Washington Leadership Conference on behalf of Galt FFA write an essay between 500 and 1,000 words in length on the following prompt. Please detach this signed page, staple it to your essay and place it in the applications box.

*"How has the FFA leadership development program impacted your life?"*

The following signatures indicate understanding that once an applicant is selected, they must abide by all school and program rules and will be able to attend the conference on the selected dates.

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_



## What is Parliamentary Procedure?

- A. A predetermined set of "rules" that will be used to "govern" the way business will be conducted
- A. A system of procedure that allows an organization to effectively conduct its official business in a fair and democratic manner

## Parliamentary Procedure "Ideas"

- A. One subject at a time
- B. Alternation of discussion between opposing points of view
- C. Decorum and avoidance of conflicts in personalities in debate
- D. All have right to be heard (including minority opinion)
- E. Majority rule (in most cases)

## Role of the Chair

- A. The chair keeps the meeting running
  - a. Moderates discussion
  - b. Clarifies points of order
  - c. Generally does not discuss or vote on business at hand
- B. The chair can only vote to either "make" or "break" a tie vote.

## Steps to Handling a Main Motion

- A. Stand
- B. Ask to be recognized by President or Chairmen
- C. President recognizes you by name
- D. Motion is correctly stated
  - A. "I move..."
- E. Motion is seconded
- F. Motion is repeated by President
- G. Motion is discussed
- H. President restates motion
- I. Motion is voted on
- J. Results of vote announced by President

## Motions

- A. **Main Motion:** Used to bring up a new subject or idea to the group
  - a. "I move that our school allow all sophomores only to get out at 12pm."

## Subsidiary Motions

**B. Subsidiary Motions:** Applied to other motions for the purpose of appropriately disposing of them

- a. Postpone Indefinitely
- b. Amendment
- c. Refer to a Committee
- d. Postpone Definitely
- e. Limit or Extend Limits of Debate
- f. Previous Question
- g. Lay on the Table

## Postpone Indefinitely

**Purpose:** To kill or eliminate the main motion.

**Debatable:** Yes

**Amendable:** No

**Stating the Motion:** "I move to postpone indefinitely."

## Amendment

**Purpose:** To change the wording of the main motion so it is more desirable for the assembly.

**Debatable:** Yes

**Amendable:** Yes

**Stating the Motion:** "I move to amend the main motion by..."

- Adding, striking out, and substituting

## Refer to a Committee

**Purpose:** To give the main motion to a committee, so that they can look into it further.

**Debatable:** Yes

**Amendable:** Yes

**Stating the Motion:**

"I move to refer this motion to the \_\_\_\_\_ committee, to report back at our next meeting."

OR

"I move to refer this matter to a committee of three appointed by the chair to report back at our next meeting."

## Postpone Definitely

**Purpose:** To put off dealing with the motion until your organizations next meeting.

**Debatable:** Yes

**Amendable:** No

**Stating the Motion:** "I move to postpone this motion to our next regularly scheduled meeting."

## Limit or Extend Limits of Debate

**Purpose:** To decrease or increase the number of times or amount of time a person can debate on a motion.

**Debatable:** No

**Amendable:** Yes

**Stating the Motion:** "I move to limit (or extend limits) of debate to \_\_\_\_\_."



## Previous Question

**Purpose:** To immediately stop all debate and making of motions to vote on the immediately pending motion..

**Debatable:** No

**Amendable:** No

**Stating the Motion:** "I move previous question."

## Lay on the Table

- **Purpose:** To put off discussing the motion for a certain length of time in order to deal with something more pressing.

- **Debatable:** No

- **Amendable:** No

- **Stating the Motion:** "I move to lay this motion on the table so we can deal with \_\_\_\_\_."

# Parliamentary Procedure

## What is Parliamentary Procedure?

A. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Parliamentary Procedure “Ideas”

A. \_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_

C. \_\_\_\_\_  
\_\_\_\_\_

D. \_\_\_\_\_  
\_\_\_\_\_

E. \_\_\_\_\_  
\_\_\_\_\_

## Role of the Chair

A. The chair keeps the meeting running

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

B. The chair can only vote to either “make” or “break” a tie vote.

### **Steps to Handling a Main Motion**

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

G. \_\_\_\_\_

H. \_\_\_\_\_

I. \_\_\_\_\_

J. \_\_\_\_\_

### **Main Motions**

**A. Main Motion:**

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**B. Subsidiary Motions:**

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a. Postpone Indefinitely

**Purpose:** To kill or eliminate the main motion.

**Debatable:** Yes

**Amendable:** No

**Stating the Motion:** “I move to postpone indefinitely.”

b. Amendment

**Purpose:** To change the wording of the main motion so it is more desirable for the assembly.

**Debatable:** Yes

**Amendable:** Yes

**Stating the Motion:** “ I move to amend the main motion by...

– Adding, striking out, and substituting

c. Refer to a Committee

**Purpose:** To give the main motion to a committee, so that they can look into it further.

**Debatable:** Yes

**Amendable:** No

**Stating the Motion:**

“ I move to refer this motion to the \_\_\_\_\_ committee, to report back at our next meeting.”

OR

“I move to refer this matter to a committee of three appointed by the chair to report back at our next meeting.”

d. Postpone Definitely

**Purpose:** To put off dealing with the motion until your organizations next meeting.

**Debatable:** Yes

**Amendable:** No

**Stating the Motion:** "I move to postpone this motion to out next regularly scheduled meeting."

e. Limit or Extend Limits of Debate

**Purpose:** To decrease or increase the number of times or amount of time a person can debate on a motion.

**Debatable:** No

**Amendable:** Yes

**Stating the Motion:** "I move to limit (or extend limits) of debate to \_\_\_\_\_."

f. Previous Question

**Purpose:** To immediately stop all debate and making of motions to vote on the immediately pending motion..

**Debatable:** No

**Amendable:** No

**Stating the Motion:** "I move previous question."

g. Lay on the Table

**Purpose:** To put off discussing the motion for a certain length of time in order to deal with something more pressing.

**Debatable:** No

**Amendable:** No

**Stating the Motion:** "I move to lay this motion on the table so we can deal with \_\_\_\_\_."

# Galt High School Agriculture Department

145 N. Lincoln Way ~ Galt, CA 95632 ~ (209) 745-3430

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August 12, 2016

Dear Parents/Guardians of Galt Agriculture Students,

The 2016-2017 school year has had an amazing start, and our classes are filled with students that are excited about being involved in the Galt High School Agriculture program! There are so many positive opportunities and experiences awaiting your son/daughter, but we need your help. We would like to invite you to be part of the Galt Agriculture Boosters organization. This non-profit group is made up of parents/supporters of the two agriculture programs in our community that want to assist in giving students experiences in the Agriculture and Future Farmers of America (FFA) leadership program.

Here are several examples of what this organization provides for our students:

- Travel for students to judging activities and leadership conferences
- Partial/Full Leadership conference fees for students based on merit and financial need
- Lunches for students exhibiting livestock at the Sacramento County Fair
- Overnight hotel accommodations for all students participating on judging teams
- Various meals for students participating in activities away from home
- Equipment needs for the FFA and classroom
- Awards and rewards for students
- Scholarships for graduating Seniors

We would really like to have you join us for a “Booster Club Meet ‘n Greet” at the Galt High School Agriculture Department on **Friday, August 19th at 6:30 pm**. Light refreshments will be provided and we want you to have the opportunity to visit with other parents and the Booster Officer team. This meeting will be held at the same time as our FFA student activity “Screen on the Green” which begins at 6:00 for volleyball, and 7:30’ish for the movie. There is no obligation to you for anything, but we hope that you will attend and see what this organization is all about and consider taking part of any fundraising activity that fits into your schedule.

Thank you and we look forward to seeing you!

*~The Galt Agriculture Department Staff*

## Galt Agriculture Department Calendar 2016-2017

Date	Event	Location	Time
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### **August**

8/19 Friday	Parent Info Night	GHS Ag Dept.	6:30pm
8/19 Friday	Screen on the Green	GHS Quad	6:30pm

### **September**

9/1 Thursday	Steak and Oyster Tickets on Sale	GHS Ag Dept.	6:30pm
9/21 Wednesday	Sept. FFA Meeting	Nottoli Dome	6:30pm
9/24 Saturday	Lent Ranch	Elk Grove, CA	TBD
9/30 Thursday	Drive Thru BBQ	Ag Dept.	6:00pm

### **October**

10/6 Thursday	Greenhand Conference (Freshmen)	Lodi, CA	7am-4pm
10/16-10/23	National FFA Convention	Indiannapolis, IN	TBD
10/26 Wednesday	October FFA Meeting	Nottoli Dome	6:30pm

### **November**

11/3 Thursday	Sectional Opening/Closing Contest	GHS Auditorium	8am-12pm
11/5 Saturday	Steak and Oyster Fundraiser	Thornton, CA	TBD
11/6 Sunday	Steak and Oyster Clean Up	Thornton, CA	9:00am
11/8 Tuesday	Fair All Exhibitor Lunch Meeting	Ag Shop	
11/10 Thursday	Blood Drive	Warrior Gym	8am-2pm
11/16 Wednesday	Parent Info Night-County Fair	Ag Dept.	6:30pm
11/16 Wednesday	November FFA Meeting	Nottoli Dome	6:30pm
11/30 Wednesday	Poinsetta Pick Up	Ag Dept.	2:00pm

### **December**

12/14	Parent Info Night-County Fair	Ag Dept.	6:30pm
12/14	FFA Meeting	Nottoli Dome	6:30pm

### **January**

1/20-21 Fri/Sat	MFE/ALA Leadership Conference	Monterey, CA	TBD
1/25 Wednesday	FFA Meeting	Nottoli Dome	6:30pm

### **February**

2/4 Saturday	Arbuckle Field Day	Arbuckle, CA	TBD
2/15 Wednesday	FFA Meeting	Nottoli Dome	6:30pm
2/17 Friday	Blood Drive	Warrior Gym	8am-2pm

**Calendar continued on backside....**

*\*\* Dates and times are subject to change*

**Galt Agriculture Department Calendar 2016-2017**

Date	Event	Location	Time
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**March**

3/3 Friday	UC Davis Parli Pro	Davis, CA	TBD
3/4 Saturday	UC Davis Field Day	Davis, CA	TBD
3/11 Saturday	Chico Field Day	Chico, CA	TBD
3/17 Friday	Sac Section Parli Pro	Liberty Ranch	4:00pm
3/21 Tuesday	State FFA Degree Ceremony	Delta College	6:00pm
3/22 Wednesday	FFA Meeting	Nottoli Dome	6:30pm
3/24 Friday	Regional Parli Pro Contest	Merced, CA	TBD
3/25 Saturday	MJC Field Day	Modesto, CA	TBD

**April**

4/4 Tuesday	County Fair Meeting	Ag Dept.	Lunch
4/6 Thursday	Drive Thru BBQ	Ag Dept.	TBD
4/8 Saturday	CRC Field Day	Sacramento, CA	TBD
4/22-25	State FFA Leadership Conference	Fresno, CA	TBD
4/27 Thursday	FFA Meeting	Ag Shop	6:30pm

**May**

5/5-5/7	State FFA Judging Finals	Cal Poly, SLO	TBD
5/12-13	County Fair Work Day	Cal Expo	TBD
5/18 Thursday	FFA Banquet	Littleton Center	6:30pm
5/24-29	Sacramento County Fair	Cal Expo	TBD



## Local Project Competition Signups 2/23/15

All Agriculture teachers will be involved in scoring the project competition. Please sign up for a time slot by writing your name in one of the boxes below.

*Name*

3:15	
3:30	
3:45	
4:00	
4:15	
4:30	
4:45	
5:00	

*Name*

3:15	
3:30	
3:45	
4:00	
4:15	
4:30	
4:45	
5:00	

*Name*

3:15	
3:30	
3:45	
4:00	
4:15	
4:30	
4:45	
5:00	

*Name*

3:15	
3:30	
3:45	
4:00	
4:15	
4:30	
4:45	
5:00	

*Name*

3:15	
3:30	
3:45	
4:00	
4:15	
4:30	
4:45	
5:00	

### **Galt FFA Local Project Competition Presentation**

**Objective:** Students will highlight the present condition, growth and major learning and experiences provided by their Supervised Agricultural Experience program.

**Procedure:** Students will sign up for an allotted time slot after school to have their project presentation observed and scored by an agriculture teacher. The attached rubric will be used to guide the process forward. The presentation should be no longer than 15 minutes but should highlight all components listed below. A general recommendation would be approximately 15-20 slides with approximately 10 photos total.

#### *Presentation Components:*

<b>Occupational Objective</b>	What is it you'd like to do some day? Describe how this SAE will help you meet the needs of your future occupation.
<b>Program Related to SAE</b>	What ag classes was this part of? How did this fit in to what you were learning in class?
<b>Knowledge</b>	What are you learning through this SAE? Provide 5-7 examples of specific skills acquired. This is the bulk of your presentation.
<b>Experiences with SAE</b>	Again, what are the specific, industry-related skills? Target your experiences- what you actually DID to facilitate this learning. Use industry-specific vocabulary.
<b>Industry Sector</b>	What kind of \$\$ is associated with this industry? How many people are employed? Any new advancements in the industry?
<b>Involvement</b>	Describe your financial investment, degree of responsibility, amount of labor and how you used the opportunities that were presented to you.
<b>Recordbooks</b>	These should reflect what you're describing in your presentation.
<b>Presentation Skills</b>	Poise, appropriate dress, punctuality, public speaking skill application.

**Galt FFA**  
**Project Competition Scorecard**

Student: \_\_\_\_\_

Grade:      **9**          **10**          **11**          **12**

Points	Category	Point Break	Points Earned	Remarks
10	A. Occupational Objective			
	1. Future Plans	5		
	2. Program Related to Objective	5		
25	B. Knowledge			
	1. Technical Information	10		
	2. Economics and Current Trends of Industry Sector Area	5		
	3. Application of Skills and Knowledge	10		
25	C. Involvement			
	1. Degree of Responsibility	10		
	2. Financial Involvement (if applicable)	5		
	3. Amount of Labor	5		
	4. Utilization of Opportunities	5		
20	D. Record Books			
	1. Score based on neatness, accuracy, completeness, and up-to-date entries	20		
20	E. Personal Appearance and Interview			
	1. Appearance of Project and Contestant	10		
	2. Poise, Presentation, and Punctuality	10		
	<b>TOTAL</b>	<b>100</b>	<b>*</b>	

**\*Gold Award scores 80 or higher**

**\*Silver Award scores 70 or higher**

**Project Competition Schedule**  
**Friday, March 3, 2017**  
**(All Times Are Approximate)**

**Raleys (Galt)**  
**Twin Cities Road**  
**(meet at 8:15 a.m.)**

**Liberty Ranch Students:**

**8:30 a.m. - Brooklyn Young**  
**~~42885 Cherokee Lane~~**  
**~~Galt, CA 95632~~**

**9:10 a.m. - Katie Olympus**  
**~~12196 Schulz Road~~**  
**~~Herald, CA 95638~~**

**Galt High School Student:**

**9:50 a.m. - Rene ~~Muro~~**  
**~~14717 Borden Road~~**  
**~~Herald, CA 95638~~**

**Liberty Ranch Student:**

**10:40 a.m. - ~~Chayton Hill~~**  
**~~26151 North Jack Tone Road~~**  
**~~Galt, CA 95632~~**

**Galt High School Students:**

**11:20 a.m. - Brenden ~~Authemmes~~**  
**~~10275 E. Underwood Road~~**  
**~~Acampo, CA 95220~~**

**LUNCH**

**1:10 p.m. - Dylan ~~Mello~~**  
**~~9390 Harvey Road (Mello & Sons Dairy)~~**  
**~~Galt, CA 95632~~**

**2:10 p.m. - Arath ~~Chavez~~**  
**~~(School Farm)~~**  
**~~1059 Twin Cities Road~~**  
**~~Galt, CA 95632~~**

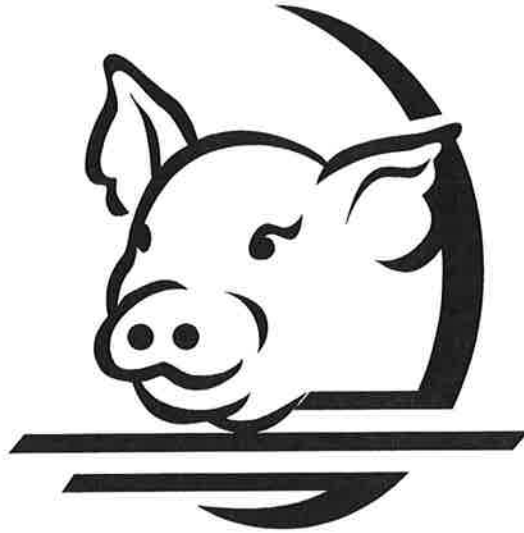
2016 Sacramento County Fair Exhibitors		
<del>Abarea</del>	Gabe	
<del>Aguirre</del>	Devan	
<del>Aguirre</del>	Hannah	
<del>Alvarez</del>	Daniel	
<del>Anthounisse</del>	Brenden	
<del>Anthunisse</del>	Ashle	
<del>Archuleta</del>	Damian	
<del>Barnert</del>	Jacob	
<del>Barajas</del>	Andres	
<del>Bishop</del>	Izzy	
<del>Blackwell</del>	Tara	
<del>Brinton</del>	Siera	
<del>Bryant</del>	Cheyenne	
<del>Bryants</del>	Gregg	
<del>Candido</del>	David	
<del>Chavarin</del>	Brenda	
<del>Chaveza</del>	Arath	
<del>Cooley</del>	Colton	
<del>Cooley</del>	Hannah	
<del>Coombs</del>	Gabby	
<del>Copack</del>	Adrian	
<del>Davidson</del>	Josh	
<del>Davidson</del>	Michayla	
<del>DeMingo</del>	Ashley	
<del>Diaz</del>	Eliseo	
<del>Diaz</del>	Yamilett	
<del>Dutton</del>	Jessica	
<del>Edwards</del>	Austin	
<del>Edwards</del>	Trever	
<del>Frank</del>	Maddie	
<del>Garcia</del>	Amber	
<del>Garcia-Cobian</del>	Natalie	
<del>Geerzon</del>	Franky	
<del>Gomez</del>	Erika	
<del>Gonzalez</del>	Yocelyn	
<del>Green</del>	Shyshanna	
<del>Griffin</del>	Kelly	
<del>Guererro</del>	Austin	
<del>Guerreo</del>	Brandon	
<del>Harmon</del>	Maddie	
<del>Hayes</del>	Jon	
<del>Hayes</del>	Josh	
<del>Henry</del>	Paige	

<del>Jalins</del>	Hailey
<del>Jank</del>	Kaitlin
Jessen	Kacia
Juarez	Jose
Koyama	Hana
Lomeli	Joe
<del>Malchamato</del>	Joey
Manning	Tristin
Marquez	Anaely
Martinez	Isaac
Mason	Shane
McAlister	Alyssa
McKeown	Nolan
<del>McKeown</del>	Walter
Mello	Dylan
<del>Monniza</del>	Feliza
Mondago	Juan
<del>Michele</del>	Mikayla
Miller	Alivia
Morales	Sydia
Moreno	Darian
Nelson	Claire
Nelson	Keegan
Neubergen	Paul
<del>Oliviera</del>	Megan
<del>Ordaz</del>	Marcos
<del>Ortiz</del>	Maico
Oseguera	Erica
<del>Owens</del>	Summer
<del>Parr</del>	Carmen
<del>Perr</del>	Mickayla
<del>Person</del>	Danielle
Reece	Ian
Reichmann	Emily
<del>Reichmann</del>	Maddie
<del>Rhena</del>	Emily
<del>Rhea</del>	Lannie
Roberson	Kaleb
<del>Rocha</del>	Andraya
<del>Rocha</del>	Andy
Rodriguez	Fabian
Roman	Alberto
<del>Ruvalcaba</del>	Edgar
Santos	Makenna
<del>Schmitt</del>	Mitchell
<del>Supriya</del>	Aleah
<del>Smith</del>	Arika

<del>Spraker</del>	Marissa
<del>Strick</del>	Cheyenne
<del>Swent</del>	Maddie
<del>Torres</del>	Carlos
<del>Trujillo</del>	Madison
<del>Valencia</del>	Jessica
<del>Vannestfort</del>	Justin
<del>Vannestfort</del>	Rachel
<del>Villalobos</del>	Miguel
<del>Villalobos</del>	Nathan
<del>Ward</del>	Daniel
<del>Ward</del>	Taylor
<del>Wegere</del>	Richard
<del>Young</del>	Kristin
<del>Zucker</del>	Micah



# **Galt FFA**



## **Swine Exhibitor Handbook**

Revised November 2015  
Passed out to students 12/2/16

## Purpose

The purpose of this handbook is to assist you in successfully raising a market swine project. The information contained in the following pages will act as a guideline. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Should any questions arise concerning your project, don't hesitate to contact your project advisor for help.

Good luck on your endeavor of raising a market hog project. With hard work and dedication, your project will be a success!

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## **What You Should Know Before Buying a Swine Project**

1. A swine project can be a very exciting and rewarding experience or a very frustrating and discouraging project depending on the amount of time and energy you put into the project.
2. The duration of a market swine project is about 3-4 months. It is important that as much attention is given to your project during the last months as is given during the first months.
3. Raising market swine is not a hit and miss proposition, you must be consistent in how you raise your animal. Achieving maximum results requires maximum input from you. In other words, you get out of your project what you put into it.
4. It is critical that you understand that the animal will be dependent on you for every aspect of it's well -being including feed, water, shelter, health, exercise, etc. You must to be willing to provide for each of these areas on a daily basis for the duration of the project.

## **Facilities for Your Swine Project**

1. If you are housing your animal at the school farm facility, you will need to do the following:
  - A. Complete a school farm application.
  - B. Participate in the school farm work day.
  - C. Make sure the waterer and feeder work.
2. If you plan to raise your animal at home, make sure your pen is properly prepared prior to receiving your swine project. Ms. Titus will do a home visit if you have not raised a market hog with Galt FFA before between the following dates: 12/20-12/21  
\*If approved-you may show Ms. Titus a picture

The pen should meet the following requirements:

- A. It should be large enough to allow your animal to exercise (about 15' x 20').
- B. Shade/shelter should be provided in the pen.
- C. Adequate feeding and watering facilities must be provided.
- D. The fencing should be free of loose wires, loose boards, protruding nails, etc.
- E. The floor should also be free of boards, wire, nails, etc.
- F. It should be sturdy enough to prevent the animal from getting out.

3. You should purchase swine feed 2-3 days prior to receiving your animal. Check with your advisor on the kind of feed to purchase and from whom.

## **Purchasing Your Animal**

The Galt FFA implements the following policies and procedures for project pigs:

1. The Galt FFA will purchase hogs for the chapter, if you would like one or need help purchasing one see Ms. Titus.
2. If you are purchasing your hog on your own, please make sure it is from a reputable breeder approved by Ms. Titus.

## **Starting Off Right**

1. Insurance- The CA FFA offers insurance to FFA members and their livestock projects at the following rate:

<b>Animal Type</b>	<b>Min. Animal Purchase Amount</b>	<b>Max. Animal Purchase Amount</b>	<b>Rate</b>	<b>Coverage</b>
Market Swine	\$150	\$400	6.5%	6 months

Example: Market hog purchased at \$300 X 6.5% = \$19.50 for insurance. Insurance must be purchased through your advisor. It is strongly recommended that you purchase insurance. Insurance will help cover the cost if your animal gets sick and there is a loss of the animal.

2. If you are keeping your animal at school farm it is mandatory to purchase insurance.
3. As soon as you get your animal, it is imperative that you observe it closely for any signs of illness. When swine are hauled from one place to another, it creates a situation of stress. Signs to watch for include runny eyes and/or nose, droopy head, and inactivity. It will take a few days for the animal to acclimate itself to its new surroundings.
4. Your animal may not want to eat the first day or so. This is normal. However, if it is not eating by the second day, you should contact your advisor. (Refer to the section on feeding for more information.)
5. Training and working with your animal as early as possible is important. The quicker the animal can be gentled down and work for you the better. It is much easier to teach a smaller animal to work than in a larger one. DON'T WAIT!!

## **Feeding Your Market Swine Project**

1. Nutrition is the single most important aspect of raising a quality market swine project. Consistency is the key word when feeding swine with regards to the type of feed, amount of feed, and feeding schedule. A proper feeding program can make the difference between a high quality animal and a poor quality animal.
2. One of the most overlooked elements of a good feeding program is water. The water your animal drinks should be fresh, clean and cool at all times. Dirty or stagnant water can have an affect on the health of your animal. The water trough should be cleaned on a regular basis, preferably daily. A good rule of thumb on water is if you wouldn't drink it, your animal probably wouldn't drink it either if given a choice. If using an automatic watering system. Make sure the pipes are not in direct sunlight as this will warm the water and the animal will not drink enough water.
3. Your advisor will direct you on how to feed your animal. Feed recommendations are based on individual differences in weight, rate of gain, and conformation. It is important to know exactly how much you are feeding so that accurate average daily gains can be calculated. This information will tell you whether or not you are on track to meet the desired projected weight for your animal.
4. If you are hand feeding your animal, it is very important to set feeding times in the morning and evening and then stick to them. There should be no more then a 15-minute variation in feeding times from day to day. Drastic changes in the feeding times can have an adverse affect on your animal in terms of appetite and health.
5. Whenever a new feed, or an increase in feed is introduced, the change should be made gradually over a period of time. Never change feed or feed amount without checking with your advisor.
6. When hand-feeding, make sure that the animal is eating all the feed at each feeding. Feed that is not consumed by the next feeding should be removed and the amount fed should be reduced in proportion to the amount left over. Your advisor will help you determine how much to feed your animal. If the amount of feed is to be increased, limit the increase to no more than one half pound per day.
7. If your animal goes off feed for more than one day, contact your advisor immediately. Generally, lack of appetite is one of the first signs of illness. The sooner the illness is detected, the easier it is to treat. Any type of illness will cause a decrease in the daily gain and could affect the desired end weight.

8. It may be necessary to add feed supplement to the ration. The supplement will help in increasing growth, appetite, feed efficiency, health and stress resistance. Check with your advisor before adding a supplement to your feeding program.

### **Caring for Your Market Swine Project**

1. At least once a day, observe your animal carefully to see if it appears normal. Check for the way it walks, for sores or cuts, scours, runny nose or eyes or fast breathing. If any of these occurs, consult your advisor immediately.
2. Clean your pen at least once a day. Check the water and feeder to make sure they are operating properly.
3. Spend time with your animal. As soon as possible, start to walk your animal. This is both for exercise and to practice for showmanship. Do this once a day before feeding.
4. **DO NOT ADMINISTER ANY MEDICATION WITHOUT CONTACTING YOUR ADVISOR OR VETERINARIAN!!**

## Swine Growth / Feed Chart

Days Until Fair	Hog's Weight (lbs)	Average Daily Gain (lbs)	Amount of Feed to Be Fed Each Day (lbs)	Total Feed (lbs)
120	50 - 65	1.35	3 - 4	
113	59 - 74	1.4	3.2 - 4.2	24.5
106	69 - 84	1.5	3.5 - 4.5	49.7
99	79 - 94	1.5	3.7 - 4.7	77.7
92	90 - 105	1.6	4 - 5	109.2
85	101 - 116	1.65	4.25 - 5.25	142.1
78	113 - 128	1.75	4.5 - 5.5	177.1
71	125 - 140	1.75	4.75 - 5.75	213.78
64	138 - 153	1.85	5 - 6	252.28
57	151 - 166	1.85	5.2 - 6.2	292.18
50	164 - 179	2	5.7 - 6.7	335.93
43	178 - 193	2	6 - 7	381.43
36	192 - 207	1.85	6 - 7	426.93
29	205 - 220	1.85	5 - 7	468.93
22	218 - 233	1.5	5 - 7	510.93
15	229 - 244	1.5	4 - 7	552.93
8	240 - 255	1.5	4 - 7	594.93
1	251 - 266	1.5		636.93

### Swine Management Tips

1. The above listed chart is a GUIDELINE for monitoring your pig's growth. Numbers may vary.
2. Worm your pig once a month. Ask your FFA advisor for details.
3. ALWAYS check with your advisor prior to making any feed/food changes
4. Weigh your pig regularly

If you have any questions,  
please call Ms. Titus

## Showmanship

1. The main purpose of showmanship is to present your animal to the judge in a manner that will make your animal look its best. Showing can emphasize strong points and de-emphasize weak points of the animal.
2. Success in showing begins at home. You and your animal cannot learn proper showing techniques at the last minute. It is important that you practice as often as possible. Showing can be a very rewarding experience if you take the time to learn how to show. When starting out, not only the animal must be trained, but the exhibitor must learn the proper showing techniques as well.
3. Listed below are a few general characteristics of good showman.

### A good showman:

- Is confident in his/her abilities.
- Understands the importance and purpose of proper showing techniques.
- Is alert in the show ring.
- Knows where the judge is at all times.
- Is conscience of the appearance of his/her animal at all times.
- Works the animal calmly and smoothly.
- Is not distracted by people or events outside the show ring.
- Starts showing from the time he/she enters the ring until he/she leaves the ring at the conclusion of the class.
- Is courteous to the other exhibitors in the ring.
- Displays good sportsmanship by congratulating the winners and accepting congratulations graciously.
- Gives his/her best effort every time he/she is in the show ring.

## Supplies and Equipment

1. The following is a list of supplies and equipment needed for your swine project.

Show Stick  
Rubber feed pan  
Nylon brush

Hair conditioner  
Spray bottle  
Dish soap



### Marketing Your Project

1. One of the first questions most new swine exhibitors ask is "How much can I make on my project?". This question is a valid one. Most students figure that if you spend a great deal of money on the project, the returns should also be great. Unfortunately, this statement is not always accurate. The animal will be sold at the fair through a public auction with the animal being sold to the highest bidder. These buyers are under no obligation to support and buy these livestock projects. It is YOUR job to find buyers for your animal. You must remember that you are selling a product and you must approach this part of your project as a salesman. The buyers will not come to you, you must go to them.
2. Before you approach a prospective buyer, you must first understand how the process works so that you can accurately answer any questions that may arise in your conversation with the buyer. You begin by calculating your break-even price. By dividing the estimated fair weight of the animal into the total cost, you will know how much per pound you need to break even. The next part of the process is to know what the buyer's options are with the animal once it has been sold. The most common option used is the resale or buy-back. The buyer simply pays the difference between the current market price and their bid. The animal is then sold by the fair to a commercial packer for the current market price. The buyer does not take possession of the animal. With the other options, the buyer takes possession of the animal or carcass. The custom processing option allows the buyer to choose where the animal will be processed. The animal is taken to this location by the fair, and the cut and wrapped meat is then picked up by the buyer.
3. You must also be able to explain to the buyer the benefits they will receive from buying your project. A buyer basically receives multiple benefits - advertising at the auction, a tax deduction, and supporting agriculture education.
4. Armed with this information, you can begin your search for buyers. Anyone can buy an animal at the fair, but the most common buyers are local businesses. The two most common methods of finding buyers is through personal contact or by writing letters to prospective buyers. Personal contact is a much preferred method because the buyer has the chance to meet the owner of the animal and ask any questions concerning the project of selling process. The letter writing method does not afford these opportunities. When meeting with a buyer, the student should approach the buyer in a business-like manner by calling ahead and making an appointment with them, dressing in the official FFA uniform, being prepared to answer questions, etc.
5. Above all, be persistent in your search for buyers. You may be turned down a few times before finding someone willing to buy your animal. Don't give up. The financial success of your project depends on you finding a buyer. You may want to find more than one buyer in the event one of them does not show up at the auction.
6. Another key element to successfully selling your animal is to approach buyers early. Don't wait until just before the fair to start contacting people. You will not be the only person at the fair selling an animal. Begin contacting buyers several months before the fair. Many buyers will buy from the first person that contacts them. Avoid the rush, start early.
7. To find out more specific information concerning the auction process, approaching buyers, commonly asked questions, etc., contact your project advisor.

## **General Rules for Galt FFA Fair Exhibitors**

*"Showing at the fair is a privilege, not a right"*

**NOTE:** All students must have consent of advisor prior to starting a project.

1. Because of the importance of scholastic achievement, the Galt High School Agriculture Department requires each student livestock exhibitor to maintain a satisfactory scholastic record in his/her classes. A 2.0 GPA must be maintained.
2. All exhibitors are to follow the directions and advice given to them by the designated advisor for that species. The advisor's directions are to be followed for the entire length of time the project is eligible for show and during the fairs when the project is being exhibited.
3. All rules and regulations of Galt High School will apply to the students who participate at fairs since showing is a school activity.
4. All exhibitors are expected to haul their animals and tack to the fair unless other arrangements are made with the advisor.
5. FFA members are required to obtain their homework from all their teachers in advance of missing school for attending the fair.
6. Each exhibitor must read and understand the rules and regulations in the fair's premium book.
7. Each exhibitor is responsible for feeding, watering, grooming and keeping an eye on his/her animal(s) for the entire duration of the fair.
8. Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.
9. All FFA exhibitors will be required to wear the official FFA show uniform described below while showing their own animal(s) or helping others in the show ring.  
FFA Show Uniform  
Boys - White pants, white dress shirt, FFA Jacket, FFA tie, appropriate shoes.  
Girls - White pants, white dress shirt, FFA Jacket, FFA scarf, appropriate shoes.
10. Market animal exhibitors are required to write thank you letters to their buyers.
11. All exhibitors must attend assigned meetings by the project advisor unless prior arrangements have been made.
12. The advisor of any species will have the authority to take whatever disciplinary action necessary toward any student that fails to comply with the rules.

## Galt FFA Swine Exhibitor Rules

### 1. Daily Activities

- A. Spend time with your hog, observe and exercise it.
- B. Check the amount of feed in the feeder and make sure it is clean and dry. Add feed as needed if using a self-feeder or feed twice a day at scheduled times if hand feeding.
- C. Thoroughly clean the pen. (This should be done twice a day.)

### 2. Periodic Activities

- A. Attend, for the duration, project meetings approximately every two weeks.
- B. Attend, for the duration, weigh days at school if your animal is housed there.
- C. Attend a minimum of 1 weigh day to help weigh Galt FFA project pigs.
- D. Be at your project site when the advisor weighs your animal if it is housed off school grounds. Your animal will not be weighed unless you are present.
- E. Perform barn duty functions on a rotational basis if your animal is housed at school.

### 3. Prior to the Fair

- A. Find a buyer for your animal.
- B. Attend and participate in a minimum of one mandatory show day.
- C. Wash and clip your hog approximately 2-3 weeks prior to the fair.
- D. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member. Failure to have the proper show uniform for any reason will disqualify that student from showing.
- F. Obtain the proper equipment (feed pan, show cane/stick/pipe, brush, soap, rubbing alcohol, rags, spray bottle, hair conditioner, hose and show box).
- G. Exhibitors are required to haul their own tack to the fair.

### 4. Activities at the Fair

- A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
- B. Exhibitors must be in the swine barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
- D. Hogs must be regularly checked throughout the day by their owner. Exhibitors must serve scheduled barn duties which includes being on time, keeping the hogs, pens, aisles, and tack areas clean and watering all hogs at least once during the shift. Each infraction of these responsibilities will result in an additional barn duty.
- E. All exhibitors are required to be present on weigh day.
- F. On show days, all exhibitors are required to stay in the barn area for the duration of the swine show.
- G. All exhibitors are required to help clean up and load tack on the last day of the fair.

- H. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.

## 5. Conclusion of the Fair

- A. At the conclusion of the fair, each exhibitor will be required to:
  - ☐ Write a thank you letter to the buyer(s) of his/her animal
  - ☐ Write a thank you letter to the breeder of their hog
  - ☐ Complete their FFA record book pertaining to their project
- B. Checks will not be given to exhibitors until the above responsibilities have been completed.

## 6. Disciplinary Procedures

- A. A "Three Strike" discipline system will be used for swine exhibitors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and/or during the fair. Once a student has received three strikes, he/she forfeits his/her privilege to show with Galt FFA.
- B. Other disciplinary problems may result in the removal of exhibitor and animal from the school farm (if housed there) or fair, withdrawal of animal from the fair livestock auction, and/or loss of showing privileges with Galt FFA for one or more years.

## **Galt FFA Swine Exhibitor**

**Exhibitor Name:** \_\_\_\_\_

**Please return this form at the next pig meeting, January 6, 2017 at lunch to be eligible to show a market hog at the Sacramento County Fair with Galt FFA.**

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules outlined in the Galt FFA Swine Exhibitor Handbook. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the Ms. Titus at the Galt Ag Department (745-3430).


\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Email

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



INTRO SWINE MEETING |

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| **TIMELINE:**

- Have 8 or 12 activities by Winter Break to be eligible
- Attend future pig meetings- let Ms. Titus know by Dec. if you need her to get you a pig.. Mandatory for school farm
- School farm applications due Dec. 1st
- Get pigs in January
- Sacramento County Fair- May 24<sup>th</sup>-29<sup>th</sup>

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| **WHAT DO YOU NEED TO DO RIGHT NOW?**

- Talk to parent or guardian
- Where are you getting your pig?
- Who will purchase your pig in May?
- Complete School Farm Application... if needed

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## STUDENT RESPONSIBILITIES

- Feed, water, clean pen, and check pig EVERY day
- Have a good attitude
- Be a team player
- Attend all pig meetings/events
- Be academically eligible

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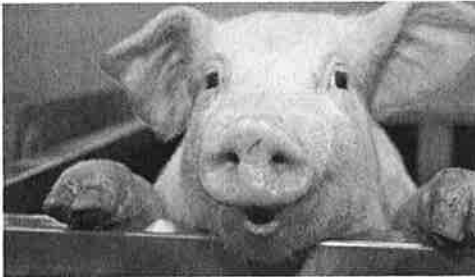
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## SUPPLIES:

- Uniform
- Show supplies
- Feed




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## EXPENSES:

Estimated Expenses Total: \$689.00

Estimated Profit: \$39

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**QUESTIONS:**

- What questions do you have?



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## GHS FFA HOG PROJECT 2016-2017



If you are interested in showing a pig this year at the Sacramento County Fair, May 24-29, 2017 you are in the right spot! If you have any questions please contact Ms. Titus at [ktitus@ghsd.k12.ca.us](mailto:ktitus@ghsd.k12.ca.us) or (209) 745-3430

### **What do you need to do right now?**

- Talk to your parents/guardians about the logistics (funding, housing, fair dates)
  - F&M Loan information will be available at the Fair Loan Meeting 12/8 @ lunch in Rm 43
- Make sure you have 8 FFA activities before the end of the semester. If you have shown before you will need 12 activities.
- Talk to a reliable pig breeder or Ms. Titus about getting a pig before December 1st (you must have your pig for at least 60 days)
- Start brainstorming people who would be interested in purchasing your hog or making an add-on at the fair
- Be ready to learn some responsibility and have some fun! ☺
- Next pig meeting is Thursday, December 1<sup>st</sup>. SCHOOL FARM APPLICATIONS ARE DUE at this meeting.

### **Student Duties/Responsibilities/Information:**

- Feed, water, clean pen, and check the health of your hog daily!
- If you are going out of town . . . get a babysitter!
- Be a team player and have a good attitude
- Attend EVERY showmanship practice/ farm workday/ fair cleanup day/ help weigh pigs as assigned
- All school rules apply at the Ag Farm shared with Liberty Ranch FFA (located West of Highway 99 on Twin Cities Road). Students will need to apply to use the farm. Applications are due December 1<sup>st</sup> and students will be notified December 5<sup>th</sup>
- Your pig must weigh 210-280 pounds by fair! If it weighs under or below it will NOT sell at the fair. We will weigh your pig periodically to make sure you are on track
- After selling your animal you must write an approved thank you card to your buyer before you receive your check and update your recordbook on AET.
- You must be eligible (grades and behavior) to get an animal and you must remain eligible throughout the project in order to show and sell your animal at the fair. 3<sup>rd</sup> quarter grades determine eligibility.

### **Supplies:**

- Official FFA Uniform: FFA jacket, FFA tie or scarf, white collared button up shirt, white pants, and black or brown boots
- Feed (will discuss this at the next meeting), shavings for bedding
- Around fair time you will need: shampoo, show stick

**ESTIMATED EXPENSES:**

- Hog - \$300.00 (estimated) +/-
- Insurance - \$20.00 (estimated) +/-
- Feed/bedding - \$250.00 (approx.- varies) +/-
- Fair entry - \$30.00 +/-
- Supplies - \$50.00 +/-

**ESTIMATED TOTAL = \$650.00**

**ESTIMATED PROFIT:**

- \$2.75 per lb X 230 lbs= \$632 (estimated)
  - \$100 Add On (Estimated)
  - Sac County Fair collects 6% of gross
    - Example: \$732 X .06= \$43
- ESTIMATED PROFIT = \$732- \$43= \$689 (Take home)**

**Estimated Earnings**

**Net Profit: \$689-\$650= \$39**

# GHS School Farm

## Use Contract 2016-2017

Exhibitor's Name (print) \_\_\_\_\_ Date \_\_\_\_\_

**2017 Sacramento County Fair**

Species (circle one)

SWINE

SHEEP

GOAT

The Galt High School/Liberty Ranch School farm facilities are available to students under the following terms:

- A. The student agrees to pay all expenses incurred to Galt FFA.
- B. Student has reviewed, recorded and agrees with all dates from the "School Farm Important Dates" handout.
- C. Make sure that the animal is properly cared for on a daily basis based on the project advisor's instructions.
- D. Keep the pen, feed room, and livestock area clean at all times including proper feed/supply storage and labeling.
- E. Sign in appropriately for assigned feedings and workdays. Failure to sign in will result in a strike.
- F. Attend all school farm workdays, showmanship practices, weigh days, etc. All students will be given a minimum of 24 hours' notice of these events.
- G. All students at the school farm must purchase insurance for their animal.
- H. Students must maintain communication via GroupMe app in regards to changes in pens, feed, health, etc.
- I. Students are required to clean the school farm at the conclusion of their project (animal pen, feed room, etc..) – Monday, May 29<sup>th</sup> 2017.
- J. Galt FFA, Galt Ag Department, project advisors, are NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident.
- K. Students may be required to remove his/her animal from the Galt High School Farm and forfeit their showing privileges with Galt FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to Ms. Titus. If you have any questions at any time, please feel free to contact the advisor.

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

## **School Farm Important Dates**

**Important Information:** Below are mandatory school farm workdays and showmanship practices. More workdays may be added with a minimum 24 hours' notice to all school farm team members. If you are unable to make any of the following dates you must let Ms. Titus know via text message, phone call, or email with a minimum of 24 hours' notice. Failure to show up and not communicate will result in a "strike" and possible removal from school farm.

### **December**

Tuesday, Dec. 20<sup>th</sup> (No School)- School Farm Workday 9-12pm

### **January**

Thursday, Jan. 12- Prep School Farm 3:30-5:30pm

Mon. Jan 16<sup>th</sup>- Pick pigs (No School) time TBD

Sunday, Jan. 22<sup>nd</sup>- School Farm Workday 4-6pm

Sunday, Jan. 29<sup>th</sup> – School Farm Workday 5-6pm

### **February**

Sunday, Feb 5<sup>th</sup>- School Farm Workday 4-6pm

Sunday, Feb 26<sup>th</sup>- School Farm Workday 4-6pm

### **March**

Sunday, March 5<sup>th</sup> - School Farm Workday 4-6pm

Monday, March 6<sup>th</sup>- Showmanship Practice 3:30-4:30pm

Sunday, March 19<sup>th</sup> – School Farm Workday/Showmanship Practice 4-6pm

Monday, March 20<sup>th</sup>- Showmanship Practice 3:30-4:30pm

### **April**

Monday, April 3<sup>rd</sup>- Showmanship Practice 3:30-4:30pm

Monday, April 10<sup>th</sup> (No School) School Farm Workday/Weigh Day 9am-12pm

Sunday, April 30<sup>th</sup> – School Farm Workday 4-6pm

### **May**

Sunday May 7<sup>th</sup> School Farm Workday 4-6pm

Monday, May 8<sup>th</sup>- Showmanship Practice 3:30-4:30pm

Monday, May 15<sup>th</sup>- School Farm Workday 3:30-5pm

Sunday, May 21 - Tuesday May 23<sup>rd</sup>: Fair Prep; Times TBD



# 2017 California State FFA Degree

CA

CA0094

601228673

1



## Applicant Contact Information

Name as you want it to appear on the certificate

Maddie Harmon

Name on the FFA Chapter Roster (if different)

Gender

Female

DOB

06/26/1999

Name Pronunciation

Address

14113 Sargent Ave.

City

Galt

State

CA

Zip Code

95632

Email Address

maddieharmon99@yahoo.com

Home Phone

[REDACTED]

Parent/Guardian Name

Parent/Guardian Name

Parent/Guardian Occupation

Parent/Guardian Occupation

## Chapter Information

FFA Chapter Name

Galt

School Name

Galt High School

School Address

145 N LINCOLN WAY

School City

Galt

School State

CA

School Zip Code

95632

School Phone

(209) 745-3430

Chapter Advisor(s)

Dane White; Katelyn Titus; Carl Wright; Cheryl Reece; Derek Silva; Jessalee Goehring

## FFA History

Year FFA Membership Began

2014

Year Received Greenhand Degree

2014

Year Received Chapter Degree

2015

Had continuous active FFA membership for the past 24 months?

Yes

Have your State and National FFA Dues been paid?

Yes





# 2017 California State FFA Degree

## Basic Award Setup Information

### I. Application Dates

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Began Agricultural Education

8/13/2014

Application Ending Date

12/31/2016

### II. SAE Types

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☐ Exploratory, Supplemental, or Improvement

☐ Research

☒ Placement

☒ Entrepreneurship

### III. Complete Recordbook Report

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Access Link: <https://www.theaet.com/rb>

Application #: 383300

Access Code: IUKGJB





# **2017 California State FFA Degree**

## **Project Startup Essay**

**Briefly describe the following as it relates to your SAE:**

**Start up money (beginning values)**

**Gifts**

**Trades or Transfers**

**Labor Exchanges**

**Describe your changes in responsibility or pay(income) over your time involved in your SAE**

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The beginning value for my project was taken from my savings account. I did not have any gifts, trades/transfers, labor exchanges. My income from my SAE projects was used to have more SAE projects and put into my savings account.





## 2017 California State FFA Degree

### Supervised Agricultural Experience - Entrepreneurship

**2014**

**Net Income & Net Non-Current:**

SAE Type	Pathway	SAE Name & Description	Owner Hours	Paid Hours	Unpaid Hours
				0	
		Year Total		0	

**2015**

**Net Income & Net Non-Current: \$1,165**

SAE Type	Pathway	SAE Name & Description	Owner Hours	Paid Hours	Unpaid Hours
Entrepreneurship/Ownership	Animal Systems	market hog 1	232	0	
		Year Total	232	0	

**2016**

**Net Income & Net Non-Current: \$980**

SAE Type	Pathway	SAE Name & Description	Owner Hours	Paid Hours	Unpaid Hours
Entrepreneurship/Ownership	Animal Systems	2017 Sheep SAE	10	0	
Entrepreneurship/Ownership	Animal Systems	Market Hog Projects	233	0	
Placement	Cluster Skills LifeKnowledge	McFarland Ranch Harvest Day		0	43
		Year Total	243	0	43







# 2017 California State FFA Degree

## Financial Summary

Condition		Record Book Value	Verification Area												
MET	1. The Candidate has "worked for a minimum of 500 hours, in excess of scheduled class time, on their SAE Project."	See below	Details from SAE summary table												
MET	Grand Total Hours (must be 500 to qualify)	518	AET Report - F. SAE Section												
MET	2. The Candidate has "earned from their SAE at least \$1,000 or have an investment of at least \$2,000 in depreciable property inventory."	See below	AET Report - F. SAE & Bal. Sheet												
MET	A. Grand Total Net Income (Must be \$1,000 to qualify)	\$2,145	Complete Report - Section 1												
NOT MET	B. Depreciable Property Inventory	\$0	Complete Report - Section J (Asset 2)												
MET	C. Net Income/Unpaid Hours Combined														
MET	Net Income (Must be \$750 to qualify)	\$2,145													
See Below	Total Eligible Unpaid Hours (Must not exceed 250)	43													
MET	Net Income + Unpaid Hours (Must be 1,000 to qualify)	2,188													
MET	3. The Candidate has "deposited in a bank or otherwise productively invested at least \$1,000."	See Below													
See Below	Ending Net Worth	\$2,145	Ending Equity Last Year												
See Below	Beginning Net Worth	\$0	Beginning Inventory and Cash-On-Hand												
See Below	Change in Equity	\$2,145													
	Adjustments for Used-at-Home and Educational expenses		Complete Report - Section J - C. Contributed Capital												
	<table><tr><th>Year</th><th>Educational</th><th>Used At Home</th></tr><tr><td>2014</td><td>\$0</td><td>\$0</td></tr><tr><td>2015</td><td>\$0</td><td>\$0</td></tr><tr><td>2016</td><td>\$0</td><td>\$0</td></tr></table>	Year	Educational	Used At Home	2014	\$0	\$0	2015	\$0	\$0	2016	\$0	\$0		
Year	Educational	Used At Home													
2014	\$0	\$0													
2015	\$0	\$0													
2016	\$0	\$0													
MET	A. Total Productively Invested (must be \$1,000 to qualify)	\$2,145	Change in Equity + Used-at-Home + Educational												
MET	B. Total Invest/Unpaid Hours Combined (must be 1,000 to qualify)														
See Above	Total Eligible Unpaid Hours (must not exceed 250)	43													





# 2017 California State FFA Degree

## Record Book Check Items

Condition	Item	Verification Area
MET	1. The Candidate has "worked for a minimum of 500 hours, in excess of scheduled class time, on their SAE Project."	See Financial Summary
MET	2. The Candidate has "earned from their SAE at least \$1,000 or have an investment of at least \$2,000 in depreciable property inventory."	See Financial Summary
MET	3. The Candidate has "deposited in a bank or otherwise productively invested at least \$1,000."	See Financial Summary
MET	4. Has "submitted a minimum of two record books covering their SAEP."	Complete Report - A. Student Resume
MET	5. Student holds the FFA Chapter Level Degree	AET Report - A. Student Resume
MET	6. Has given (1) "a six minute speech, or (2) led a group discussion for forty minutes, on a topic relating to agriculture or the FFA."	AET Report - Section E - Other
MET	7. Has served "as an officer or a committee chairperson or participated as a member of a committee."	AET Report - Section C & D
MET	8. Has performed (1) "ten parliamentary law procedures or (2) passed a written exam on parliamentary law."	AET Report - Section E - Other
MET	9. Has participated "in at least five distinctly different FFA activities at the chapter level."	AET Report - Section E
MET	10. Has "participated in at least five FFA activities above the chapter level."	AET Report - Section E
MET	11. Has participated "in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least twenty-five hours of personal time."	AET Report - Section E
Verify in Records	12. Has participated "in at least two distinctly different non-FFA school activities which are conducted outside of normal class time."	AET Report - Section E - Other or A. Resume
Verify in Records	13. A completed budget, including logical projected expenses, income, and profit or loss must be present for each enterprise.	AET Report - Section F - SAE Details
Verify in Records	14. Business Agreements for each enterprise address each bolded item.	AET Report - Section F - SAE Details
Verify in Records	15. Journal descriptions of activities performed, income and/or expenses, and hours are listed and are accurate. (journal descriptions support the activities described in the Business Agreements and/or the Application)	AET Report - Section F - SAE Details



Verify in Records	16. The Inventory Values are used correctly, with information recorded accurately and supporting the description of the project in the Business Agreements and/or the application.	AET Report - Section F - SAE Details
Verify in Records	17. The Inventory Values (Transfers and market adjustments) are used correctly, with information recorded accurately and supporting the description of the project in the Business Agreements and/or the application.	AET Report - Section F - SAE Details
Verify in Records	18. The Summary of SAE and information accurately reflects the student's records.	AET Report - Section F - SAE Details
Verify in Records	19. Gifts, start-up capital, and trades/exchanges are recorded accurately and support the information provided in the application and business agreement.	AET Report - Section F - SAE Details
Verify in Records	20. This is a valid SAE as evidenced by the information provided on the Application and contained within the Record Books.	AET Report - Section F - SAE Details
MET	21. All required information is complete on the coverage of this application.	AET Profile

#### Evaluator's Verification

We certify that all of the information has been checked and is accurate as verified by the student record books submitted.

\_\_\_\_\_  
Signature of Application Evaluator 1

\_\_\_\_\_  
Signature of Application Evaluator 2

\_\_\_\_\_  
Printed Name of Application Evaluator 1

\_\_\_\_\_  
Printed Name of Application Evaluator 2



# National Proficiency Application

## Swine Production - Entrepreneurship

Sponsored as a special project of the National FFA Foundation by:



CA

CA0094

601228675

1



### Applicant Contact Information

Name as you want it to appear on the certificate

Paige Henry

Gender

Female

DOB

03/04/2000

Address

105 E. California Blvd

City

Acampo

State

CA

Zip Code

95220

Email Address

paigehenry67@gmail.com

Name on the FFA Chapter Roster (if different)

Paige Henry

Name Pronunciation

Home Phone

(209) 912-8013

Father/Guardian Name

Michael Allen Henry

Mother/Guardian Name

Sandra Lynn Henry

Parent/Guardian Occupation

Smud

Parent/Guardian Occupation

Long Twins Winery

### Chapter Information

FFA Chapter Name

Galt

School Name

Galt High School

School Address

145 N LINCOLN WAY

School City

Galt

School State

CA

School Zip Code

95632

School Phone

(209) 745-3430

Chapter Advisor(s)

Dane White; Katelyn Titus; Carl Wright; Cheryl Reece; Derek Silva; Jessalee Goehring

### FFA History

Year FFA Membership Began

2014

Had continuous active FFA membership for the past 12 months?

Yes

Have your Dues been paid?

Yes

### Education Information

High School Graduation Year

2018

If not, give date left school

Years of Ag Education Offered (grades 7-12) in high school last attended

4.00

Ag Education completed in High School

Years: 2.00 Hours: 360





# National Proficiency Application

## Basic Award Setup Information

### I. Application Dates

Began Agricultural Education  
8/13/2014

Application Ending Date  
12/31/2016

### II. Proficiency Type

Proficiency Type

Swine Production - Entrepreneurship

Primary Pathway of SAE

Animal Systems

### III. Assets

#### 1. Current/Operating Assets

	Value at Beginning Date	Value at Ending Date
a. Current/Operating Inventory (Entrepreneurship Experiences)		
1. Investment in harvesting and growing crops	\$0	Itemized ending inventory values are reported on "Ending Current Inventory" page.
2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current/operating assets	\$0	
3. Investment in merchandise, crops and animals purchased for resale	\$0	
4. Investment in raised market livestock & poultry	\$0	

#### 2. Non-Current Inventory

	Value at Beginning Date	Value at Ending Date
a. Investment in non-depreciable draft, pleasure, and breeding animals	\$0	Itemized ending inventory values are reported on "Ending Non-Current Inventory" page.
b. Investment in depreciable draft, pleasure, and breeding animals	\$0	
c. Investment in depreciable machinery, equipment, and fixtures	\$0	
d. Investment in depreciable land improvements, buildings, and fixtures	\$0	
e. Investment in land	\$0	





# National Proficiency Application

## Performance Review A

### 1. Briefly explain your SAE and how it related to this award area.

My SAE is an entrepreneurship Breeding Swine operation. I became interested in pigs my freshman year when I heard that showing and raising a market hog was a great experience. I found my passion my freshman year and it will forever be a passion. Pigs are like potato chips, you just can not have one. I decided to start a breeding project, because I wanted to be more involved in the pork industry and expand my knowledge of raising show pigs. My family supported me with my passion by helping me to build a farrowing house, weaning pens and assemble farrowing crates on the ten acres my family owns. That I was able to purchase after selling my market hog. When I bought my very first sow from James Backman in 2015, I was excited for what was ahead. I had my first litter January 3, 2016 and it was one of the best experiences I have ever had. I have learned how to give shots, pull a piglet, and how to assist a sow during farrowing. I have had two litters and have three sows, two purebred Hampshires and one purebred Spot. I am going to expand later this year. I artificially inseminate all of my sows and research boars genetics that I believed would match up well with my sow to help to create beast show pigs. Through my SAE, I have learned the importance of keeping records and how to make a profit. Raising breeding swine has impacted my life in such a way that I always want to be apart of this industry and hope that my future generations will want to do the same.

### 2. Briefly explain how your roles, responsibilities, and/or management decisions related to this award area changed.

Over the course of the past two years, I have taken on a greater role in responsibility and management of my SAE. When I first began my SAE, I relied heavily on the advice from my agriculture teacher and my feed adviser. I knew nothing, except pigs were cute. I also knew that I needed to learn about the swine industry and do my homework if my parents wanted to take my passion seriously. I researched the web and learned hands on from participating in all of the Swine Show Team activities at school. I also was mentored by Lonnie Edwards. I was able to call him at any time with questions about animal nutrition, to boar selection and veterinary skills. I paid attention and took notes. Now I'm able to fully manage my SAE by myself with advice as needed. I spend a total of an hour to two hours out at the farm everyday managing my SAE. Now that I am able to drive, I go to the feed store and decide what to feed my pigs instead of asking my mentors. When I purchase something I record it and my time at the farm as well in my AET record book, I have realized the importance of record keeping and how important it is for an entrepreneur to manage their finances correctly. This project has become more of a business than a hobby as I am now selling my litters to make a profit. Furthermore, I have work days out at the farm, usually on weekends, where I make improvements, such as fix up pens, condition the animals and clean the barn.

### 3. Briefly explain what is the single greatest challenge you faced in this award area and how did you overcome that challenge?

The most challenging obstacle I had to face was time management. My days started a hour or more earlier than my usual routine used to be. I had to get up and feed the pigs, check and make sure they are healthy, watered. After school, I would need to make sure the piglets were exercised and worked with individually, especially when getting them ready for show. I also had to clean all the pens, feed, and water. Additionally, I will have to check on the sows and make sure they are taken care of and will be okay for the night if they are pregnant. I had trouble managing this with my extracurricular activities at first. For example, I would wake up late sometimes and be late to school because I didn't take care of the pigs early enough. Also, I would plan to go to an activity after school, but had to cancel because I had to give medicine to my herd and maintain the herd health. I have now learned to plan ahead of time. For example, when a sow is due I make sure my schoolwork is completed ahead of time. Therefore, I can devote my attention to the sow and not worry about anything else. I also have to keep track of vaccinations, worming, and the heat cycles of my sows. To overcome this challenge, I have also learned to keep a calendar with all my breeding swine SAE management work, school and extracurricular activities in it. This not only helped me to learn to manage my time wisely, but also helped me to understand the importance of learning balance and being on time.





# National Proficiency Application

## Performance Review B

**Briefly explain your three greatest accomplishments or findings in this award area.**

### **Accomplishment/Finding #1**

One of my greatest SAE accomplishments was showing my own Hampshire bred pigs at the 2016 California State Fair. At the State Fair, I was awarded Champion Hampshire Boar, Reserve Junior Champion Hampshire gilt, and Champion Female Hampshire. This was my first Hampshire litter and turned out to be a great start to my breeding SAE. This was a great accomplishment for me because I won with my own pigs that I farrowed. I was proud of myself because I had raised them since they were born, fed and cared for them correctly and reaped the benefits. I did not win because I bought the most expensive pig, I won because I farrowed and raised the best Hampshire's. I am proud because it showed me how all my research, time, and effort paid off in the end.

### **Accomplishment/Finding #2**

One of my recent SAE accomplishments is that I am now selling my stock to local fair exhibitors and the community. This accomplishment is important because it has helped to provide revenue for my SAE. Breeding projects can be very expensive and can be very hard to make money in the beginning. I have started to make money after two years of building up my breeding project. Now, I have more money to spend on feed and supplies to keep the farm running smoothly. The pigs that I have sold will be shown at different shows, for example the Sacramento County Fair and Calaveras County Fair. Hopefully they will do well and more people will become interested in my stock and want to buy from me in the future.

### **Accomplishment/Finding #3**

Another great accomplishment I have met in my SAE is that I can administer vaccinations on my own. (focus on learning vet skills and proper ways to give shots, where do you give shots, etc)







## National Proficiency Application

### Performance Review C

**What are three ways your experiences or opportunities in this award area will impact your future.**

#### **Impact #1**

The experience of starting a swine breeding SAE has greatly impacted my future. I have always been worried about what my future career will be. When I think of what I would enjoy doing for the rest of my life, all I envision is a future with animals. Through my SAE, I know that I want to pursue a career as a large animal veterinarian. Raising pigs has become such a big part of my life that I could not live without it. Becoming a veterinarian is the best of both worlds. I get to continue my passion of raising hogs and care for other livestock animals. My prior knowledge of raising a breeding herd will have an impact in the hands on learning laboratories and other course work that I will endure on my journey to become a veterinarian.

#### **Impact #2**

One experience that has impacted my future is my growing involvement in the swine industry. This year I am applying to be on the Junior Pork Board, to become a bigger part of the industry and be a part of something that I love. The members of the Junior Pork Board attend jackpots and other events such as the Bacon Fest in Sacramento. I am very excited to apply because I believe it will help me better understand the pork industry, teach me how to work well with others and to become a public proactive voice for the industry. This will impact my future because I plan to be apart of the swine industry for the rest of my life. This will serve as the base foundation for people to know how serious I am about building my business.

#### **Impact #3**

My SAE project has impacted me by increasing my self confidence in making sound decisions. I have had to make many decisions from which breeding boar to use to what is the best treatment and nutrition plans for my herd. I have done research, spoken with many breeders and veterinarians and continue to remain open-minded through trial and error in doing what is best for my herd. I have developed my own vaccination schedule which has provided me with herd health by learning to identify any health issues and to act on them quickly to ensure it does not have a huge impact. These experiences of decision making in my SAE have positively impacted me by ensuring I have the skills needed to make decisions and be confident in those decisions.







# National Proficiency Application

## Supervised Agricultural Experience - Entrepreneurship

### 2015

Pathway	Name & Description	Size/Scope of Enterprise
Animal Systems	<b>Breeding Swine Project</b> This year I bought a spotted boar and spotted gilt from the California State Fair. I used the boar as a teaser and bred gilt using the AI method. Piglets were born January second and only three lived. I Bought a bred sow from Peter Farms and had the litter January 3 and ten were born alive. It was a hard year getting started, however I learned so much that will help me in my future breeding operations.	3 head

### 2016

Pathway	Name & Description	Size/Scope of Enterprise
Animal Systems	<b>Breeding Swine Project</b> This year brought two more litters to my breeding herd. I also bought a new gilt that was supposed to be pregnant, but wasn't. The spot gilt had a litter and all nine lived with 100%. It was a busy year with new pens being built to meet the needs of my growing herd.	4 head





# National Proficiency Application

## Income and Expense Summary of SAE Program

	2014	2015	2016	Total
<b>1. Revenues from Operations</b>				
a. Closing Current Inventory	\$0	\$286	\$2,123	<b>\$2,123</b>
b. Beginning Current Inventory	\$0	\$0	\$286	<b>\$0</b>
<b>c. Change in Current Inventory</b>	<b>\$0</b>	<b>\$286</b>	<b>\$1,837</b>	<b>\$2,123</b>
d. Cash Sales	\$0	\$0	\$1,060	<b>\$1,060</b>
e. Value Used at Home (Non-cash)	\$0	\$0	\$0	<b>\$0</b>
f. Value of Production Transferred to other enterprise, Transferred to Non-Current, Bartered or Labor Exchanged (Non-cash)	\$0	\$0	\$1,200	<b>\$1,200</b>
<b>h. Gross Revenues (Change in Current Inventory and Total Sales)</b>	<b>\$0</b>	<b>\$286</b>	<b>\$4,097</b>	<b>\$4,383</b>
<b>2. Expenses from Operations</b>				
a. Inventory Purchased for Resale (Cash)	\$0	\$0	\$0	<b>\$0</b>
b. Inventory Purchased for Resale (Non-Cash Transfers)	\$0	\$0	\$0	<b>\$0</b>
c. Cash Expenses (all other types)	\$0	\$271	\$4,082	<b>\$4,353</b>
d. Non-Cash Expenses (Transferred, Bartered, or SAE Labor Exchange)	\$0	\$0	\$0	<b>\$0</b>
e. Contributed Non-Cash Expenses (Gift or non-SAE Labor Exchange)	\$0	\$0	\$0	<b>\$0</b>
<b>f. Total Operating Expenses</b>	<b>\$0</b>	<b>\$271</b>	<b>\$4,082</b>	<b>\$4,353</b>
<b>3. Net Income from Operations</b>	<b>\$0</b>	<b>\$15</b>	<b>\$15</b>	<b>\$31</b>
<b>4. Non-Current Inventory</b>				
a. Closing Inventory	\$0	\$1,035	\$1,019	<b>\$1,019</b>
b. Transfer in from Operations (Non-Cash Transfers of non-current assets)	\$0	\$0	\$0	<b>\$0</b>
c. Contributed Inventory (Outside contribution of non-current assets - gift)	\$0	\$0	\$0	<b>\$0</b>
d. Purchases	\$0	\$1,050	\$0	<b>\$1,050</b>
e. Beginning Inventory	\$0	\$0	\$1,035	<b>\$0</b>
f. Sales	\$0	\$0	\$0	<b>\$0</b>
g. Non-Cash Sales	\$0	\$0	\$0	<b>\$0</b>
<b>h. Net Non-Current Transactions</b>	<b>\$0</b>	<b>-\$15</b>	<b>-\$15</b>	<b>-\$31</b>
<b>5. Net Income From Operations &amp; Net Non-Current Transactions</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>6. Annual Profitability Measures</b>				
a. Operating Profit Margin (OPM) Net Operating Income/Totals Sales = % of sales related to profit		5%	0%	<b>1%</b>
b. % of Total Returns from Net Non-Current Gains (Net Non-Current Gains/Total Gains)				
c. Review Non-Current Ending Inv. Value				





# National Proficiency Application

Candidate Inventory Statement - Current Inventory

## A. Harvested and Growing Crops/Plants on 12/31/2016

Description	Quantity	Value
	TOTAL	

## B. Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses, and other Current Assets on 12/31/2016

Description	Quantity	Value
	TOTAL	

## C. Merchandise, Crops, and Animals Purchased for Resale on 12/31/2016

Description	Quantity	Value
	TOTAL	

## D. Raised Market Animals on 12/31/2016

Description	Quantity	Value
Breeding Swine Project	4 head	\$2,123
	TOTAL	\$2,123





# National Proficiency Application

## Candidate Inventory Statement - Non-Current Inventory

### E. Non-Depreciable Draft, Pleasure, or Breeding Animals on 12/31/2016

Description	Quantity	Ending Total Value
	TOTAL	

### F. Depreciable Draft, Pleasure, or Breeding Animals on 12/31/2016

Description	Quantity	Acquisition Cost	Depreciation Claimed	Value
	TOTAL			

### G. Depreciable Machinery, Equipment, and Fixtures on 12/31/2016

Description	Acquisition Cost	Depreciation Claimed	Value
Farrowing Crate #1	\$400	\$12	\$388
Farrowing Crate #2	\$650	\$19	\$631
TOTAL	\$1,050	\$31	\$1,019

### H. Depreciable Land Improvements, Buildings, and Fences on 12/31/2016

Description	Acquisition Cost	Depreciation Claimed	Value
TOTAL			

### I. Land on 12/31/2016

Description	Quantity	Acquisition Cost
	TOTAL	





# National Proficiency Application

## Learning Outcomes & Efficiency Factors

Learning Outcome or Efficiency Factor		Beginning Level	Level Attained	Description
1	Animal Behavior	Year: 2015 Level: <b>Beginner</b>	Year: Level: <b>Proficient</b>	I have learned signs when a pig is stressed stressed, or injured. I know that when a pig is sick it won't eat and will get up but lay down as soon as possible. When one of my pigs is stressed it will shake and have a hard time walking. When injured it won't like you touching that part of its body.
2	Assistance in Farrowing	Year: 2016 Level: <b>Beginner</b>	Year: Level: <b>Proficient</b>	I have assisted on many births and am able to assist the birth on my own. I have learned from our veterinarian Becky how to pull a pig when necessary, how to stimulate it, and stimulate a pig to breath easier. I also know how and when and how to administer Oxytocin, to help the sow when she is tired
3	Time Management	Year: 2014 Level: <b>Beginner</b>	Year: Level: <b>Intermediate</b>	I had to learn how to manage my time and not get over whelmed with too many things. I learned how to prioritize my schedule and when would be the best time, for example, to get feed, vaccinate, worm, clean pens, and enter finances.
4	Vaccinations	Year: 2015 Level: <b>Begginer</b>	Year: Level: <b>Proficient</b>	I created a vaccination schedule to ensure the health of my heard. Pigs very susceptible to diseases and climate changes. I have researched a list of vaccines for every stage of the breeding and farrowing process. This allows me to maintain a healthy herd and piglets.
5	When to Breed	Year: 2015 Level: <b>Beginner</b>	Year: Level: <b>Intermediate</b>	Sows are only fertile for certain days so I mark it in a calendar to keep track of when they will come into heat next. I use this also to decide when it would be the best time to breed her and when she will farrow so I can correctly market my pigs for certain shows/fairs.





# National Proficiency Application

## Skills, Competencies, and Knowledge

### A. Five Primary Skills, Competencies, and Knowledge within your Pathway

	AFNR Performance Indicator	Contributions to Success
1	AS.03.01 Prescribe and implement a prevention and treatment program for animal diseases, parasites and other disorders.	I deworm all the sows and boar with Ivermectin every six months to ensure health consistency. I vaccinate my sows 4-6 weeks before being breed and 3-4 weeks after with Parvo Shield L5E. I then administer two doses of LitterGuard LT-C three weeks apart during the last half of gestation. Then I administer the piglets with an iron supplement three days after birth and at three weeks of age are vaccinated to prevent atrophic rhinitis and viremia.
2	AS.04.02 Prescribe and administer animal feed additives and growth promotants in animal production.	It is important to administer feed additives and growth supplements to your herd. I have researched feeds and additives to find what would have my pigs perform the best. Personally, I use the brand Show Rite for my offspring because it has shown the best results. I use 50mg of starter feed for the piglets during the first month after weaning for optimal growth and nutrition. I then plan a feeding menu and measure out my supplements for the pigs I use to showcase my breeding project.
3	AS.05.01 Evaluate the male and female reproductive systems in selecting animals.	I attended a livestock judging camp years ago and am able to successfully buy and judge good producers. In a breeding gilt I make sure her vulva is large and free of the "fish hook" appearance. Teats are another indicator. I make sure my sows have at least 12 teats and are even numbers on both sides. Also I make sure they are not short and fat because that makes it hard for the babies to eat. For the boar, I make sure his testes are even and located in the right place.
4	AS.02.03 Select animals for specific purposes and maximum performance based on anatomy and physiology.	When a litter is a month to two months old I evaluate them based on their anatomy and physiology to determine if they are show pigs, breeding pigs or butcher pigs. I look for big bones, muscle mass, and good structure for show pigs. For breeding stock I look for the gilts to have a good sized vulva, good structure, and soundness. For the boars I want them to have nice sized testes, muscle and make sure they are square. The butcher pigs are the ones that are not show or breeding material.
5	AS.03.02 Provide for the biosecurity of agricultural animals and production facilities.	I practice biosecurity for my herd. When new additions are brought into the farm we isolate them for two weeks to ensure they are healthy, do not have any sickness or parasites, and let them get used to the farm. We sanitize all pens after a pig is done staying in it to remove anything infectious or bacterial. Also in the farrowing room, while a litter and sow are in there we dispose of all fecal matter and spray out all urine to make sure no mold or bacteria grows.

### B. Five Supporting Skills, Competencies, and Knowledge from any Pathway

	AFNR Performance Indicator	Contributions to Success
6	AS.06.01 Demonstrate safe animal handling and management techniques.	I demonstrate safe handling when giving a shot by having the sow snared to ensure she does not move and the needle does not cause damage or break off in the sow. Also, I have my piglets born in a farrowing crate to ensure their safety. I manage my herd by having a set schedule of all operations to maintain herd health, such as when to wean, ear notch, vaccination schedules, keeping track of when a sow was bred and when she is due, and keeping records of my hours and money invested.





7	ABS.03.01 Prepare and maintain all files needed to accomplish effective record keeping.	I keep a calendar and record book to maintain my files and accomplish effective record keeping. After making a purchase I input what I bought, how much it was, and where I bought it into my record book. Then I proceed to store all my receipts in containers separated by years, in case i ever need them. I use a calendar to mark when a sow is coming into heat, breeding dates, when she is farrowing, when I need to vaccinate and when I worm my herd. This has kept my business running smoothly.
8	ABS.02.04 Recruit, train and retain appropriate and productive human resources for businesses.	While attending shows I network with other breeders and future buyers to better improve my business. For example James Backman has helped me locate a good farrowing crate and helped show me what business methods work and do not work. He is one of the top 3 producers in California and his advice is crucial. Peter Farm, a pig producer in Illinois has networked breeding methods with me as well. I am also networking with nearby exhibitors so I can build a cliental and make a profit.
9	ABS.05.01 Maintain and interpret financial information (income statements, balance sheets, inventory, purchase orders, accounts receivable and cash-flow analyses) for businesses.	I have purchased an accounting program Quicken that is a small business accounting program. This program has a debit ledger that allows me to itemize all of my expenses. I have customized it to reflect feed, bedding, medical, supplies, travel expenses, and entry fees. I have another ledger showing my income from sales and premiums. It also keeps track of my investments and calculates their annual depreciation. With this information, I can calculate my net worth and view income vs. expenses.
10	ABS.06.02 Develop a marketing plan.	My marketing plan is providing a high quality product and good customer service. I expect my product demand to increase through repeat customers and word of mouth. I advertise by making flyers, posting ads online, and make phone calls to 4-H and FFA leaders letting them I have market pigs available for their fairs. I have also built a strong client relationship with my ranch butcher and meat processor. They are currently referring their clients to me when they request fresh pork.





# National Proficiency Application Resume

## Objective

To graduate high school with a 4.0 GPA and proceed to study animal science at University of California, Davis to become a livestock veterinarian. I will utilize my knowledge and familiarity of the livestock industry. I want to make an impact in this industry and help those involved in live stock. I will still breed and sell pigs and become even more involved in the swine industry.

## Agricultural Classes/Coursework

Galt High School, Galt CA  
2014-present

Agriculture classes:

Agriculture and Soil Chemistry (2016-2017)

Floriculture & Floral Design (2016-2017)

Ag Communications & Leadership (2016-2017)

Farm to Fork(2016-2017)

Sustainable Agriculture Biology(2015-2016)

Floral Design(2015-2016)

Environmental Service Systems(2014-2015)

AP/Honors courses

AP US History

AP World History

Honors-English-9th grade

Honors-English-10th grade

Honors-English-11th grade

## SAE

My SAE consists of registered and commercial market and breeding pigs. I have 12 pigs total at the end of the year 2016 , 4 are breeding show pigs, 4 are market show pigs, 1 is a boar, 3 are sows. I started this project the summer of my freshman year and will continue to grow. This project has made me more responsible, more knowledgeable in the pork industry, and has presented me with my future career in animal science. I am selling my stock to local exhibitors and getting my name out to future buyers. I have learned how to manage my money, keep good records, and how the more work you put in the better your results are. I would never have realized my passion in life without this project and will continue to produce pigs.

## FFA Leadership

Greenhand leadership Conference

Made For Excellence Conference

Advanced Leadership Academy Conference

California State Convention

Outreach committee member

## FFA Activities

FFA BBQ ticket seller

Chapter banquet

California State fair

Sacramento County fair

Poinsettia/Wreath Sales

Parliamentary Procedure team

FFA Tractor Pull

Chapter meetings

Committee meetings

Steak and Oyster Feed

Heritage day





**Community Service**

Blood drive  
Strong as Steel blanket making  
serving at the moose club  
Ag Day at Galt High  
Lent Ranch

**School and Extracurricular Involvement**

Western Regional show  
Pork Spectacular show  
Cheerleader  
Softball player  
Cross country  
babysitting  
School Rally poster maker  
National Swine Registry member  
Pork check off member

**Awards and Honors**

California State Fair:  
Champion Hampshire Boar  
Reserve Jr. Champion Hampshire Gilt  
Jr. Champion boar

Sacramento County Fair:  
Reserve Champion AOB  
Champion gilt  
Reserve champion gilt

Parli Pro:  
Central Region High Chair Three

Chapter:  
Greenhand Degree  
Chapter degree  
State Degree  
Pork Production award

School:  
Principals Honor Roll  
Superintendents Honor Roll

**Certifications**

California State Fair Quality Assurance and Ethics Awareness Training  
Youth Pork Quality Assurance Plus

**Skills**

Handling and Raising of pigs  
Detection and Treatment of Internal and External Parasites  
Detection, recognition, and treatment of diseases, sickness, and injury  
AET record book  
Management of money  
Proper Nutrient requirements at each stage of development  
Exhibition at local and state fairs  
Exhibition at jackpot shows  
Pig management: castration, ear notching, clipping tails, clipping teeth, iron supplement, and vaccinations.  
Herd selection: visual inspection, pedigrees, and performance data



**References**

Katelyn Titus  
Galt High School  
(209)479-4912

James Backman  
Small Town Genetics  
(209)620-4106

Lonnie Edwards  
Meat market  
(209)747-7452





## National Proficiency Application

### Project Photos



**It is important to closely monitor newly born and weaned pigs because they are more susceptible to diseases. At birth, the piglets teeth and tails are clipped, and are given an iron shot to supplement the iron lacking in the sows milk. At three weeks of age, they are vaccinated with Circumvent PCV-M and Rhinitis Shield TX4 to prevent occurrence of diseases. In addition, if piglets have diarrhea they receive 5mL of livestock pepto-bismol until the diarrhea is gone and to prevent hemorrhoids.**



## National Proficiency Application Project Photos



**Giving a sow a shot can be dangerous if it is not handled safely. Snaring a sow is the safest method to be able to give her a shot. Otherwise, the sow can move and the needle can break off inside her, it can cause damage to the injection site, hurt the sow or it can also hurt me as I administer the injection. When doing this job task, I have to work in a calm, confident manner so everyone is safe and the sow can be properly treated because of my proper handling skills.**



## National Proficiency Application Project Photos



**Showing my stock at local, state, and national levels increases my numbers of potential customers. I enjoy exhibiting my swine and it is also very important. I have increased my knowledge through shows by judging contests, skill-a-thons, and other activities held at the shows. At the NJSA Western Regional Show, I was in the top ten for the skillathon intermediate division, which is the toughest. It is very important to improve my public perception and sales through shows.**



## National Proficiency Application

### Project Photos



**Farrowing barns need to be cleaned daily when in use to stop bacteria from growing and to keep the sow and piglets healthy. I have a concrete floor with a drainage system that I spray the fecal matter into then it drains out into a waste hole. This improves the health of the pigs. Every month the farrowing room goes through sanitation with a power washer that removes unnecessary substances. It is then fully sprayed down with bleach and washed off the next day.**





## National Proficiency Application

### Project Photos



**When a sow is farrowing many complications can arise. I monitor the sow the entire time she farrows. When a pig is born I stimulate it by rubbing it with a towel and then moving it to a teat. the sow may have a hard time pushing a pig out and I assist her by pulling the pig when she pushes. I also may have to administer Oxytocin to strengthen the sows contractions if she gets tired and stops pushing. I never stick my hand up the sow to pull a pig because it can cause the sows walls to swell.**



## National Proficiency Application

### Project Photos



**It is very important to network with those in the agricultural industry. Shavings and hay can be very expensive when bought from the feed store. This situation was making it hard for me to make money. So I networked with a shavings producer for livestock animals and he gave me a better price for shavings as long as I provided the container and loaded it myself. This agreement has saved me money and has encouraged my business to grow.**





## National Proficiency Application

### Checklist of Minimum Qualifications

- All items must be "MET" to qualify.
- Only computer-generated checks are shown here.

Item	Value
Candidate has fully described and selected one to five Learning Outcomes or Efficiency Factors.	MET
Learning Outcomes and Efficiency Factors occur within the date range of this application.	ERROR
Learning Outcomes and Efficiency Factors occur within the date range of this application.	ERROR
Learning Outcomes and Efficiency Factors occur within the date range of this application.	ERROR
Learning Outcomes and Efficiency Factors occur within the date range of this application.	ERROR
Learning Outcomes and Efficiency Factors occur within the date range of this application.	ERROR
All pictures include captions.	MET
All pictures include a digital upload.	MET
Application includes at least one full calendar year of records.	MET
If graduated, applicant must have completed at least three full years of agriculture, or all of the agriculture offered at the school last attended.	MET
If graduated, applicant must have been out of high school for no more than one year	MET
Ending Date is Dec 31 of the year prior to the National Convention which you are applying to receive an award.	MET
Employer or Instructor's Statement must be printed and submitted with the application.	MUST ATTACH
Personal Page must be printed and submitted with the application.	MUST ATTACH
Use the Manual Review Sheet & List of Attachments which is generated when the PDF version of this application is created to perform final checks on hard copy application. (Not require to be sent with application.)	CHECK MANUALLY





# National Proficiency Application

## Manual Review Sheet & List of Attachments

**Reviewed By:** \_\_\_\_\_

To improve the quality of applications submitted and to eliminate the need to disqualify an application at the national finalist level of competition, a state association representative should complete the following manual check list for each award application submitted.

**Instructions:** Please manually review the application for each item on the check list. Checkmark the line if the item is present and correct.

\_\_\_\_\_ Applicant, parent or guardian, chapter advisor, school superintendent or principal and State FFA Advisor have properly signed the application.

\_\_\_\_\_ Applicant has included an "Employer's or Instructor's Statement", a one page written evaluation by the most recent employer or agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are applying. (Limit to ONE Page 8 1/2" X 11")

\_\_\_\_\_ Applicant has included a "Personal Page", a maximum of one page (maximum size 8 1/2" X 11") of additional information. This may **NOT** include the following: videos; CDs, DVDs, flash drive; etc.

\_\_\_\_\_ All pages of the application have the same Version # on the bottom left of each page. The Cover Page (signature page), Photo Pages and this Manual Review Sheet & List of Attachments page do NOT require matching Version #s.

\_\_\_\_\_ I hereby confirm there are no exaggerated, misleading, deceptive or false statements or claims about the applicant's experience or performance in this application. Additionally, I confirm this supervised agricultural program has been conducted with the highest possible regard for public safety and consumer confidence.

CALIFORNIA ASSOCIATION FFA  
PROFICIENCY AWARDS

**FORM MUST BE TYPED**

Region: Central

Proficiency Area	Winner's Name	Chapter
Ag Communications		
Ag Education	Damian Arceo	Clarksburg - Delta
Ag Mechanics Design & Fabrication	John Van Vliet	Ripon Christian
Ag Mechanics Repair & Maintenance Entrepreneurship		
Ag Mechanics Repair & Maintenance Placement	Chantz Granlees	Lodi
Ag Processing	Jacqueline Herring	Linden
Ag Sales Entrepreneurship	Mikayla Payton	Tracy - Merrill West
Ag Sales Placement	Kaleah Bese	Merced - Golden Valley
Ag Services	Caleb Casey	Turlock - Pitman
Agriscience Research Animal Systems	Prentyce Hitt	Elk Grove
Agriscience Research Plant Systems		
Agriscience Research Integrated Systems	Amy Freeman	Lodi
Beef Production Entrepreneurship	Tyler Coleman	Modesto - Gregori
Beef Production Placement	Bella Medina	Escalon
Dairy Production Entrepreneurship	Robert Marchy	Turlock
Dairy Production Placement	Drew Van Vliet	Ripon Christian
Diversified Agricultural Production	Daniel Moules	Lodi - Tokay
Diversified Crop Production Entrepreneurship	Brett Doek	Ripon Christian
Diversified Crop Production Placement	Kent Norman	Ripon
Diversified Horticulture	Dale Fisher	Ripon Christian
Diversified Livestock Production	Halley Lauchland	Lodi
Environmental Science & Natural Resources Management	Gary Molina	Winters
Equine Science Entrepreneurship		

Equine Science Placement	Tristan Bess	Elk Grove - Pleasant Grove
Fiber and/or Oil Crop Production		
Food Science & Technology		
Forage Production	Payton Paschoal	Winters
Forest Management & Products		
Goat Production	Jackson Sawyer	Lodi - Tokay
Grain Production Entrepreneurship	Sean van Loben sels	Clarksburg - Delta
Grain Production Placement		
Home and/or Community Development	Michelle Vang	Sacramento - Florin
Landscape Management	David Macias - Campos	Ripon
Nursery Operations	Wendy Lopez	Linden
Outdoor Recreation		
Pomology Production	Saul Ortiz	Galt
Poultry Production	Courtney Creighton	Atwater
Sheep Production	Tyler Dietz	Merced - El Capitan
Small Animal Production & Care	Ashle Antheunisse	Galt
Specialty Animal Production	Shania DeJarnett	Hughson
Specialty Crop Production	Dale Fisher	Ripon Christian
Swine Production Entrepreneurship	Paige Henry	Galt
Swine Production Placement	Jackie Brown	Manteca - Sierra
Turf Grass Management	Steven Mendonca	Galt
Vegetable Production	Crystal Huerta	Lodi
Veterinary Science	Haley Moulyn	Ripon
Viticulture Production	Alejandro Santillan	Lodi - Tokay
Wildlife Production & Management		

August 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14 Regional Officer Team Mtg	15	16	17 Yolo County Fair	18 Yolo County Fair	19 Yolo County Fair	20 Yolo County Fair  Lodi/Tokay Tractor & Truck Pull
21 Yolo County Fair	22	23	24	25 Delta Cal CATA Mtg 4:00 pm (Manteca)	26	27 SOLS 10am-2pm (Pleasant Grove)
28	29 GLC Modesto	30 GLC Modesto	31 GLC Modesto  Tri Rivers CATA Mtg 4:00 pm (Hughson)			

September 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 GLC Modesto	2 GLC Modesto	3 Mariposa County Fair
4  Mariposa County Fair	5 Labor Day  Mariposa County Fair	6 State Staff Meeting	7 State Staff Meeting	8	9	10
11 Regional Officer Team Mtg	12 TR Project Comp paperwork due	13 GLC – Colusa  Merced Mariposa CATA Mtg 4 pm (Merced College)	14 GLC – Colusa  Sac CATA Mtg 4 pm (Fat Mike's)	15 GLC - Colusa	16 GLC - Colusa	17 LeGrand Fundraiser  Hilmar Ag Booster Casino Night
18	19 Yolo CATA Mtg 4 pm (Davis)	20	21	22 Stan/T CATA Mtg Tour 3:30 Dinner/ Mtg 5 pm	23 TR Project Comp (tentative)	24 TR Project Comp (tentative)
25 Regional Officer Team Mtg	26 State FFA Exec Committee  State FFA Advisory Committee  State FFA Adult Bd	27 Nat'l Conv Delegate Training	28 Delta Cal O/C Contest 9:00 am (Calaveras Fairground)	29	30 Regional Officer Mtg (COLC prep)	

October 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 COLC (Gregori HS)
2 COLC (Gregori HS)	3	4 GLC Lodi  Oakdale O/C Invitational 4:00 pm	5 GLC Lodi	6 GLC Lodi	7 GLC Lodi	8
9	10	11 Yolo Corn Maze	12 Merced Mariposa O/C Contest 4:00 pm (Gustine)  Tri Rivers O/C Contest 4:00 pm (Newman)  Stan/T O/C Contest 4:00 (Gregori)	13	14	15 Mariposa Tractor Pull
16	17	18	19 National Conv Trip	20 National Conv Trip	21 National Conv Trip	22 National Conv Trip  Golden Valley Tractor
23 Washington D.C. Education Tours	24 Washington D.C. Education Tours	25 Washington D.C. Education Tours	26	27	28	29 Merced College Aggie Fest
30	31 Halloween					

November 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b> AET Workshop  Delta Cal Admin Night 4:30 pm (East Union)	<b>2</b> AET Workshop	<b>3</b> Sac O/C Contest 8:30 am (Galt)	<b>4</b> Yolo O/C, BIG & Co-op Mrking 8:30 am (Woodland College)	<b>5</b>
<b>6</b> Daylight Savings Ends	<b>7</b>	<b>8</b> Election Day	<b>9</b> Stan/T Bowling Night 4:00 (McHenry Bowl)	<b>10</b> Merced Mariposa Admin Night 4:30 pm (Pacheco) 6:00 pm (Wool Growers)	<b>11</b> Veterans Day	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b> TR & Stan/T Admin Night 6:00 pm (MJC)  Stan/T manuscript due	<b>16</b> New Professionals Institute	<b>17</b> New Professionals Institute	<b>18</b> Road Show (Lake Tahoe)	<b>19</b> CATA Regional Meeting (Lake Tahoe)
<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b> Thanks-giving Day	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b> NAAE & ACTE Conferences (Las Vegas)  TR Ice Skating 4-6 pm			



December 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<b>1</b> NAAE & ACTE Conferences (Las Vegas)  Community College Mid- Winter Institute  Stan/T Speech Contest 4:00 (Enochs)	<b>2</b> NAAE & ACTE Conferences (Las Vegas)  Community College Mid- Winter Institute	<b>3</b> Mariposa Nat Resource, Creed, Impromptu Contests  Community College Mid-Winter Institute
<b>4</b>	<b>5</b> Yolo Admin Night  Sac Admin Night	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b> Yolo Ice Skating	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b> Stan/T Staff Holiday Potluck	<b>17</b>
<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b> Christmas Eve
<b>25</b> Christmas Day	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b> New Year's Eve

January 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 New Year's Day	2	3 State Staff Meeting	4 State Staff Meeting  Delta Cal Manuscripts Due	5 Student Teacher Conclave	6 MFE & ALA (Sacramento)  Student Teacher Conclave  Merced Mariposa Manuscripts Due	7 MFE & ALA (Sacramento)
8	9	10	11 TR manuscripts due	12	13 Yolo Manuscripts Due (B. Stoops @ Woodland)	14
15	16 M L King Day	17	18 Delta Cal Speech Contest (Linden)  Sac Manuscripts Due  TR Super Day 2:00 Turlock HS (state degrees, prof, speech)	19 Stan/T Degree & Proficiency Verification (Gregori) 4:00 pm	20 Yolo Super Day 1:00 Woodland College (state degrees, prof, speech contest)  MFE & ALA (Monterey #1)	21 Merced Mariposa Super Saturday 8:00 am (Merced College)  MFE & ALA (Monterey #1)  Reedley CollegeField Day
22 MFE & ALA (Monterey #2)	23 MFE & ALA (Monterey #2)	24	25 Delta Cal State Degrees & Proficiencies 4:00 pm (Ripon)	26	27 Regional Speech Manuscripts Due to Sperling (PDF via email)	28 Sac Super Saturday 8:00 am (Galt) (state degrees, prof, speech contest)  Stan/T Dodge Ball 9:00 am (Oakdale)
29	30	31				

February 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> Merced Mariposa Project Comp Banquet 5:30 pm (Merced Fairground)  <u>Sac Section</u> Regional Speech Manuscripts Due to Sperling (PDF via email)	<b>2</b>	<b>3</b> MFE & ALA (Modesto)  Regional Officer Interviews	<b>4</b> MFE & ALA (Modesto)  Regional Officer Interviews  Arbuckle Field Day  CSU Fresno Winter State Finals
<b>5</b>	<b>6</b> State FFA Exec Committee/ Advisory Committee/ Adult Bd	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> Regional Speech Contest 8:30-3:30 (Tokay)	<b>11</b> Merced College Welding Contest
<b>12</b>	<b>13</b> Lincoln's Birthday  Regional Proficiency Scoring 9:00 am (Ripon)	<b>14</b> World Ag Expo	<b>15</b> World Ag Expo	<b>16</b> World Ag Expo	<b>17</b> MFE & ALA (Visalia #1)	<b>18</b> MFE & ALA (Visalia #1)  Atwater Parli Pro Invitational
<b>19</b> MFE & ALA (Visalia #2)	<b>20</b> MFE & ALA (Visalia #2)  Presidents' Day	<b>21</b> FFA Week	<b>22</b> FFA Week  FFA Center 10 <sup>th</sup> Anniversary Gala	<b>23</b> FFA Week  FFA Center Open House	<b>24</b> FFA Week	<b>25</b> Regional CATA & FFA Meetings (POA Judging) @ MJC
<b>26</b>	<b>27</b>	<b>28</b> State Prof Scoring (Bakersfield)  State Officer Candidate Pre-Screen (Galt)				

March 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 State Prof Scoring (Galt)	2 State Prof Rec Bk Scoring (Galt)	3 UC Davis Parli Pro	4 UC Davis Field Day
5	6 Nom Committee Pre-Screen (Galt)  Merced Mariposa Parli Pro (Merced College)	7 Sacramento Leadership Experience	8 Sacramento Leadership Experience	9 Sacrament o Leadershi p Experienc e	10 Sacramento Leadership Experience	11 Chico Field Day  LeGrand Field Day
12 Daylight Savings begins	13	14 State Degree & Awards Ceremony SOUTH (MJC)  Delta Cal Parli Pro 5:00 pm (Ripon Chr)	15 Stan/T Sectional FFA Fun Night	16	17 Sac Parli Pro 4:00 (Liberty Ranch)	18 Merced College Field Day  Golden Valley Fundraiser
19	20	21 State Degree & Awards Ceremony NORTH 6:00 pm (Delta College)	22	23	24 Regional Parli Pro (Merced College)	25 MJC Field Day
26	27	28	29	30	31	

April 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 El Capitan Sm Eng Contest
2	3	4	5 Merced Mariposa CATA Mtg & FFA Elections 4:00 pm (Livingston)  Yolo Project Comp Banquet	6	7	8 Cosumnes River College Field Day & Central Region Scrapbook Judging
9	10	11	12 TR FFA Social & Elections (Pitman)	13	14 Good Friday	15
16 Easter	17	18	19	20 State Speaking Finals	21 State Parli Pro Finals	22 Mariposa Forestry Contest  Fresno Field Day  State FFA Conference
23 State FFA Conferen ce	24 State FFA Conference	25 State FFA Conference	26 Stan/T Officer Interviews 4:00 pm (Modesto HS)	27	28	29 Mariposa Dinner Dance
30						

May 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Delta Cal Sec Officer Apps Due	2	3	4	5	6 State FFA Judging Finals
7	8 Yolo CATA Mtg & FFA Elections 4:00 pm (Woodland)	9	10 Delta Cal CATA Mtg & FFA Elections 3:30 pm (Tracy)	11 Sac CATA Mtg & FFA Elections 4:00 pm (Elk Grove)	12	13
14 Mother's Day	15 Chowchilla Fair	16 Chowchilla Fair  TR CATA Mtg 4 pm (Hughson)	17 Chowchilla Fair  Calaveras County Fair	18 Chowchilla Fair  Calaveras County Fair  Stan/T CATA Mtg & Officer Elections 4:00 pm	19 Chowchilla Fair  Calaveras County Fair	20 Chowchilla Fair  Calaveras County Fair
21 Chowchilla Fair  Calaveras County Fair	22	23	24 Sac County Fair	25 Sac County Fair	26 Sac County Fair	27 Sac County Fair
28  Sac County Fair	29 Memorial Day  Sac County Fair	30 State Staff Meeting	31 State Staff Meeting			

June 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4 Merced Fair	5 Merced Fair	6 Merced Fair	7 Merced Fair	8 Merced Fair	9 Merced Fair	10 Merced Fair
11 Merced Fair	12	13	14	15	16	17
18 Father's Day	19	20	21	22	23	24
25 CATA Summer Conference	26 CATA Summer Conference	27 CATA Summer Conference	28 CATA Summer Conference	29 CATA Summer Conference  CATA Agriskills Session	30  CATA Agriskills Session	

July 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3 Gustine Tractor Pull	4 Independence Day  Stanislaus County Fair	5  Stanislaus County Fair	6 ROLC  State Fair Fur & Feathers  Stanislaus County Fair	7 ROLC  State Fair Junior Livestock  Stanislaus County Fair  Mother Lode Fair	8 ROLC  State Fair Junior Livestock  Stanislaus County Fair  Mother Lode Fair	9 ROLC  State Fair Junior Livestock  Stanislaus County Fair  Mother Lode Fair
10 State Fair Junior Livestock  Stanislaus County Fair	11 State Fair Junior Livestock  Stanislaus County Fair	12 State Fair Junior Livestock  Stanislaus County Fair	13 Yolo Fair Mtg – 10:00 am  Stanislaus County Fair	14  Stanislaus County Fair	15  Stanislaus County Fair	16 State Fair Dairy Show  Stanislaus County Fair
17 State Fair Dairy Show  Stanislaus County Fair	18 State Fair Dairy Show  Stanislaus County Fair	19 State Fair Dairy Show	20 State Fair Dairy Show	21	22	23 Hilmar Tractor Pull
24	25	26	27	28 Amador County Fair	29 Amador County Fair	30 Amador County Fair
31 Amador County Fair						



~ July 2015 ~							Aug 2015
◀ Jun 2015	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27 Retreat	28	29	30	31	Notes:	

~ August 2015 ~							◀ Jul 2015	Sep 2015 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat		
						1		
2	3 Link Crew Orientation Dept. Clean Up	4 Dept. Clean Up	5 New Teacher WD	6 Buy Back Day	7 Buy Back Day	8		
9	10 Teacher Work Day	11 Teacher Workday	12 First Day of School Staff Meeting Dept. Meeting	13	14 First Rally	15		
16	17	18 Outreach Com. Mtg @ Lunch	19 Dept. Meeting	20	21 Screen on the Green	22 Central Region SOLS- Denair HS		
23	24	25 Community Service. Mtg @ Lunch	26 MID Dept. Meeting	27	28	29 Heritage Day (Country in the Park) Winemaker's Dinner- Sac		
30	31	Notes:						

~ September 2015 ~							Oct 2015 ▶
◀ Aug 2015	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> Outreach Com. Mtg @ Lunch	<b>2 MD</b> Dept. Meeting	<b>3</b> Budget Committee Meeting @ Lunch	<b>4</b> Officer Mtg @ Lunch	<b>5</b>
<b>6</b>		<b>7</b> No School- Labor Day	<b>8</b> Publicity Com. Mtg @ Lunch <b>Dept. Meeting</b> Officer Dinner	<b>9 MD</b> Sacramento CATA @ Fat Mike's 4pm Back to School Night 6pm	<b>10</b> Beef Meeting @ Lunch	<b>11</b>	<b>12</b>
<b>13</b>		<b>14</b> Staff Meeting	<b>15</b> Community Service Com. Mtg @ Lunch	<b>16 CD</b> Dept. Meeting Lent Ranch Meeting Drive Thru BBQ Tickets on Sale	<b>17</b> FFA Meeting	<b>18</b> Lent Ranch Permission Slips Due	<b>19</b>
<b>20</b>		<b>21</b> Mandatory Lent Ranch Meeting@ Lunch Homecoming Week	<b>22</b> Blood Drive	<b>23 MD</b> Dept. Meeting	<b>24</b>	<b>25</b>	<b>26</b> Homecoming Dance Lent Ranch Farm to Fork- Sac
<b>27</b>		<b>28</b>	<b>29</b> Budget Com. Mtg @ Lunch	<b>30 CD</b> Dept. Meeting	<b>Notes:</b>		

~ October 2015 ~							Nov 2015
◀ Sep 2015	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2	3 Central Region COLC EG Dinner Dance
4	5 Officer Mtg @ Lunch Drive Thru BBQ Tickets Due Staff Meeting	6 Outreach Com. Mtg @ Lunch  Officer Dinner	7 CD Dept. Meeting	8 Greenhand Conference @ Lodi 10 <sup>th</sup> grade Academy Trip	9 Ropes Course Field Trip	10	
11 Canfield Games Dinner	12 Quarter Break	13 Quarter Break	14 3pm Day Dept. Meeting Publicity Com. Mtg @ Lunch Diversity Day @ UC Davis	15	16 Drive Thru BBQ	17 McFarland Ranch Cow Palace	
18	19	20 Community Service Com. Mtg @ Lunch	21 CD Dept. Meeting	22 FFA Meeting	23	24	
25	26 National FFA Convention	27 Budget Com. Mtg @ Lunch	28 MD Dept. Meeting	29	30	31	

~ November 2015 ~							Dec 2015 ▶
◀ Oct 2015	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1		2 Staff Meeting	3 Outreach Com. Mtg @ Lunch	4 CD Dept. Meeting	5 Sacramento O/C Contest 8:30am @ GHS	6	7 Steak and Oyster 9am set up 4:45pm students
8	Steak and Oyster 9am clean up	9 Officer Mtg @ Lunch Poinsettia's Form's go out	10 Publicity Com. Mtg @ Lunch <b>Dept. Meeting</b>  Officer Dinner	11 No School Veteran's Day	12 Fair/ Specie Mtg @ Lunch	13 Soil Chem trip to Full Belly	14
15		16	17 <b>Dept. Meeting</b> 11th grade ag academy field trip	18 New Professionals- Fresno Budget Com. Mtg @ Lunch (Moved due to field trip)	19 New Professionals- Fresno FFA Meeting	20 Central Region CATA Roadshow- UC Davis	21 Central Region CATA Meeting (UC Davis)
22		23 Thanksgiving Break	24	25	26	27	28
29		30 Officer Mtg @ Lunch	<b>Notes:</b>				

More Calendars from WinCalendar.com: [2015 Calendar](#), [2016 Calendar](#), [Web Calendar with Holidays](#)

~ December 2015 ~							Jan 2016 ▶
◀ Nov 2015	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> Publicity Com. Mtg @ Lunch  Poinsettia forms due Officer Dinner	<b>2</b> Dept. Meeting Impromptu @ Lunch	<b>3</b> Pig meeting @ Lunch FP @ TT Extemp @ TT	<b>4</b> Poultry @ lunch Novice PP @ lunch Float building @ 3pm	<b>5</b> Galt Christmas Parade
<b>6</b>		<b>7</b> Sacramento- Admin Night  Staff Meeting	<b>8</b> Outreach Com. Mtg @ Lunch	<b>9</b> Dept. Meeting Pick up Poinsettias	<b>10</b> FFA Meeting	<b>11</b> Winter Rally	<b>12</b> Winterball
<b>13</b>		<b>14</b>	<b>15</b> Community Service. Mtg @ Lunch	<b>16</b> Dept. Meeting Finals	<b>17</b> Finals State degree workday 1-4	<b>18</b> Finals	<b>19</b>
<b>20</b>		<b>21</b> Christmas Break	<b>22</b>	<b>23</b>	<b>24</b> Christmas Eve	<b>25</b> Christmas	<b>26</b>
<b>27</b>		<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b> New Years Eve	<b>Notes:</b>	

~ January 2016 ~							Feb 2016 ▶
◀ Dec 2015	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b> New Years Day	<b>2</b>
<b>3</b>		<b>4</b> Buy Back Day	<b>5</b> Publicity Com. Mtg @ Lunch	<b>6</b> CD Dept. Meeting	<b>7</b> Student Teacher Conclave (Modesto)	<b>8</b> Student Teacher Conclave (Modesto)	<b>9</b>
<b>10</b>		<b>11</b> Officer Mtg @ Lunch Staff Meeting	<b>12</b> Community Service. Mtg @ Lunch Officer Dinner	<b>13</b> CD Dept. Meeting	<b>14</b> CATA Governing Board	<b>15</b> CATA Governing Board	<b>16</b>
<b>17</b>		<b>18</b> MLK No School	<b>19</b> Budget. Mtg @ Lunch Pass out Drive Thru BBQ Tickets	<b>20</b> MD Dept. Meeting Manuscripts Due	<b>21</b> FFA Meeting	<b>22</b> MFE/ALA Monterey	<b>23</b> MFE/ALA Monterey
<b>24</b> MFE/ALA Monterey		<b>25</b>	<b>26</b> Outreach Com. Mtg @ Lunch	<b>27</b> Dept. Meeting	<b>28</b>	<b>29</b> Blood Drive	<b>30</b> Super Saturday- Elk Grove HS
<b>31</b>	<b>Notes:</b>						

~ February 2016 ~							Mar 2016 ▶
◀ Jan 2016	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Mentor Teacher Conference Staff Meeting	2 Mentor Teacher Conference Budget Com. Mtg @ Lunch	3 Dept. Meeting	4 Electronic Copies due to Jill @ 5pm	5 Officer Mtg @ Lunch Drive Thru BBQ Tickets Due	6 Arbuckle Field Day MJC Parli Pro Invitational	
7	8 No School	9 Publicity Com. Mtg @ Lunch Dept. Meeting Officer Dinner	10 CD	11 Central Region Prelims & Finals 9am-3:30pm @ Pitman HS CTE Workshop	12 CTE Workshop	13 Chico State Parli Pro?	
14 Valentine's Day	15 President's Day No School	16 Community Service Com. Mtg @ Lunch	17 CD Dept. Meeting	18 FFA Meeting	19 Central Region Officer Interviews Drive Thru BBQ	20 Central Region Officer Interviews	
21	22	23 Budget Com. Mtg @ Lunch	24 MD Dept. Meeting	25	26	27 Central Region CATA/FFA Meetings @ Merced College	
28	29	Notes:					

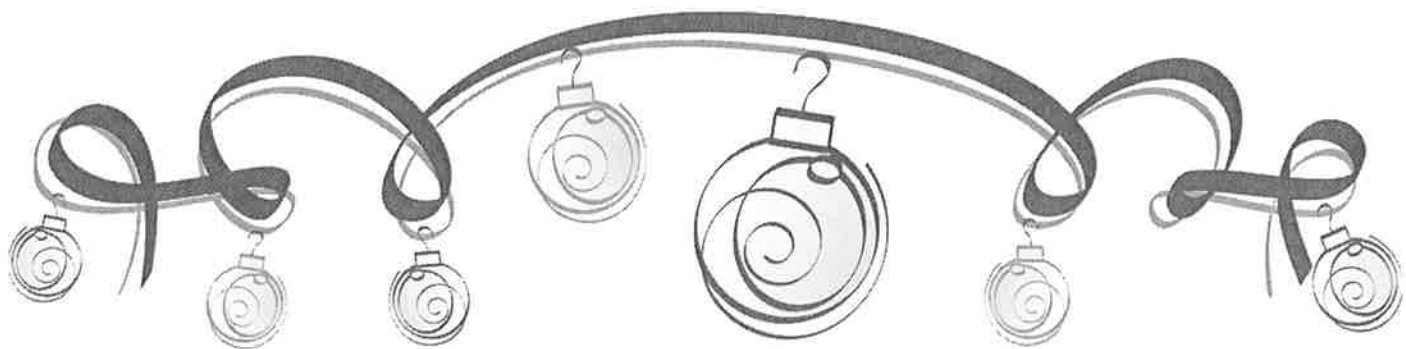


~ March 2016 ~							Apr 2016 ▶
◀ Feb 2016	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> Budget Com. Mtg @ Lunch	<b>2</b> CD Dept. Meeting	<b>3</b> State Proficiency Rec. Bk. Scoring- Galt	<b>4</b> UC Davis Parli Pro	<b>5</b> UC Davis Field Day
<b>6</b>		<b>7</b> Officer Mtg @ Lunch  Staff Meeting Officer Dinner	<b>8</b> SLE State Degree Ceremony  Publicity Com. Mtg @ Lunch	<b>9</b> CD/SLE Dept. Meeting	<b>10</b> SLE	<b>11</b> SLE	<b>12</b> Chico Field Day
<b>13</b>		<b>14</b>	<b>15</b> Outreach Com. Mtg @ Lunch <b>Dept. Meeting</b>	<b>16</b> CD Sectional Parli Pro @ LR 4pm FFA Meeting	<b>17</b> St. Patrick's Day	<b>18</b>	<b>19</b> Merced Field Day
<b>20</b>		<b>21</b> Spring Break	<b>22</b> Spring Break	<b>23</b> Spring Break	<b>24</b> Spring Break	<b>25</b> Spring Break	<b>26</b> MJC Field Day
<b>27</b> Easter		<b>28</b> Spring Break	<b>29</b> Community Service Com. Mtg @ Lunch	<b>30</b> Dept. Meeting	<b>31</b>	<b>Notes:</b>	

~ April 2016 ~							May 2016 ▶
◀ Mar 2016	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b> Central Regional Parli Pro @ MJC Spring Rally	<b>2</b> Sadie Hawkins Dance
<b>3</b>	<b>4</b> Staff Meeting Officer Dinner	<b>5</b> Budget Com. Mtg @ Lunch	<b>6</b> Dept. Meeting	<b>7</b>	<b>8</b>	<b>9</b> CRC Field Day & Ag Sales Finals (BIG/CoOp) Reedly Field Day HELPERS Small Engines @ Hilmar 8am	
<b>10</b>	<b>11</b>	<b>12</b> Publicity Com. Mtg @ Lunch Officer Mtg @ Lunch	<b>13</b> Dept. Meeting	<b>14</b>	<b>15</b>	<b>16</b> Prom	
<b>17</b>	<b>18</b> Dept. Meeting	<b>19</b> Fair. Mtg @ Lunch FFA Meeting	<b>20</b>	<b>21</b> State Speaking Finals	<b>22</b> State Parli Pro Finals	<b>23</b> Fresno State Field Day State Conference	
<b>24</b> State Conference	<b>25</b> No School State Conference	<b>26</b> No School State Conference	<b>27</b> Every 15 Minutes	<b>28</b> Every 15 Minutes	<b>29</b> Dept. Meeting @ Lunch	<b>30</b>	

~ May 2016 ~							Jun 2016 ▶
◀ Apr 2016	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1		2 Staff Meeting	3 Community Service. Mtg @ Lunch	4 CD Dept. Meeting	5	6	7 State Finals @ Cal Poly
8 Mother's Day		9	10 American Degree Scoring North @ GHS	11 CD Dept. Meeting	12 Sac Planning/FFA Elections 4pm @ EGHS FFA Banquet	13	14
15		16	17 Fair Mtg @ Lunch	18 CD Dept. Meeting	19	20	21
22		23 Dept. Meeting	24 Sac County Fair	25 MD Sac County Fair	26 Sac County Fair	27 Sac County Fair	28 Sac County Fair
29 Sac County Fair		30 Sac County Fair Memorial Day- No School	31 Finals	Notes:			

~ June 2016 ~							Jul 2016 ▶
◀ May 2016	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Finals Dept. Meeting	2 Finals Graduation	3 Teacher Workday	4
5		6	7 Clean Up Day	8 Point Awards Trip	9 Dept. Meeting	10	11
12 Tractor Pull?		13	14	15	16	17	18
19 Summer Conference Father's Day		20	21	22	23	24	25
26		27	28	29	30	Notes:	



Sacramento Section CATA cordially  
invites you to the

# Annual Administrators & Counselors Night

December 5  
6:00 p.m.-Social  
6:30-Dinner

Brickhouse Restaurant

9027 Elk Grove Blvd.  
Elk Grove, CA 95624

Please R.S.V.P. by November 30, 2016  
to  
Shannon Welch at  
[slwelch@egusd.net](mailto:slwelch@egusd.net)



**Sacramento Section CATA Minutes**  
**Wednesday, September 9<sup>th</sup> 2015**

**Call to Order**

A regular meeting of the Sacramento Section CATA was called to order at Fat Mike's Pizza on Thursday, September 9<sup>th</sup> 2015 at 4:04pm by presiding officer Crystal Grooms. Those in attendance included 35 teachers and student teachers of the Sacramento Section CATA.

**Welcome and Introduction of New/Student Teachers**

New teachers and student teachers to the section were introduced. Matt Patton of Elk Grove introduced Colleen Lawson as a replacement and Courtney Wright as a student teacher. He added that John Gladman had been hired at Joseph Kerr Middles School to teach agriculture. Mandy Garner announced that Amy Crockett had been hired as a replacement at Liberty Ranch.

**Reading and Approval of the Minutes**

The second item of business was the reading and approval of the fall meeting minutes. The minutes were reviewed. John Gladman moved to approve minutes as presented and Derek Silva seconded. Motion passed voice vote.

**Regional Supervisor's Report**

Jill Sperling began by asking teachers to add or update their information in the directory and began to pass it around.

-Sign In: Jill passed announced and passed around a sign-in for the meeting.

-New Hires/Vacancies: Everyone received a sheet that outlined the new hires and vacancies in the region. Jill highlighted that there were still two positions that not yet been filled and reminded the delegation that we are facing an ag teacher shortage and to encourage students to join the profession.

-Awards Review: Jill went over the awards from the summer. She pointed out that Central Region was strong in this respect pointing out that Natalie Borba was recognized at the CATA banquet and also at the NAAE conference. Matt Patton and Mark Nower would be receiving the Honorary American Degrees in Kentucky. Jill also announced that former state officer, Haley Warner would be the National Officer candidate and that 13 of the 18 National qualifying agriscience projects were from the Central Region.

- CTE Grant: Jill announced that applying for funds shouldn't be difficult and that a grant writer is not necessary. If your program meets the criteria, fill out the application and you will receive the requested funds. Brett Harnden asked if the application goes straight to the district office. Jill responded that it does not; go online, fill out the application and the money comes straight to you. Matt Patton inquired what the money can be spent on. Jill answered, that the funds require a match but can be spent on travel, leadership packets, and pretty much anything else. Jill added that she would email the link when it became available.

-COLC: It was announced that COLC will be held at Gregori High School and chapters would be staying at the Modesto Double Tree. Registration is due on 9/20 and a check or purchase is due by 9/30. Monday 9/14 an email with additional information will be sent out to chapters.

-R-2: There are no changes to the R-2 this year. Nower will have a computer lab open during COLC for teachers to work on R-2.

-Regional Awards: Jill announced that she has created a ballot to vote on awards for teachers. The ballot was passed out to the delegation. Changes to the ballot were made to correct it on site. Teachers voted and ballots were collected.

-Calendar: The calendar will be emailed and a paper copy will not be available. Teachers who would like a paper copy may print the emailed copy.

#### **Old Business/Event Planning& Dates:**

-Opening /Closing: Galt confirmed the date. Cheryl advised chapters to arrive at 8:30. Abby Flaherty asked if numbers needed to be emailed in advance. Cheryl answered that it was not necessary.

-Administrator's Night: The date was confirmed and Crystal Grooms announced that details would follow.

-Super Saturday: Mike announced that everyone needed to show, help and participate in the facilitation of the event. Abby Flaherty asked if chapters needed to bring judges. Brittany answered that yes, chapters do need to bring judges.

-Proficiency Scoring: Confirmed, no changes.

-Parliamentary Procedure: Confirmed, no changes.

-Sacramento Section Spring Planning Meeting: Confirmed, no changes.

#### **Added dates:**

-Section Basketball: Izzy Zallo state that Pleasant Grove would explore hosting again.

-Regional Day of Service: Missy Ruble announced that the Section Officer Team will contact chapters within a week to coordinate an activity in conjunction with the Regional Day of Service.

#### **New Business**

-Project Competition: Howard announced that he and Warren Weaver were leading the charge and that they would like to schedule students early. The time frame would be February/March.

-Goals: Derek Silva announced that currently 29 teachers were paid and that the Section goal is 39.

-Announcements: Jill reminded teachers hosting section events to pick up the contest awards before leaving.

Meeting was adjourned at 4:51 pm.

Shannon Welch  
Section CATA Secretary



# Central Region Road Show -- Professional Development Workshops

Friday, November 18, 2016 – Lake Tahoe Community College

9:15 – 9:45 am Registration with Donuts & Coffee (Room E100)

9:45 am Welcome & Overview of Day

Room #		Session 1 10:00 am – 11:00 am	Session 2 11:05 am – 12:05 pm	LUNCH 12:05 – 1:00 pm (Room E100)		Session 3 1:00 pm – 2:00 pm	Session 4 2:10 pm – 2:40 pm	Session 5 2:50 pm – 3:20 pm	Session 5 3:30 pm – 4:00 pm
A213 (29)		Utilizing CASE Curriculum in Your Program Courtney Castle	Utilizing CASE Curriculum in Your Program Courtney Castle			Creating a Culture of Success Celeste Morino & Katie Titus	Bear Education & Awareness	Bear Education & Awareness	Bear Education & Awareness
A250 (24)		Ag Mechanics Basics for New(er) Teachers Jake Dunn	Ag Mechanics Basics for New(er) Teachers Jake Dunn			Small Engines Teams Jason Bretz & Dave Segna	Timber Management	Timber Management	Timber Management
A251 (31)		AIFD Certification Christine Henderson	The A-Z's of AIG (for new teachers & dept chairs) Jill Sperling			Leadership Games/Activities Shanan Spears	History of the Lake Tahoe Basin	History of the Lake Tahoe Basin	History of the Lake Tahoe Basin
D108 (32)		Developing an Effective Food Science Course Matt Baffuno	Soil Chemistry Basics: Focus on Fire, Erosion & Soil Water Rebecca Abney & Chelsea Arnold			Job Shadowing Lori Marchy	Climate Change & Tree Mortality in Sierra Nevadas	Climate Change & Tree Mortality in Sierra Nevadas	Climate Change & Tree Mortality in Sierra Nevadas
D123 (20) (Lab)		Career Pathways Kris Costa	Career Pathways Kris Costa			AET Resources: Program of Activities Zane Sheehan	Field Trip – Soil Chemistry Basics: Field Trip to the Gondola Fire		
D125 (20) (Lab)		<a href="http://www.ffa.org">www.ffa.org</a> Resources & Curriculum Amanda Samons	<a href="http://www.ffa.org">www.ffa.org</a> Resources & Curriculum Amanda Samons			Dual Enrollment – Strategies for Success Dustin Sperling	Field Trip – Heavy Equipment Operation		

## **Culture Workshop**

### **Handout-**

Have participants complete a strengths/weakness assessment of their program culture

Create a roadmap to the culture they want- 3 or 4 stops on the path

#### **1. Build Strong Relationships- they are everything**

- When students feel liked and respected by their teachers, they find more success in school, academically, and behaviorally (Lewis, Schaps & Watson, 1996)
- Positive chapter culture is built on relationships

#### **2. Teach Essential Social Skills**

- Simple things- how to share, how to listen to others, how to disagree respectfully, sense of humor, reliability, honesty
- You can't hold kids accountable for something you've never told them
  - We don't do that in Galt FFA
  - Create habits for sustainability
- Examples: Mixing conference rooms, sitting by different people on bus trips and car rides, using officers to reach out

#### **3. Get on the Same Page**

- Every classroom environment, team, species group, etc contribute to your chapter culture
- Create a shared vision
  - Consistent rules- when students feel that the rules are fair and consistently enforced it goes a long way toward building trust
  - Inappropriate behavior shouldn't be laughed off with one advisor and punished in another
- Examples: All species fair meetings, all team meetings, pre conference meetings, accountability to all teachers, eliminating silos in your chapter

#### **4. Be Role Models**

- Build trust: based on proof, takes time to build because it takes time to show proof
- Students choose to change how they spend their time and energy only when someone they fully trust asks them too

#### **5. Clarify Classroom and Department Rules**

- Positive rules create a predictable, stable environment that is more conducive to a positive culture
- Examples: FFA activities per quarter, FFA activities needed for fair to help with culture of being involved

#### **6. Set Appropriate Consequences**

- Students push the limits
  - Effective consequences show young people the connection between what they do and what happens as a result of their choices or actions. Consequences need to be appropriate, immediate, and consistent and delivered with empathy not anger
  - Examples: Letters of apology
- 7. Praise students for good choices**
- Students don't receive positive feedback in most classrooms and their personal lives
  - Compliment a specific behavior
  - Examples: Positive notes home, challenge yourself to give positive comments, point awards trips, lunch time celebrations, aggies of the month and on the rise, aggie athletes, using social media wisely

**Other things people may want to know about:**

- culture of chapter officers
- culture of meetings
- Retreat- adapt workshops, talk attitude, skills etc
- Committees- get by in, have committee chairs that aren't officers

**Tips:** Pick 3 or 4 small things to focus on

**Quotes**

- Excellent school culture does not magically appear, it is carefully choreographed and diligently practiced
- Culture is never finished. Building or strengthening a culture is not something you ever cross off a to-do list and declare finished. In fact, think of culture as you would a garden; a garden requires constant attention and if you ignore it for long, the weeds, bugs, and diseases will hijack the garden.

# CREATING A CULTURE OF SUCCESS

Celeste Morino- Ripon FFA  
Katie Titus- Galt FFA

*Excellent school culture does not  
magically appear, it is carefully  
choreographed and diligently  
practiced.*

## Relationships Are Everything

- "When students feel liked and respected by their teachers, they find more success in school, academically, and behaviorally." (Lewis, Schaps & Watson, 1996)
- Positive chapter culture is built on strong relationships

## Teach Essential Social Skills

- Teach students simple things. Examples: how to share, how to listen to others, how to disagree respectfully, sense of humor, reliability, and honesty
- You can't hold students accountable for things you've never told them
  - "We don't do that in \_\_\_\_\_ FFA"
- Create habits for sustainability
- What does this look like?
  - Meaningful officer retreats, Department "How To" videos, FFA pillars

### Get on the Same Page

- Every classroom environment, judging team, and species group contribute to your chapter culture
- Create a shared vision within the department
  - *Have consistent rules. When students feel that the rules are fair and consistently enforced, it goes a long way toward building trust*
  - *Eliminating silos in your chapter*
- Positive rules create a predictable, stable environment that is more conducive to a positive culture
- What does this look like?
  - *All specie fair meetings, all CDE team member meetings, pre conference meetings*

### Set Appropriate Consequences

- "Effective consequences show young people the connection between what they do and what happens as a result of their choices or actions. Consequences need to be appropriate, immediate, consistent and delivered with empathy." (Smith and Myrick 2006)
- What does this look like?
  - *Letter of apology, following through with consequences, ag department and parent meetings*

### Be Role Models

- Set the example
- Use older students to spread the culture and serve as role models
- Students choose to change how they spend their time and energy only when someone they fully trust asks them to

### Praise students for good choices

- Students don't receive positive feedback in most classrooms and their personal lives
- Compliment a specific behavior
- What does this look like?
  - *Positive notes home, point award trips, lunch time celebrations, Aggies of the Month, Aggies on the Rise, Aggie Athletes, use social media*

**Culture is never finished. Building of/strengthening a culture is not something you ever cross off a to-do list and declare finished. In fact, think of culture as you would a garden. It requires constant attention and if you ignore it for long, the weeds, bugs, and diseases will hijack the garden.**

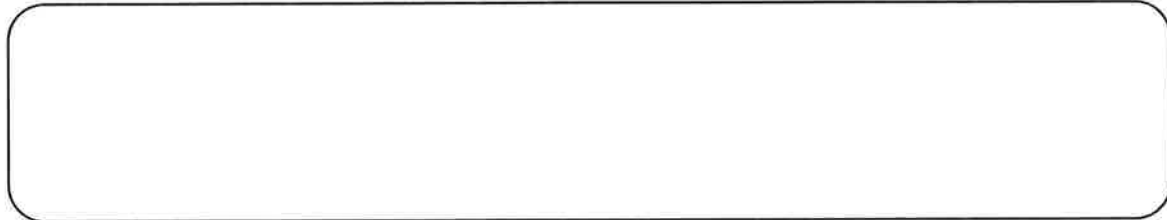
# Creating a Culture of Success

## Department Culture Assessment

**Strengths**

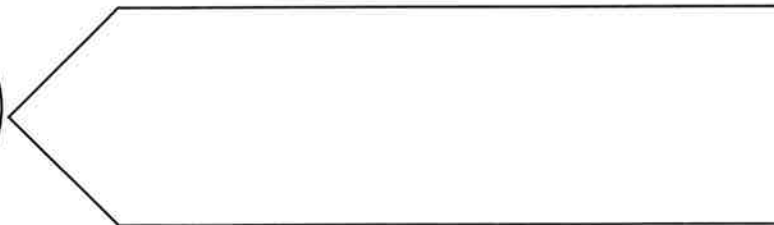


**Areas of Improvement**

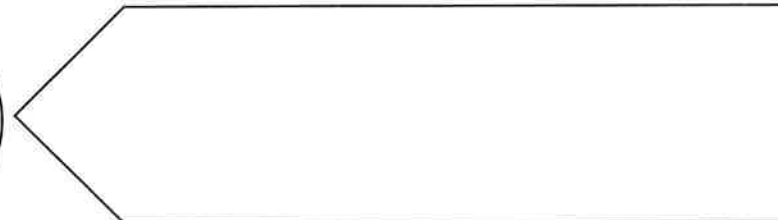


## Steps to Improving Culture

**1**

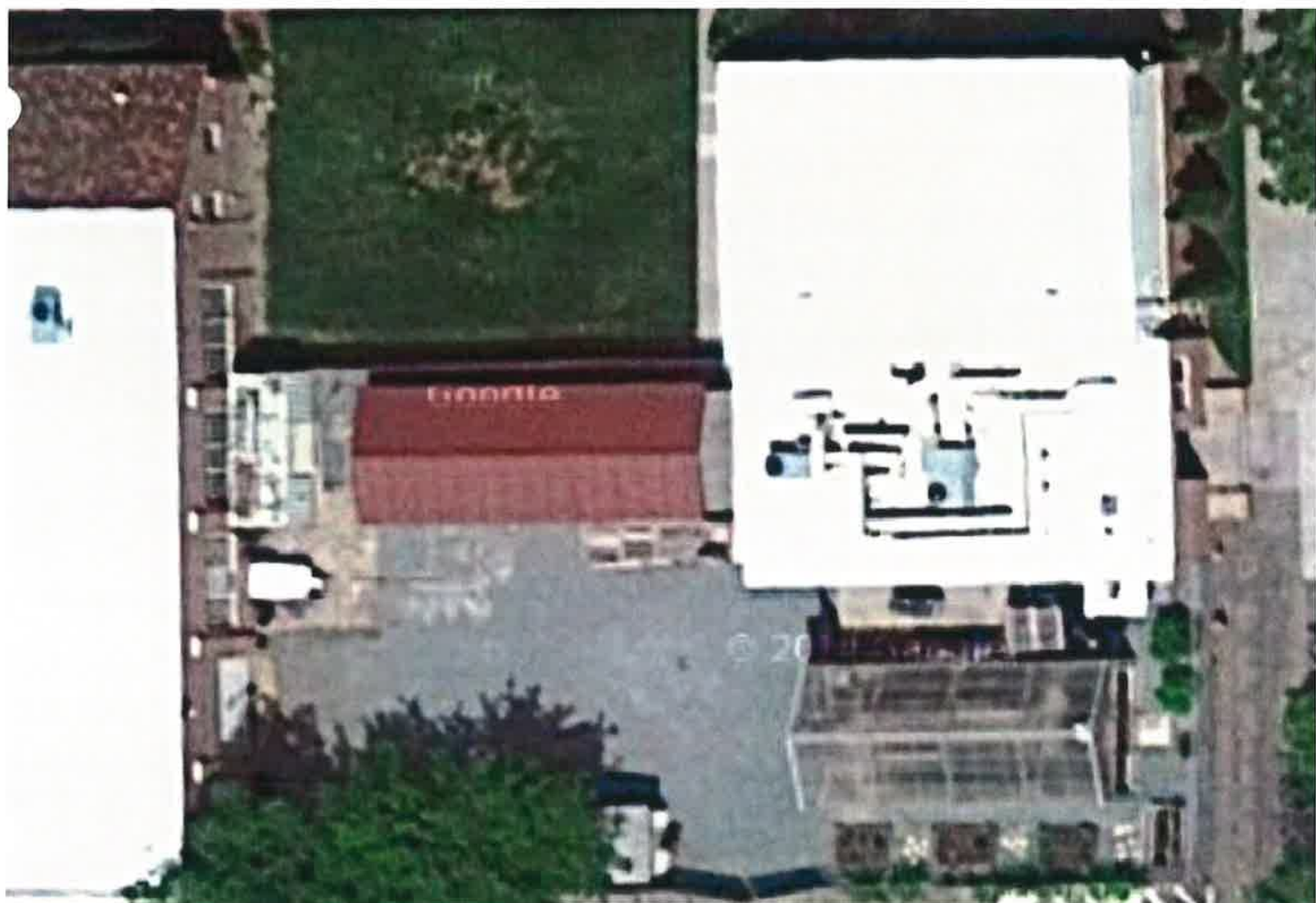


**2**



**3**







**2015 GHS Ag Department  
Brainstorming – Pathway  
Expenditures**

**Agriculture Mechanics**

Overhang - \$80,000  
Diesel Engines - \$25,000  
Shelving - \$3,000  
Steel Table Tops - \$7,000  
\*Hand Tools - \$5,000  
Steam Cleaner - \$2,500

**AgriScience/OH**

\*Science Equipment - \$30,000  
\*Computer Lab - \$35,000  
Hot Water/Food Processing  
Equipment - \$4,000  
\*Finish Poultry Unit - \$3,000  
\*Pens/Beds/Misc. outside -  
\$6,000  
Aquaponics System - \$8,000  
\*Shade house Misc. - \$2,000

**Other**

\*Vehicle - \$35,000  
\*Color Printer - \$1,000  
\*Laser Printer - \$750  
Gooseneck Trailer - \$20,000

\*Staff Priorities

# Galt Joint Union High School District

## Facilities Master Plan



February 9, 2016



## **Facilities Master Plan Objective**

**Develop a Master Plan for each high school site, based on stakeholder input, that addresses their vision, needs, and wants.**



# Process

## Gather Information

### General assessment of existing facilities

### Stakeholder Input (focus on District-wide needs)

- Maintenance
- Galt High School Staff (2 meetings)
- Galt High School Community (2 meetings)
- Liberty Ranch High School Staff (2 meetings)
- Liberty Ranch High School Community (2 meetings)
- Facilities Planning Group (2 meetings)

## Identification of Overall Priorities

### Identification of site needs



# Process

## Planning

- Master Plans
- Phasing Plans
- Cost Estimates
- Reconciliation of Priorities and Funding
- Integration with Demographics

## Board Feedback and Input

## Finalize Master Plan



# Parameters

## Focus on High School Facilities

- Estrellita High School and Galt High School East Campus excluded
- District Office excluded

## Improvements based on Stakeholder input

## Phase 1 scope defined by Potential Funding

## Balanced approach to Needs

## Improvements for both sites



# Key Issues

**Galt High School has many needs**

**Liberty Ranch High School needs a stadium**

**Funding potential (\$33 million - \$43 million)**

**Needs are greater than potential funds; compromises required**

**Maximum impact for dollars**

**Solution to provide for all district students**

**Emphasis on:**

- **Safety**
- **Code Compliance**
- **Program Needs**
- **Wants and Desires**



# District-wide Improvement Priorities

## Level 1

- Safety of Students and Staff
- Improving Classrooms
- Improving Academic Performance
- Student Comfort
- Stadium Improvements
- Required Work / Code Compliance / ADA

## Level 2

- Athletic Needs
- Equity between Schools
- Extracurricular Programs







# Galt High School Needs

## Stadium Safety and ADA Upgrades

- Grandstands
- Site Improvements
- ADA Requirements
- Field Improvements

## Modernization

- Level 1 Modernization (major – 22,000 sf)
- Level 2 Modernization (moderate – 22,500 sf)
- Level 3 Modernization (minor – 72,700 sf)
- Site Improvements

## New Replacement Classrooms

- New classrooms (8 science + 4 standard)
- Site work
- New media center (enhancement)

## Site Work

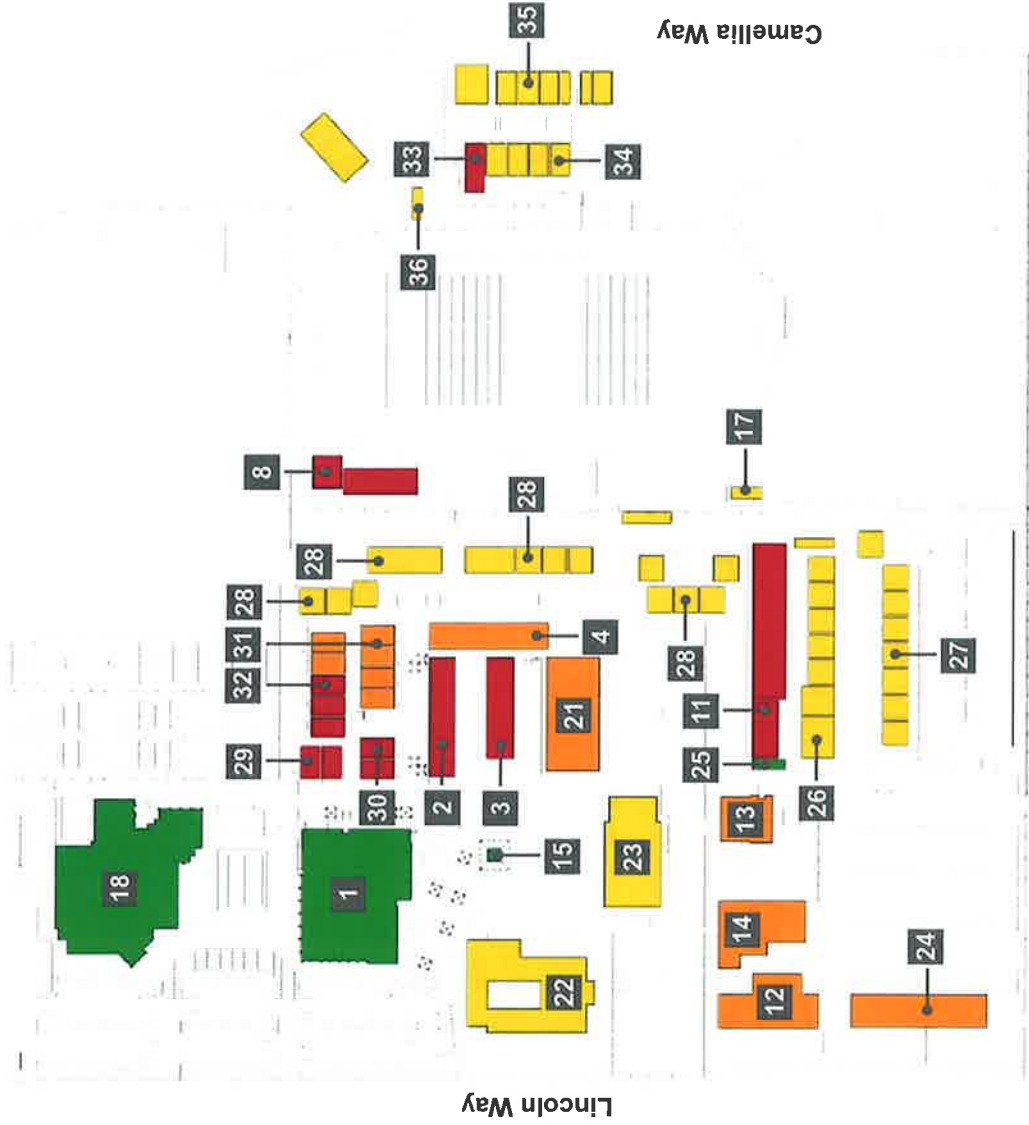
- All-weather track (enhancement)

## Future Work

- Replace portables with New
- New Music building
- Repurpose music building to arts
- Replace field house and team rooms



# Facility Assessment



## Galt High School

Building	Constructed	Modernized	Function	Area (S.F.)	Classrooms
1	1951 / 1997		Cafeteria,	20,351	0
2	1954 / 1997		Classrooms	4,507	4
3	1958 / 1997		Classrooms	4,030	3
4	1963 / 2006		Classrooms	4,648	3
8	1972 / 2000		Team Rooms, Maintenance	4,320	0
11	1981		Classrooms	9,920	Not counted
12	1954 / 1997		Ceramics, Wood Shop	5,124	2
13	1954 / 1997		Music	3,489	1
14	1943 / 2000		Ag Shop	6,733	2
15	1981		Bell Tower	0	0
17			Concessions	532	0
18	1999		Gymnasium	25,194	0
21	1977 / 1978		Classrooms	8,960	4
22	1978 / 2007		Administration, Library	11,790	0
23	1978 / 2007		Auditorium	8,943	2
24	1978 / 2000		Auto, Metal Shop	6,680	2
25	2006		Toilets	480	0
26	1999		Classrooms	8,720	8
27	1999 / 2000		Classrooms	7,680	8
28	2000		Classrooms	15,360	16
29	unknown		Classrooms	1,920	2
30	1999		Classrooms	1,920	2
31	1999		Classrooms	3,840	4
32	2003		Classrooms	4,800	5
					68

**Total Area:** 169,941 S.F.  
**Total Capacity:** 63 x 25 = 1,575 students  
 (excludes 5 SCOE classrooms)

## East A Street

## Galt High School East Campus

33			Classrooms	1,440	Not counted
34	1999		Classrooms	3,840	4
35	1999		Classrooms, Administration	6,720	4
36	1999		Toilets	480	0

**Total Area:** 11,040 S.F.  
**Total Capacity:** 8 x 25 = 200 students

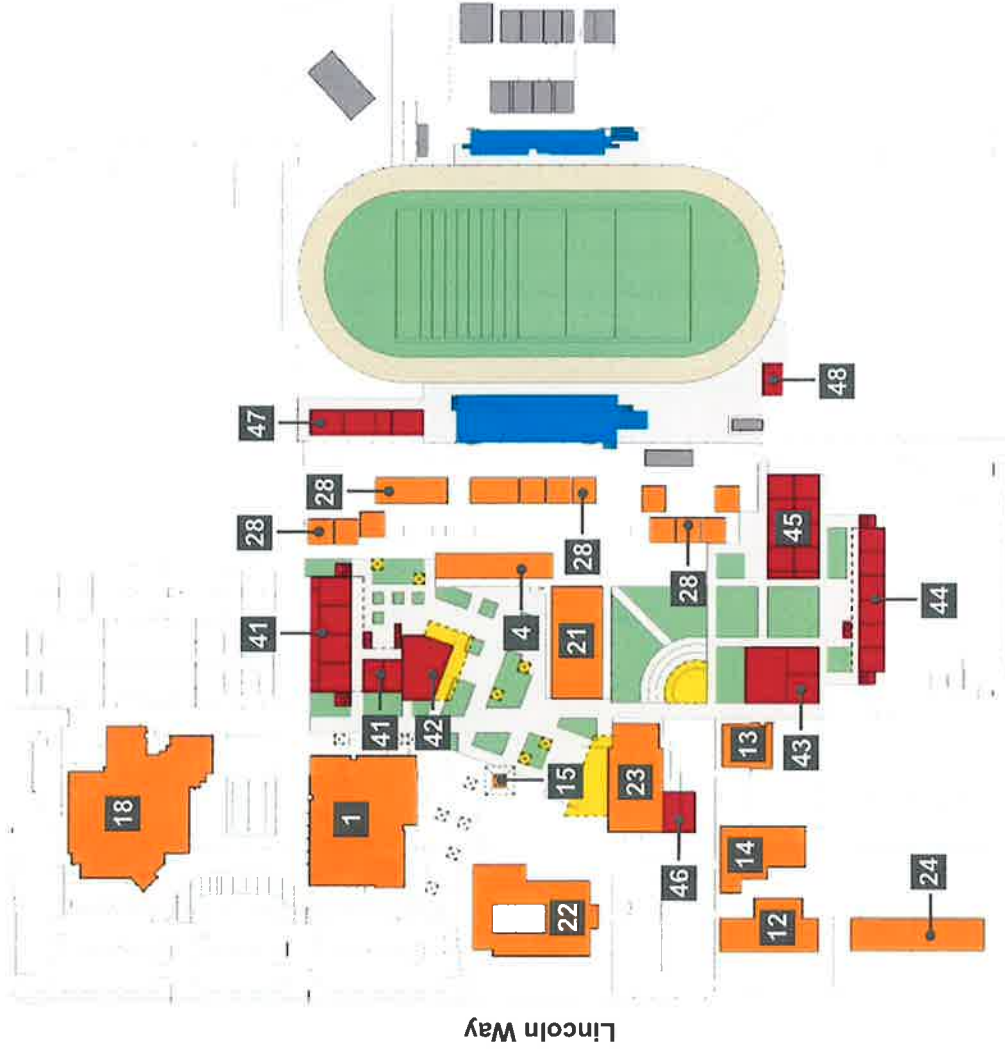
## Building Condition

- Very Good
- Good
- Poor
- Very Poor (Demolish)





# Master Plan



East A Street

Camellia Way

Lincoln Way

## Legend

- Existing Building - Modernized
- New Building
- New Grandstand
- Renovated Field

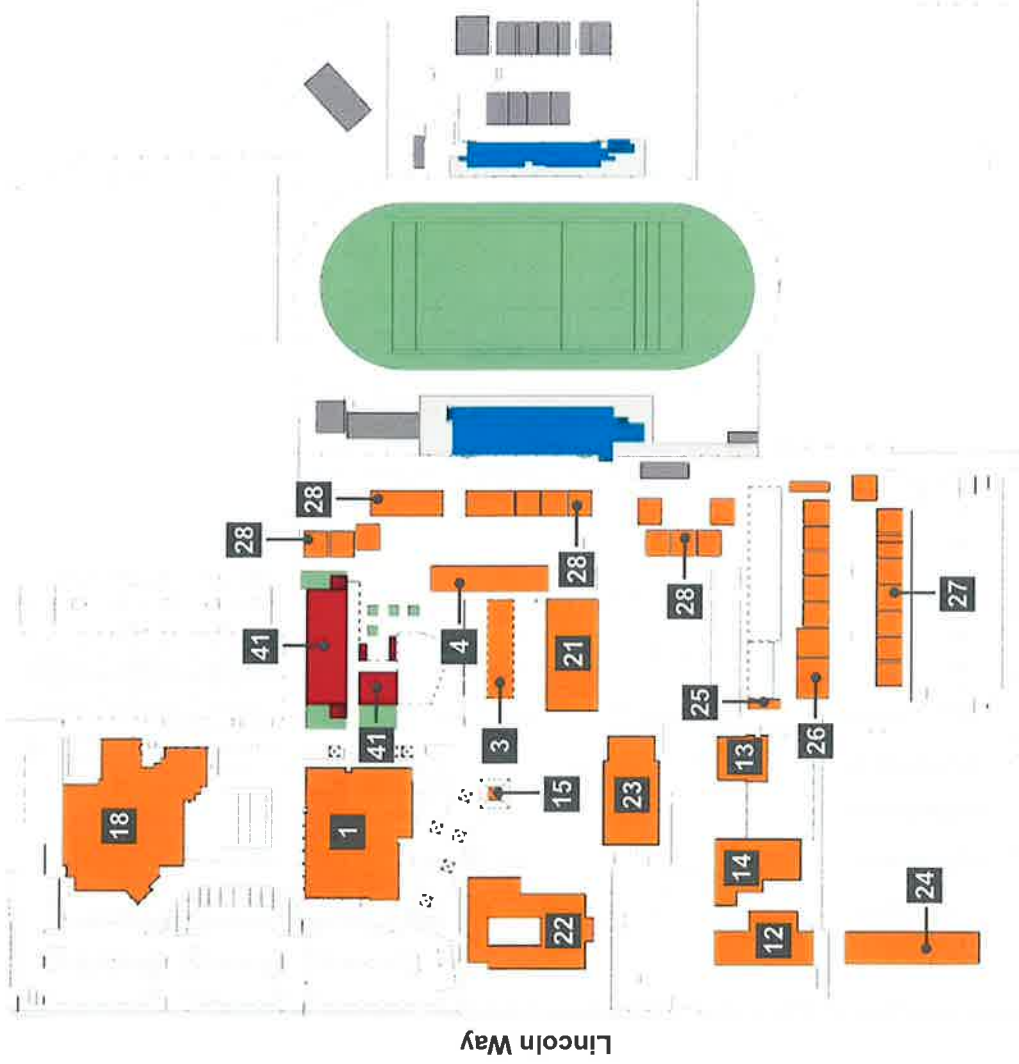
## Galt High School

Building	Constructed	Modernized	Function	Area (S.F.)	Classrooms
1	1951 / 1997		Cafeteria, Classrooms	20,351	0
4	1963 / 2006		Classrooms	4,648	3
12	1954 / 1997		Ceramics, Wood Shop	5,124	2
13	1954 / 1997		Music	3,489	1
14	1943 / 2000		Ag Shop	6,733	2
15	1981		Bell Tower	0	0
17			Concessions	532	0
18	1999		Gymnasium	25,194	0
21	1977 / 1978		Classrooms	8,960	4
22	1978 / 2007		Administration, Library	11,790	0
23	1978 / 2007		Auditorium	8,943	2
24	1978 / 2000		Auto, Metal Shop	6,680	2
28	2000		Classrooms	15,360	16
41	new		Science	18,240	12
42	new		Media Center	4,000	0
43	new		Music	6,400	3
44	new		Classrooms	11,520	12
45	new		Classrooms	8,400	8
46	new		Auditorium	2,000	0
47	new		Support		
48	new		Team Rooms	4,480	0
			Toilets	1,000	0
					67

**Total Area:** 173,844 S.F.  
**Total Capacity:** 62 x 25 = 1,550 students  
 (excludes 5 SCOE classrooms)



# Increment 1 Work - Base



East A Street

Camellia Way

## Legend

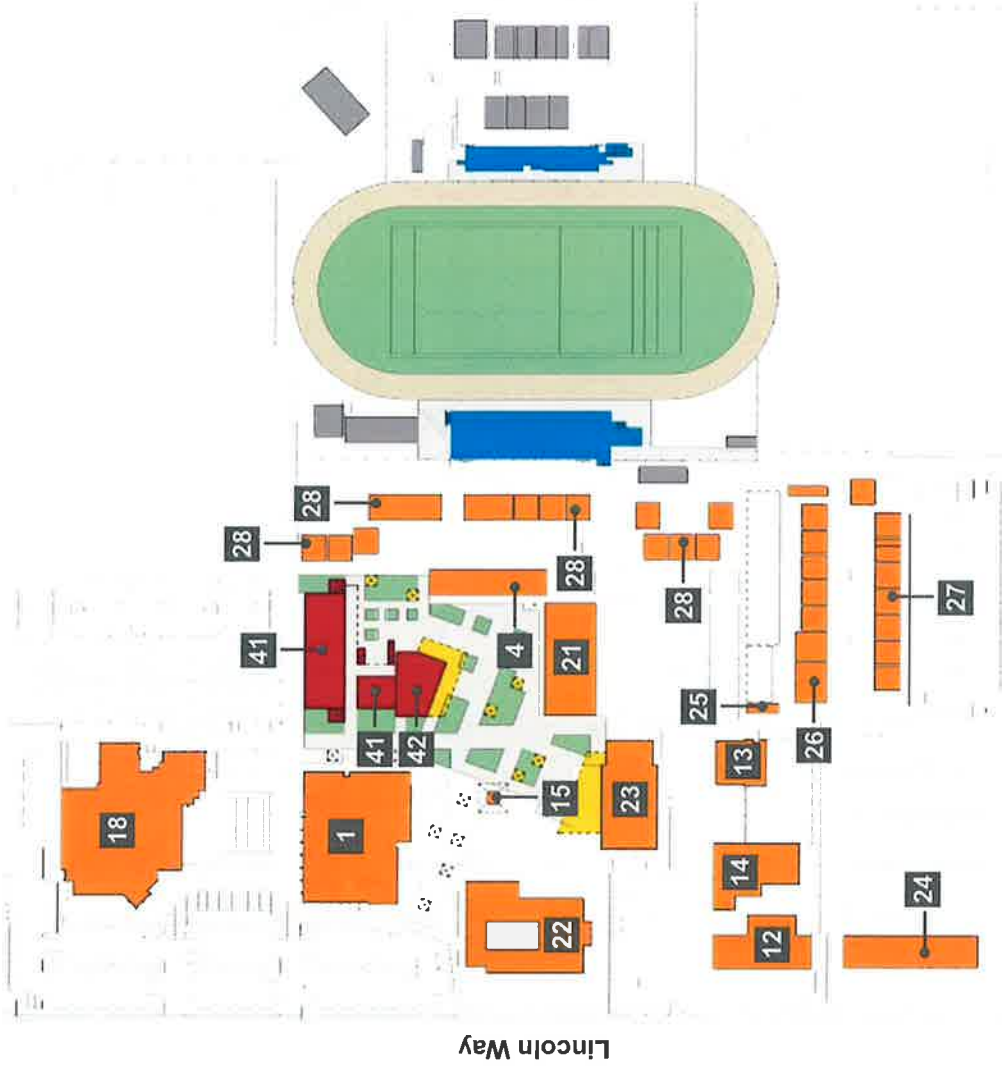
- Existing Building - Modernized
- New Building
- New Grandstand
- Renovated Field

## Galt High School

Building	Constructed	Modernized	Function	Area (S.F.)	Classrooms
1	1951 / 1997		Cafeteria, Classrooms	20,351	0
3	1958 / 1997		Classrooms	4,030	3
4	1963 / 2006		Classrooms	4,648	3
8	1972 / 2000		Team Rooms, Maintenance	4,320	0
12	1954 / 1997		Ceramics, Wood Shop	5,124	2
13	1954 / 1997		Music	3,489	1
14	1943 / 2000		Ag Shop	6,733	2
15	1981		Bell Tower	0	0
17			Concessions	532	0
18	1999		Gymnasium	25,194	0
21	1977 / 1978		Classrooms	8,960	4
22	1978 / 2007		Administration, Library	11,790	0
23	1978 / 2007		Auditorium	8,943	2
24	1978 / 2000		Auto, Metal Shop	6,680	2
25	2006		Toilets	480	0
26	1999		Classrooms	8,720	8
27	1999 / 2000		Classrooms	7,680	8
28	2000		Classrooms	15,360	16
41	new		Science	18,240	12
<b>Total Area:</b> 169,274 S.F.					
<b>Total Capacity:</b> 58 x 25 = 1,450 students					
(excludes 5 SCOE classrooms)					



# Increment 1 Work - Enhanced



East A Street

## Legend

- Existing Building - Modernized
- New Building
- New Grandstand
- Renovated Field

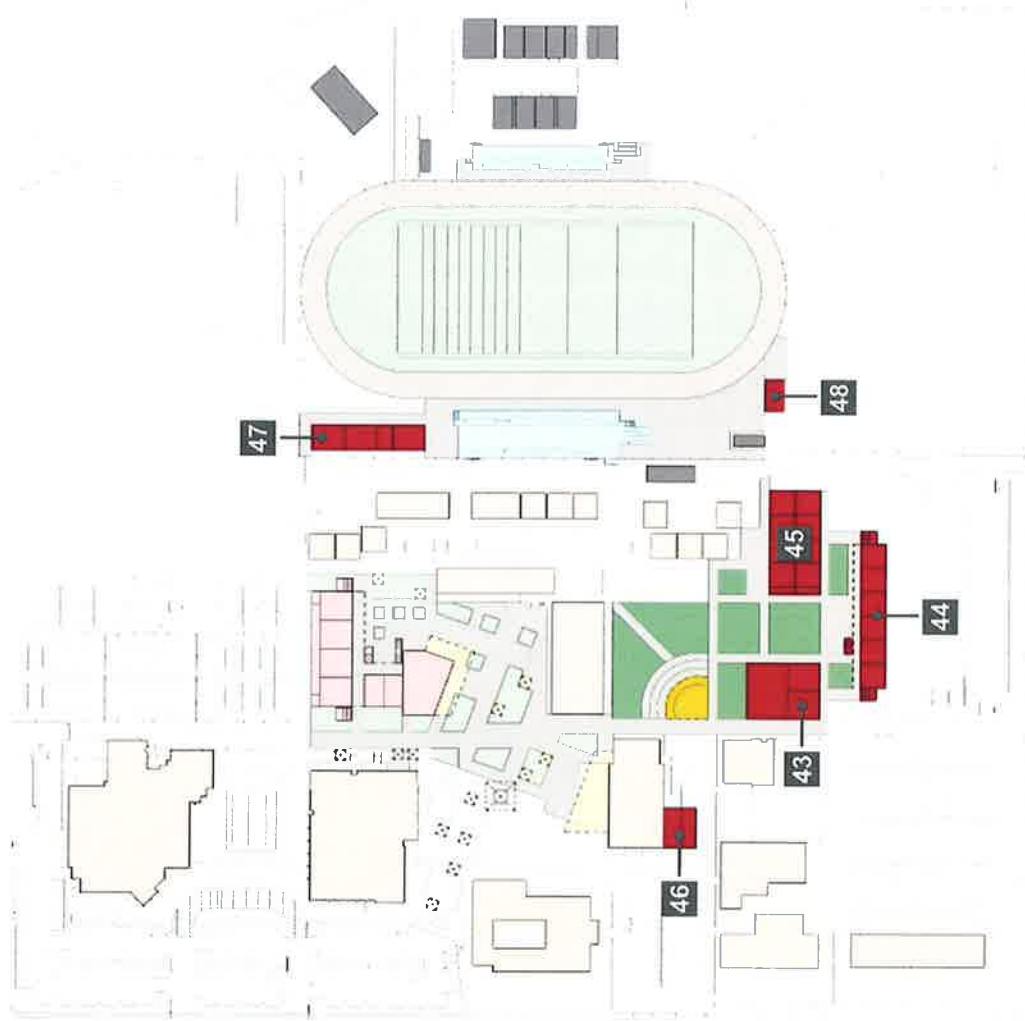
## Galt High School

Building	Constructed	Modernized	Function	Area (S.F.)	Classrooms
1	1951 / 1997		Cafeteria, Classrooms	20,351	0
4	1963 / 2006		Classrooms	4,648	3
8	1972 / 2000		Team Rooms, Maintenance	4,320	0
12	1954 / 1997		Ceramics, Wood Shop	5,124	2
13	1954 / 1997		Music	3,489	1
14	1943 / 2000		Ag Shop	6,733	2
15	1981		Bell Tower	0	0
17			Concessions	532	0
18	1999		Gymnasium	25,194	0
21	1977 / 1978		Classrooms	8,960	4
22	1978 / 2007		Administration, Library	11,790	0
23	1978 / 2007		Auditorium	8,943	2
24	1978 / 2000		Auto, Metal Shop	6,680	2
25	2006		Toilets	480	0
26	1999		Classrooms	8,720	8
27	1999 / 2000		Classrooms	7,680	8
28	2000		Classrooms	15,360	16
41	new		Science	18,240	12
42	new		Media Center	4,000	0

**Total Area:** 161,244 S.F.  
**Total Capacity:** 55 x 25 = 1,375 students  
 (excludes 5 SCOE classrooms)



# Future Work



## Legend

- Existing Building - Modernized
- New Building
- New Grandstand
- Renovated Field

## Galt High School

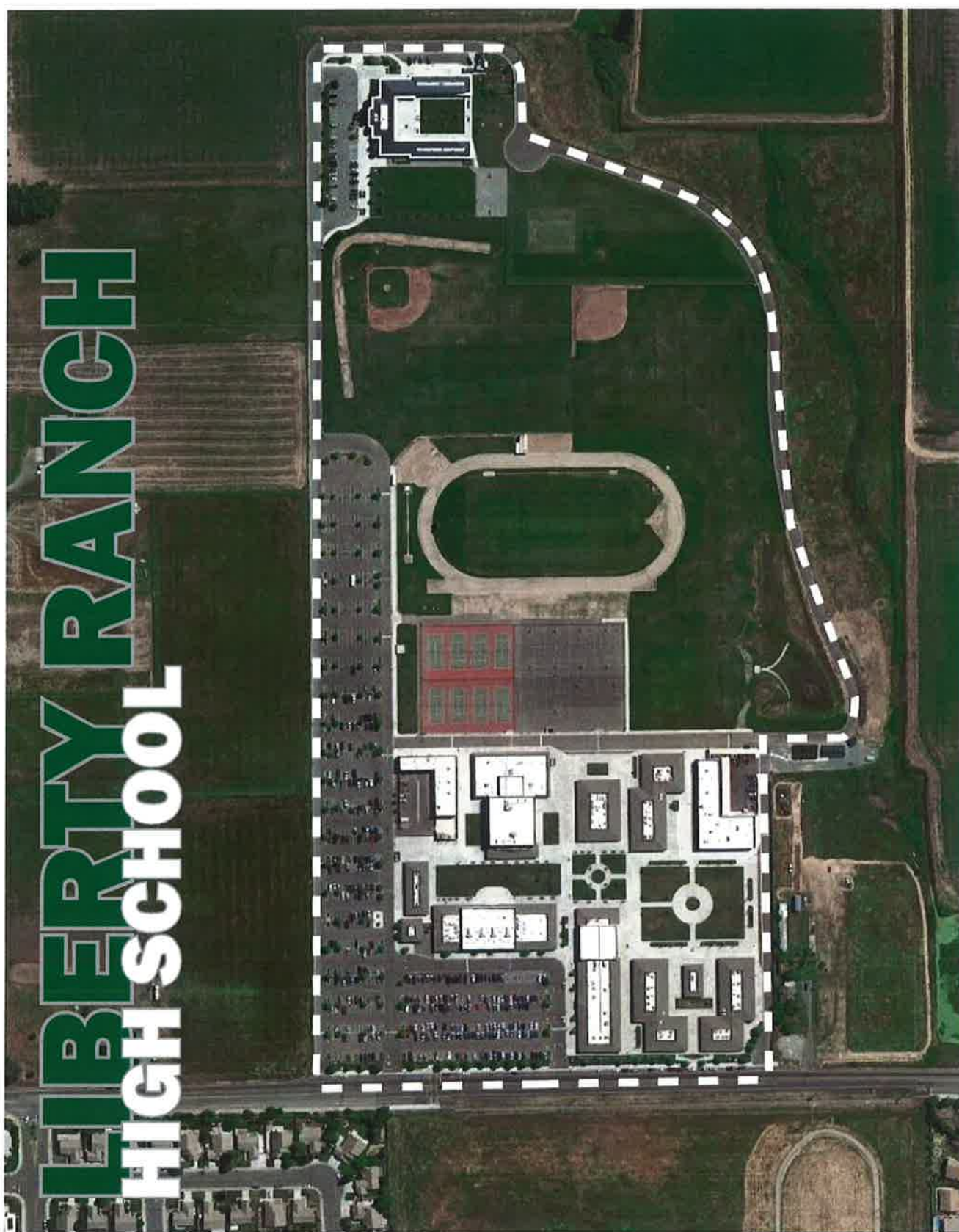
Building	Constructed	Modernized	Function	Area (S.F.)	Classrooms
43	new		Music	6,400	3
44	new		Classrooms	11,520	12
45	new		Classrooms	8,400	8
46	new		Auditorium	2,000	0
47	new		Support		
48	new		Team Rooms	4,480	0
			Toilets	1,000	0

**Total Area:**  
**173,324 S.F.**  
**62 x 25 = 1,550 students**





# **LIBERTY RANCH** **HIGH SCHOOL**





# Liberty Ranch High School Needs

## Stadium Improvements - Initial Phase

- All-weather track
- Grandstands
- Field lighting
- Site Improvements
- Synthetic field (enhancement)

## Site Improvements

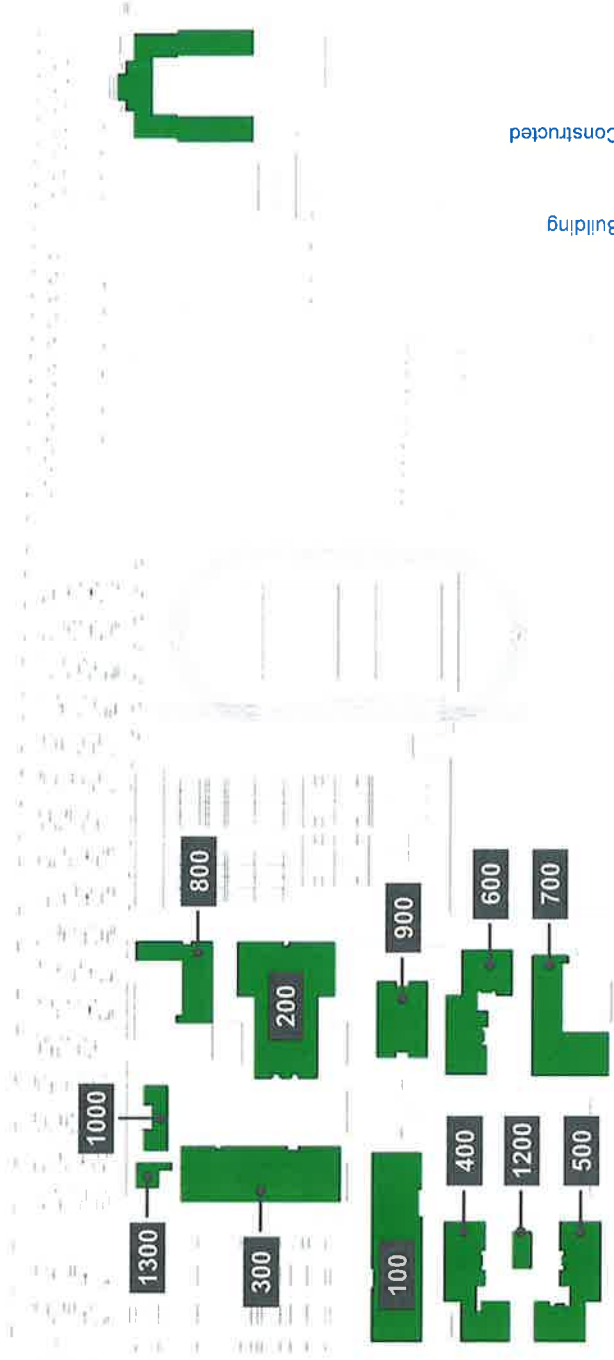
- Sense of place
- Shade trees and covered areas for students (enhancement)
- Additional toilet access (enhancement)
- Improved vehicle circulation (enhancement)

## Future Work

- CTE programs for metal, wood, and automotive
- Tennis court orientation
- Repaint buildings
- 2nd Gymnasium
- Sports fields
- Cafeteria expansion
- Pool
- Auditorium / Performing Arts Theater
- Band facilities
- Resources for Library
- District Office: move off site
- Science classrooms
- Storage



# Facility Assessment



## Building Condition

- Very Good
- Good
- Poor
- Very Poor (Demolish)

Building	Constructed	Function	Area (S.F.)	Classrooms
100	2007	Administration, Library	24,400	0
200	2007	Gymnasium	24,166	0
300	2007	Multipurpose, Classrooms	22,800	3
400	2007	Classrooms	12,960	10
500	2007	Classrooms	12,960	10
600	2007	Classrooms	13,650	10
700	2007	Ag Shop	16,783	5
800	2007	Classrooms, Weight Room	8,502	3
900	2007	Science	9,630	6
1000	2007	Fine Arts	4,320	3
1200	2007	Toilets	1,740	0
1300	2007	Book Storage	1,440	0

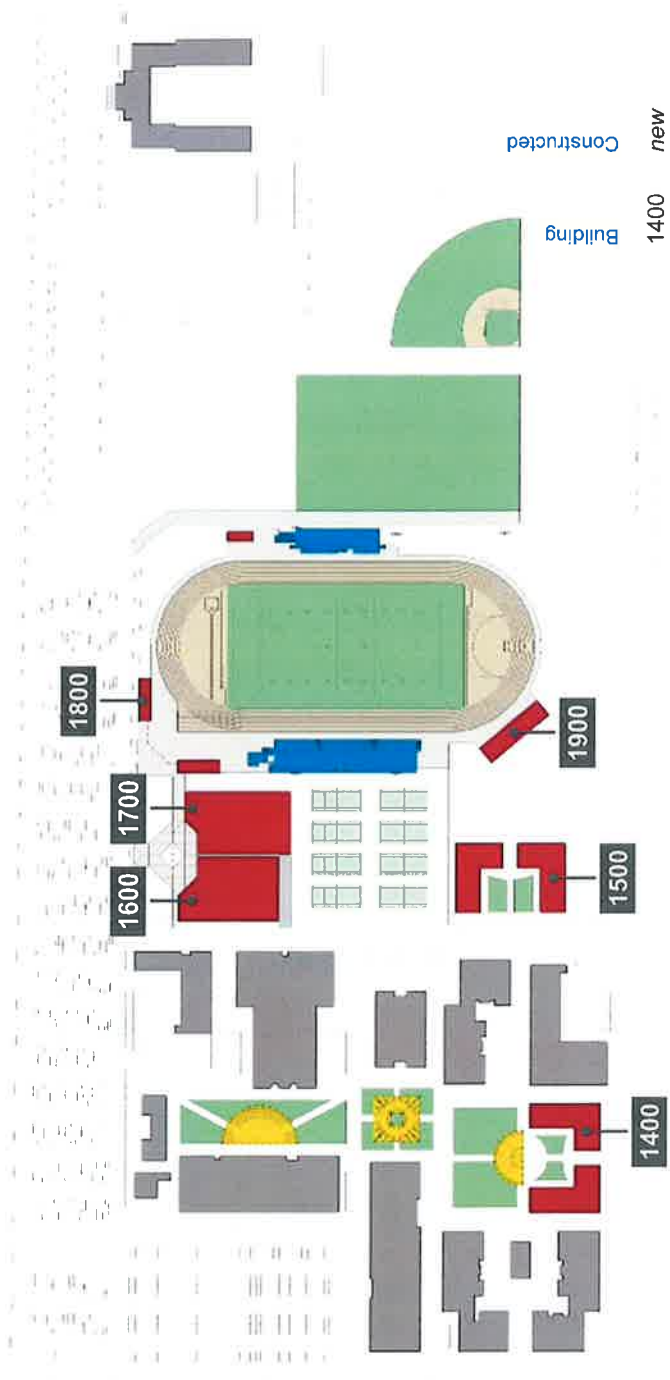
**Total Area:** 153,351 S.F.  
**Total Capacity:** 50 x 25 = 1,250 students

**Estrellita High School**

**Total Capacity:** 8 x 25 = 200 students



Master Plan



Legend

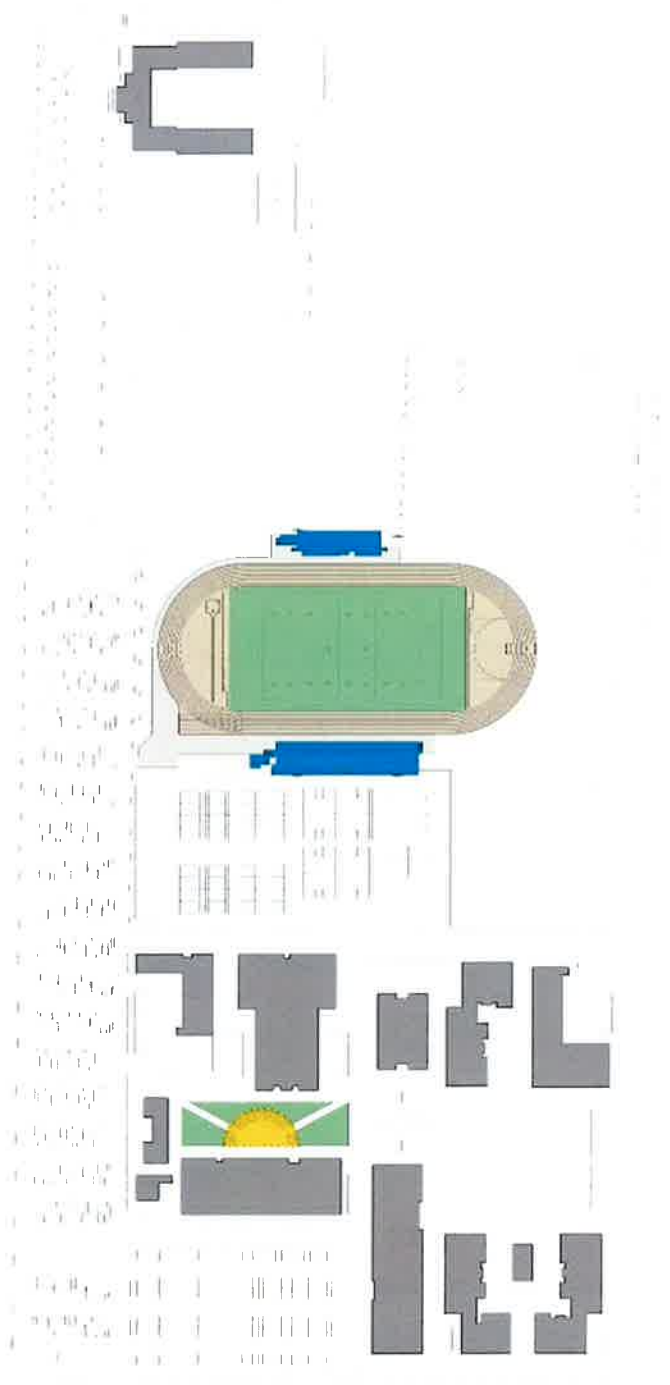
- New Building
- New Grandstand
- New Covered Area
- Renovated Field

Function	Area (S.F.)	Classrooms
Classrooms	11,840	10
Classrooms	11,840	10
Gymnasium	17,550	0
Performing	17,500	0
Arts Center		
Concessions,	2,700	0
Toilets		
Field House	3,600	0

Total Area: 153,351 S.F.  
Total Capacity: 70 x 25 = 1,750 students



# Increment 1 - Base

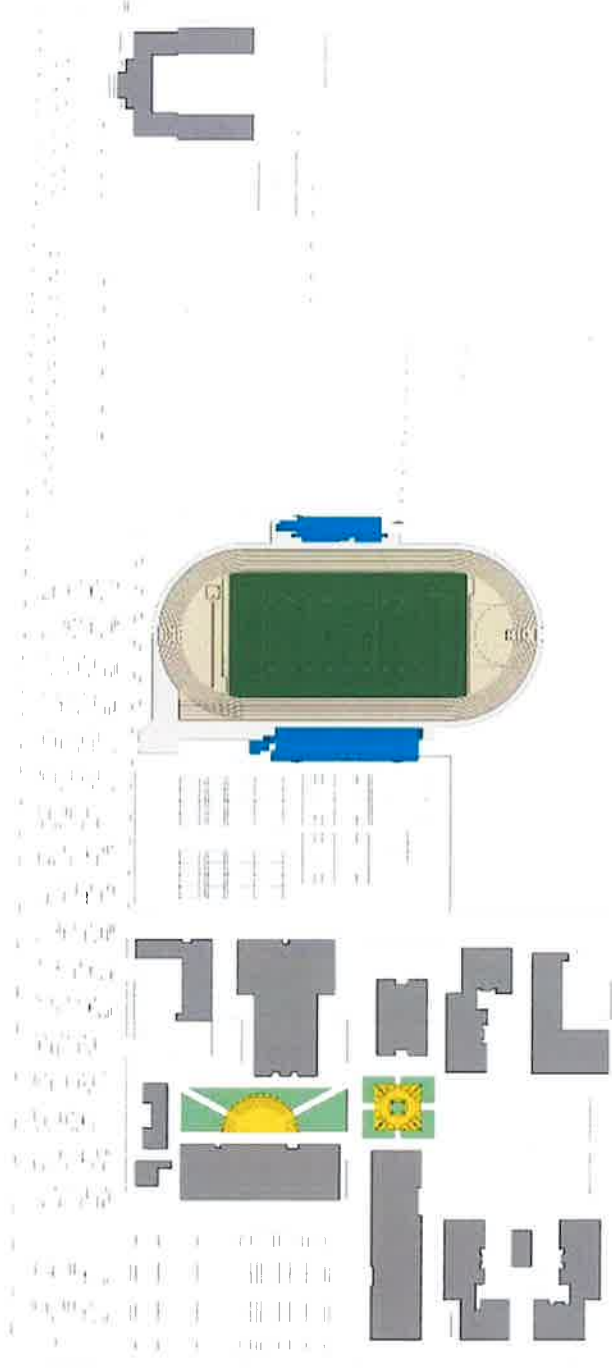


## Legend





- New Building
- New Grandstand
- New Covered Area
- Renovated Field



## Increment 1 - Enhanced

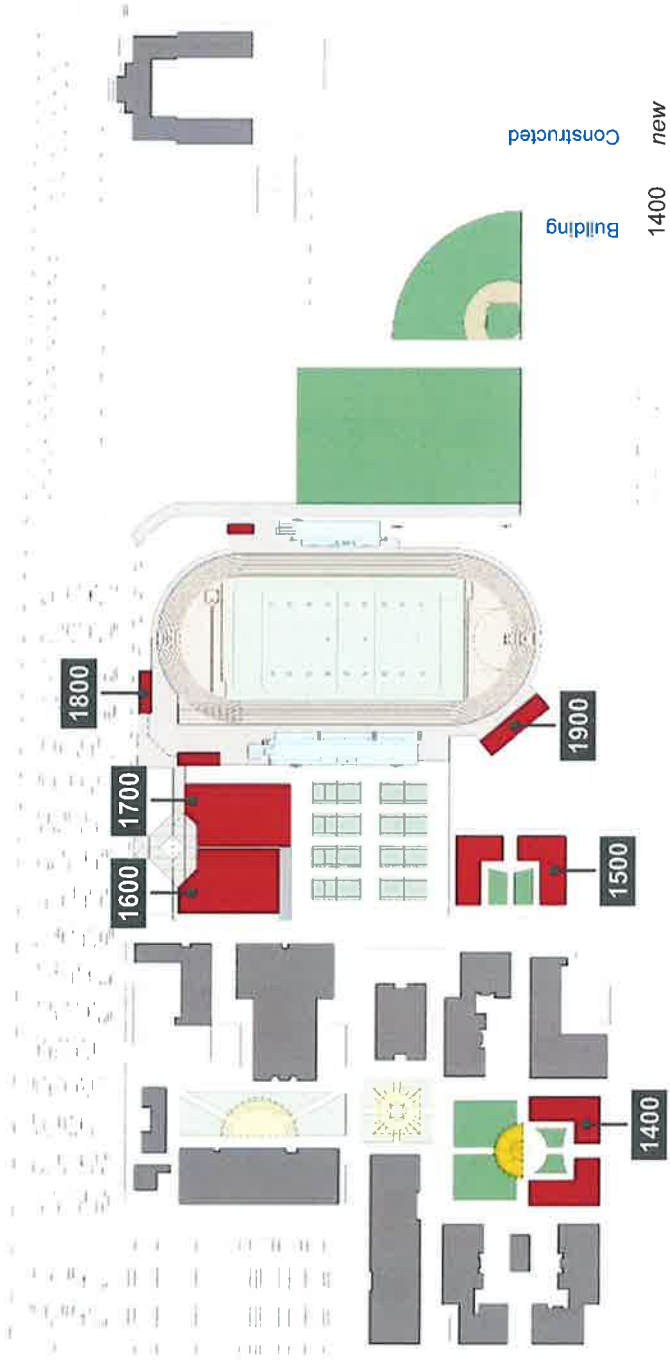


### Legend

-  New Building
-  New Grandstand
-  New Covered Area
-  Synthetic Field (in lieu of renovated field)



# Future Work



Function	Area (S.F.)	Classrooms
Classrooms	11,840	10
Classrooms	11,840	10
Gymnasium	17,550	0
Performing Arts Center	17,500	0
Concessions, Toilets	2,700	0
Field House	3,600	0

Total Area: 153,351 S.F.  
Total Capacity: 70 x 25 = 1,750 students

## Legend

- New Building
- New Grandstand
- New Covered Area
- Renovated Field



# Capacity Analysis

## Galt High School

	Teaching Stations	Adjustments (1)	Available Teaching Stations	Student Capacity (2)
Existing Conditions	68	-5	63	1,575
Increment 1 - Base	63	-5	58	1,450
Increment 1 - Enhanced	60	-5	55	1,375
Master Plan	67	-5	62	1,550

## Liberty Ranch High School

Existing Conditions	50	0	50	1,250
Increment 1 - Base	50	0	50	1,250
Increment 1 - Enhanced	50	0	50	1,250
Master Plan	70	0	70	1,750

## Combined Capacity

Existing Conditions	118	-5	113	2,825
Increment 1	113	-5	108	2,700
Master Plan	137	-5	132	3,300

### Notes

1. SCOE program occupying Teaching Stations.
2. Loading rate of 25 students per teaching station. Student Capacity is based on assigned use of classroom by staff (No hot-seating). Additional student capacity can be accommodated by loading every teaching station every period (approximately 17% increase).  
Loading does not include Physical Education Classrooms.
3. Capacity excludes Estrellita and Galt High School East Campus.

# Preliminary Costs - Base

## Galt High School

### Stadium Safety and ADA Upgrades

- Grandstands
- Site Improvements
- ADA Requirements
- Field Improvements

\$2.34 Million

### Modernization

- Level 1 Modernization (major - 22,000 sf)
- Level 2 Modernization (moderate - 22,500 sf)
- Level 3 Modernization (minor - 72,700 sf)
- Site Improvements

\$10.63 Million

### New Replacement Classrooms

- New Classrooms (8 science + 4 standard)
- Site work

\$9.18 Million

## Liberty Ranch High School

### Stadium Improvements

- All-weather track
- Grandstands
- Field lighting
- Site Improvements
- Field Improvements

\$3.83 Million

### Site Improvements

- Shade trees and covered areas for students
- Additional toilets
- Sense of place
- Improved vehicular circulation

\$0.33 Million

---

### Total Estimated Cost

\$35.02 Million



# Preliminary Costs - Enhanced

## Galt High School

**Media Center** \$2.89 Million

- Media Center
- Site Improvements

**Stadium Improvements** \$1.55 Million

- All-weather track
- Site Improvements

## Liberty Ranch High School

**Stadium Improvements** \$1.27 Million

- Synthetic field
- Site Improvements

**Site Improvements** \$0.90 Million

- Shade trees and covered areas for students
- Additional toilets
- Sense of place
- Improved vehicular circulation

## District-wide

**Miscellaneous Improvements** \$2.24 Million

- Technology upgrades
- Turf replacement
- Track surface replacement

---

**Total Estimated Cost** \$12.16 Million

## Galt High School Agriculture Advisory Committee 2016-2017

Name	Affiliation/Business	Address	Phone
Kellie Benton – Chairperson	Owner, D2 Trailer Sales	10393 Live Oak Ave. Galt, CA 95632	209-482-7569
Greg Rausser – Member	Owner, Rausser Bros. Trucking	12000 E. Liberty Rd. Galt, CA 95632	209-368-0654
Judy Seifert – Member	Owner, Sierra Testing Service	9450 E. Collier Rd. Acampo, CA 95220	209-333-3337
Roy Marciel - Member	SMUD/Rancher	14626 Twin Cities Rd. Herald, CA 95638	209-748-2448
Jeanne Pearson – Member	Retired, Pearson's Concrete	10296 Underwood Rd. Acampo, CA 95220	209-334-9199
Norman Pearson – Member	Owner, Norman Pearson CPA	18826 N. Lower Sacramento Rd. Woodbridge, CA 95258	209-334-3630
Dustin McDonald – Member	Manager, Apex Refrigeration	523 N. Sacramento St., Lodi, CA 95240	209-993-4235
Chad Smith – Member	Owner, Precision Mowing	238 McFarland St. Galt, CA 95632	209-747-8505
Chris Van Egmond - Member	Manager, DeLaval	23438 Bruella Rd. Acampo, CA 95220	209-712-3401
Tammi Van Houten - Member	Manager, Rausser Bros. Trucking	12000 E. Liberty Rd. Galt, CA 95632	209-368-0654
Debbie Choate - Member	Owner, Choate Nursery	14441 E. Collier Rd. Galt, CA 95632	
Kellie Beck	Asst. Principal – GHS	145 N. Lincoln Way Galt, CA 95632	209-745-3081
Rosario Emperador	Counselor – GHS	145 N. Lincoln Way Galt, CA 95632	209-745-3081

## **Agriculture Advisory Agenda**

6/29/16

- Welcome / Introductions
- Updates
- Leadership Changes
  - Administration – Superintendent/CBO
  - School Board (Next election 2016)
- Announcements
  - Delta College
- New Curriculum – Needs Advisory Committee approval
- Class Sections/Teachers for the 2016-2017 school year
- State of CTE Funding
- Department Needs – Wish List (5 yr. Plan)
- Ag Mechanics Pathways
- Facilities Update

- School Board Meetings

-2<sup>nd</sup> Tuesday of every month at the Galt City Chambers 6:30 pm

- Other
  - Meeting Adjourned

# **AG DEPARTMENT UPDATE**

**2/4/16**



## **DISTRICT AND SITE NEWS**

- **DR. KAUFMAN, SUPERINTENDENT**
- **8 PERIODS OF BLOCK SCHEDULING**
  - **COULD BE BOON TO CTE IF APPROPRIATE SCHEDULE CHOSEN**
- **NEW PRINCIPAL NEXT FALL**
- **BOND FOR SCHOOL SITES**
- **ESTRELLITA SHIFT**
- **SCHOOL BOARD ELECTIONS THIS FALL**
  - **TERRY PARKER-OWNING AND AMY MADISON**

## **GRANTS AND FINANCES**

- **CENTRAL REGION CTE TRUST GRANT**
  - **\$360,000 (APPROX.) TO GHS AG**
  - **PURCHASE ORDERS WRITTEN**
- **NEW DISTRICT CTE TRUST GRANT SUBMITTED**
- **RECEIVED THE MONSANTO GRANT \$12,500**
- **RECEIVED AMERICAN FARMERS EDUCATION GRANT \$2,500 – NOMINATED BY THE TOLEDO DAIRY**
- **AG ACADEMY AND AG INCENTIVE GRANTS CURRENTLY FINE**

## **AG MECHANICS PATHWAY**

- **THERE WILL BE THREE “BRANCHES” TO THE AG MECHANICS PATHWAY WITH THE ADDITION OF DIESEL TECHNOLOGY ADDED AS A CAPSTONE CLASS**
- **DEVELOPING MORE PARTNERSHIPS WITH INDUSTRY**
- **18 FAIR PROJECTS- (2 BBQS, WOOD RACKS, ADIRONDACK CHAIRS, ETC.)**

## **AGRISCIENCE CURRICULUM**

- **SUSTAINABLE AG BIOLOGY**
- **AG AND SOIL CHEMISTRY**
- **AGRISCIENCE SYSTEMS MANAGEMENT**
- **FARM TO FORK**

## **DEPARTMENT MASTER PLAN**

- **CREATE A DECISION-GUIDING DOCUMENT**
  - **TIME AND FISCAL ALLOCATION, MAJOR PURCHASES AND INVESTMENTS**
- **DESIGNED TO ENGAGE ALL STAKEHOLDERS**
  - **STUDENTS, PARENTS, SCHOOL, COMMUNITY AND INDUSTRY**
- **SOME COMPONENTS ALREADY IN PLACE**
  - **FFA MISSION, SCHOOL ESLRS, INDUSTRY CTE STANDARDS**
- **SURVEY-BASED**

**THANK YOU!**

• **QUESTIONS?**



## **Galt High School Agriculture Program / Galt FFA / Galt Academy of Agriculture**

Over the past several years, the Galt Agriculture program has experienced many successes and has continued to grow and diversify to meet the needs of all students. There has been an increase in student numbers and participation in the program. We have grown in student numbers, requiring six teachers in a program serving over 580 different students. We have also added a new courses to our Agriculture Science and Agriculture Mechanics Pathways: Farm to Fork and Agriculture Diesel Technology.

### **Student/Program Achievements:**

#### **2016-2017:**

National Champion Ag Issues Team

National Reserve Champion Poultry Judging Team

State Champion Ag Issues and Poultry Team

Recipient of a four year \$25,000/yr. Toyota Diversity Grant award

GHS is part of a \$15 million Agriculture Education Consortium with 36 high schools, three community colleges, and three universities

Besides continually working to improve the rigor in our curriculum, we are looking to increase the development of Supervised Agriculture Experience (SAE) projects for students. Several opportunities have been created to assist in the teaching of a variety of agricultural and life skills for the students enrolled in our program. Several programs we have developed are:

- Two-acre pumpkin patch - Working with a local the local elementary school, Oak View, we have developed a cooperative pumpkin patch project to educate the students on growing practices and small business management.
- Poultry Facility – We are in the finishing stages of our poultry house where students have raised day old chicks to laying age. Students care for the birds and market these eggs to our local community.
- Meat Rabbit Project- This summer the implementation of a meat rabbit cooperative project for students to raise and sell in the community and at local fairs.
- Aquaponics Project- In an effort to promote student learning of alternative agricultural practices, we are building an aquaponics unit to give students experiences in agricultural research and aquaculture.
- Meat Goat Cooperative- Boer Does are cooperatively owned and managed by students in order to develop skills and applied knowledge in animal husbandry. The offspring from these does will be raised by our students, exhibited and marketed at the Sacramento County Fair.

**Galt FFA**



**Liberty Ranch FFA**

## **Ag Booster – Meeting Dates**

**2016-2017 Ag Booster Officer –**

President – Tina Jacobson; [rusty-j@softcom.net](mailto:rusty-j@softcom.net)

VP Galt – Melissa Neuburger; [mjneuburger@softcom.net](mailto:mjneuburger@softcom.net)

VP Liberty Ranch – Cathy Pearson; [wpearson2015@gmail.com](mailto:wpearson2015@gmail.com)

Treasurer – Tammi Van Houten; [tnrausser@aol.com](mailto:tnrausser@aol.com)

Membership Chair – Sue Potts; [suepotts66@gmail.com](mailto:suepotts66@gmail.com)

Public Relations/Social Media – Sherry Griffin; [srgriff99@yahoo.com](mailto:srgriff99@yahoo.com)

Scholarship – Angelia Leipelt; [leipeltfamily@att.net](mailto:leipeltfamily@att.net)

Tractor Pull Chair - Gina Wagers; [bgbigbird@gmail.com](mailto:bgbigbird@gmail.com)

Secretary – Laurel Vermeltfoort; [laurelvfamily4@gmail.com](mailto:laurelvfamily4@gmail.com)

**Monthly Meeting TBA at 7:00 pm – location**

Sept. 1st - GHS

Oct. 6th - LRHS

Nov. 3rd - GHS (S/O Committee Update only meeting, TBA)

Mid-January - TBA - LRHS

March 22<sup>nd</sup> - GHS - Chapter/ booster meeting @ 6:30 pm

April 20<sup>th</sup> - LRHS - Chapter/ booster meeting @ 6:30 pm

May 4th - GHS

June 8th - LRHS

# Galt/ Liberty Ranch FFA Ag Boosters

EIN #68-0475743



P.O. Box 1141  
Galt, CA 95632-1141  
(916) 600-5561

## GALT FFA AG BOOSTERS SEEKING DONATIONS

The Galt FFA Ag Boosters, a non-profit organization made up of parents and community members who have joined together for the purpose of supporting the Galt and Liberty Ranch Future Farmers of America Chapters, is once again preparing for its annual Tri-tip and Oyster Dinner, Dance and Auction, which will be held on Saturday, November 5, 2016. This is our major annual fundraising event. Net proceeds from last year's fundraiser enabled our group to award \$14,000 in student scholarships; provide travel, lodging and registration expenses for students to attend the California State FFA Leadership Conference in Fresno, CA, the State FFA Finals in San Luis Obispo, CA, and the National FFA Convention in Louisville, Kentucky; provide travel and lodging expenses for FFA field trips; support students participating in/on judging teams, public speaking, parliamentary procedure, agri-science and leadership in their travels and expenses; purchase official FFA uniforms for disadvantaged students; and support FFA activities to benefit the community and to promote a positive image of our agricultural youth.

We are seeking donations from businesses, organizations and individuals to support students in building leadership and career skills through participation in FFA activities as well as furthering their pursuits of higher education with scholarships. Donations to the dinner and auction will help offset the expense of the event.

The Galt FFA Ag Boosters embrace the principles expressed in The FFA Mission:  
*"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."*  
We hope you will join us in supporting our outstanding Galt FFA students by donating to this event. Thank you in advance for your participation and continued support!

**To make a donation or for more information please contact any of the following individuals:**

**Liberty Ranch FFA (209) 744-4250 ext 8704, or  
Galt High School Ag. Dept. Office (209) 745-3430**

## **Supervised Agricultural Experience Unit Agriculture, Food, and Natural Resource Texas Education Agency**

### **LESSON:**

Agricultural Careers and Opportunities in SAE

### **OBJECTIVES:**

1. Identify as a class a variety of career opportunities in the agricultural industry
2. Define comprehensively the term and characteristics of a SAE
3. Defend the role and benefits of SAE in agricultural education

### **TOOLS AND EQUIPMENT:**

- 5 random objects (e.g., pencil, peanut butter jar, bandana, compass, calculator)
- Introduction to SAEs video, Texas SAE Builder
- Copies of Career Goal Setting handout, page 2
- Flip chart paper
- Markers

### **KEY TERMS:**

- Education
- People Skills
- Experience
- Supervised Agricultural Experience (SAE)

### **INTEREST APPROACH:** (10 minutes)

5 [In the previous lesson, students established career goals and objectives. In this lesson, students will be able to connect their goals to the agriculture industry, agriscience education, and SAE.]

Bring 5 random objects to class, when at first glance by a student, would seem unrelated to the agricultural industry (for example: pencil, peanut butter jar, bandana, compass, calculator, etc.). At the beginning of class, ask students to name off some of the obvious careers in agriculture they can think of; leave the careers listed up so you can add to them later.

Divide the students into five groups and give each group one of the random objects. Instruct the groups to brainstorm at least five new careers in agriculture that could be related to that one object (they cannot be the same as listed previously). Give the groups 5 minutes to complete the task. When time is up, record the careers students brainstormed by adding to the agricultural career listed started at the beginning of class.

## SAE Lesson 2 – Agricultural Careers and Opportunities in SAE



Explain to students the diversity of agricultural careers and how students must begin careers await students enrolled in agriscience education.

### **TEACHING PLAN AND STRATEGY:** (20 minutes)

#### *OBJECTIVE 1: Careers in Ag*

Discuss career opportunities in the agricultural industry:

Students may wonder why they should take agriscience courses. With over 200 rewarding careers related to the agricultural industry, many students will be agriculture related fields. Some of these fields include:

Agribusiness Management, Agricultural and Natural Resources, Communications, Building Construction Management, Agriscience, Resource Development and Management, Parks, Recreations and Tourism Resources, Packaging, Horticulture, Forestry, Food Science, Animal Science/Livestock, and Fisheries/Wildlife.

Identify essential career skills:

Numerous career fields, including agriculture, have identified 3 vital career skills people need to carry out most jobs: education, people skills, and experience. Agriscience education can help students develop these three skills needed for a successful career.

Education – provides the preparation people need to enter a career; includes high school classes, college courses, technical school, and certifications.

People skills – abilities that help people get along well together; includes being courteous, honest, respectful, a good communicator, supportive, and able to solve problems with a group.

Experience – having personally done something in a particular job or location to increase expertise in an area.

#### *OBJECTIVE 2: What makes a project a SAE*

Define SAE:

Supervised Agricultural Experience is the part of agriscience education that provides students with the opportunity to gain the experience they need for a successful future career. A wide range of experiences can be had through SAE, helping students explore their areas of interest in agriculture and careers. SAEs allow students to develop specific job skills, earn money, and apply concepts taught in agriscience class.

[www.ExploreSAE.com](http://www.ExploreSAE.com)

*Develop a strong understanding of Supervised Agricultural Experience through online videos, educational resources and a personalized SAE explorer tool.*

## SAE Lesson 2 – Agricultural Careers and Opportunities in SAE



In order to be a SAE, a student's project must contain the following 4 distinctive characteristics:

**Planned:** all SAEs should be carefully planned and hold educational value. SAEs should relate to what the student is learning in class. Planning a SAE can help the student's project meet their objectives by defining what has to be done.

**Developed:** SAEs should reflect the agricultural and career interests of a student. SAEs should also utilize the resources available to the student.

**Managed:** Records should be carefully kept on SAEs in order to evaluate the progress and performance of the student, both financially and educationally

**Supervised:** Agriculture teachers should supervised and provide help during all stages of the student's SAE. Teachers should observe and assess a student's

*OBJECTIVE 3: The SAE component of agricultural education*

Describe how SAE works:

A SAE develops experience that can be used the rest of a student's life while earning and learning. Not only do SAEs help students see the real-life application of classroom instruction, but they allow for students to explore their own interests in agriculture. Many times, students develop and perfect the skills they will need for a successful career while using the knowledge they gained in the agriscience classroom.

The type and scope of a student's SAE will determine where the experience is carried out. SAEs are usually carried out after regular class houses at school but may also occur on weekend, holidays, during the summer, or during the school day. SAEs can be conducted at school or at home.

Discuss the benefits of SAE:

- Helps in making career and education decisions
- Develops self-confidence
- Gives practical meaning to courses studied in school
- Develops job skills
- Promotes thinking skills
- Applies record keeping skills
- Promotes good money management
- Teaches the work ethic
- Helps develop the ability to assume responsibility
- Gives practical experience in relating to other people
- Helps make the transition from school to work
- Helps achieve FFA awards

## SAE Lesson 2 – Agricultural Careers and Opportunities in SAE



Ask students for additional benefits they believe could be gained from SAE.

### **APPLICATION ACTIVITY:** (7 minutes)

Connect SAE to student career goals:

Agriscience education helps students develop all three essential career skills employers seek. Have students complete page 2 of Career Goal Setting handout carried over from Lesson 1 – Career Goals and Objectives, and identify on the the connection their career goal(s) can have to the agricultural industry. A student's Supervised Agriculture Experience (SAE) provides the opportunity to gain the experience (an essential career skill) needed for their career goal(s). Allow a few students to share how they connected their career goal(s) to a career in the agricultural industry.

Also, have students identify the amount of available time outside of school they have to dedicate to a SAE, where they would like to conduct a SAE the most, and what benefits from a SAE they are interested in the most.

### **EVALUATION/SUMMARY:** (8 minutes)

Conduct a brain dump:

On separate flip charts around the room, have the following topics written: Career Skills, Characteristics of SAE, What is an SAE?, and Benefits of SAE. Rotate from one chart to another, having students "dump their brains" by telling you everything they learned from the lesson about that topic. Ask probing questions related to each topic to ensure students grasped the concepts completely.

### **REFERENCES:**

Morgan, E.M., Chewlewski, R.E., & Wilson, E. (2000). Agriscience explorations. Danville, IL: Interstate Publishers, Inc.

National Agriculture Day, <http://www.agday.org/education/careers.php> Texas SAE Builder videos, <http://saebuilder.com/videos.aspx>

The LifeKnowledge Center for Agricultural Education,  
<https://www.ffa.org/ffaresources/educators/lifeknowledge/Pages/default.aspx>





**Register Today**

# Meet the Professionals & Career Expo

**February 24<sup>th</sup>, 2017**

**Location: MJC West Campus ACE Pavilion**

2016 Business Partners		USDA Partners
Business Partners	H.G. Makelim	Agricultural Marketing Service (AMS)
Alltech	Hilmar Cheese	Animal & Plant Health Inspection Service (APHIS) Vet. Service (VS)
Almond Board of California	Howk Systems	Agricultural Research Service (ARS)
American Ag Credit	J.M. Equipment	Food and Nutrition Service (FNS)
Associated Feed	Lodi Irrigation	Food Safety & Inspection Service (FSIS)
Bernardi Produce	Mid Valley Ag	National Agricultural Statistics Service (NASS)
Blue Diamond	N & S Tractor	Natural Resources Conservation Service (NRCS)
Burchell Nursery	Nasco	East Stanislaus Resource Conservation District (ESRCD)
California Milk Advisory Board	Price Ford	College Partners
California Poultry Association	Stanislaus Farm Bureau	Modesto Jr. College
Duarte Nursery	Stanislaus Farm Supply	CSU- Chico
Flory Industries	Tanimura & Antle	UC-Davis
Gallo Winery	Veterinary Services, Inc. (VSI)	CSU-Fresno
Garton Tractor	Westmark	Cal Poly
Grower Direct Nut / Martella	Yosemite Farm Credit	CSU-Stanislaus

**Workshops:**  
Interview Skills  
Workplace Manners  
USDA Culture  
**Over 30 companies**

**Questions ~ please  
call**

**Lori Marchy  
209-575-6449**

**or Email:**

**marchyl@mjc.edu**

**Please RSVP @  
Eventbrite.com**



# GALT FFA

## Australian students visit Galt FFA

Galt FFA had the great opportunity to host students and teachers from Stanthorpe State High School in Australia from Sept. 19-22. The group was a part of the 2014 CA Wine Tourism & Study Tour, traveling throughout CA to study the agriculture industry as well as tourism. The 17 Australian students stayed with host families, attended their first American football game at Galt High, watched an Oakland A's game, and enjoyed a Welcome BBQ where they taught their hosts how to play cricket.



## Warrior Grown Eggs!



After recently having been awarded the Toyota Diversity Grant, the Galt FFA has had the unique opportunity to start a cage-free poultry co-op on our school's campus. The unit is student run, with employees earning money while developing their SAE project. These students are responsible for ensuring that the 50 laying hens are healthy, properly fed and watered and that the housing system is optimally maintained. In order to keep the chickens fed at a cost-friendly price and reduce food

waste, the ag department has been working with the school cafeteria to gather leftover produce from lunches to feed the chickens. Students are also responsible for collecting and marketing the Warrior Grown eggs through the innovative Community Supported Agriculture system, teaching students about alternative production strategies. Finally, eggs are also donated to a local food bank through the chapter's participation in the Ag It Forward program.

**2014-2015 Theme: Pursue Greatness!** This year, we want our members to step out of their comfort zones, unlock their potential, and pursue the greatness that lies within them.



**Congratulations to Makenna Wagers, Galt FFA's Chapter Secretary, for being nominated as FFA Princess for Galt High School's 2014 Homecoming.**



Our school's first blood drive of the year was held on September 18th. Thank you to everyone who donated or volunteered! Each pint of blood can save up to 3 lives. Our next blood drive is Dec. 9th!



Country in the Park took place on Sept. 6th at Walker Park. Galt FFA members ran agriculture education booths and the Vitoria family generously brought 2 dairy cows to do a live milking demonstration and multiple calves! Thank you to everyone who attended!





In July, Julian Parra and Graciela Barajas attended the Washington Leadership Conference (WLC). During the five-day event, Parra and Barajas were given the opportunity to create their own service project to address environmental illiteracy in their hometown. Along with discovering how to advocate for agriculture, Barajas and Parra sat in on a panel of guest speakers, including the Secretary of Agriculture and representatives from large-scale companies like Monsanto.

Their trip was made possible through the Toyota Diversity Grant from the Toyota Foundation to promote student leadership. The grant will provide our chapter with money to help fund scholarships and SAE's like the greenhouse and poultry shed for students of diverse backgrounds.

## AROUND GALT FFA



On September 13th, the Canfield Memorial Games was held once again to honor Larry Canfield, a local police officer who was killed in the line of duty. Congratulations to the students who competed and thank you to everyone who helped out.

August 22, 2014 was the Screen on the Green event! Students played games and met new people before watching Mrs. Doubtfire!



Interested in helping support the Galt FFA program?! Attend our **"Booster Club Meet n' Greet" on November 6th at 6:00PM** in the Galt High School Ag Department. Light refreshments will be provided. The Ag Booster's meeting to follow at 7:00PM. Free childcare will be provided. Hope to see you there!



**Greenhand Leadership Conference (GLC)** On October 2nd, over 40 freshman went to Lodi High School to attend GLC! During this conference they discovered the opportunities they have in the FFA, met new people from neighboring schools, and began to unlock their potential! All first year ag students also received their Greenhand degree at the Oct. FFA Meeting! Congratulations!



**National Convention** is next week! Our Ag Issues team will be competing in Kentucky representing California! Don't forget to support them and see how they are doing, which you can do by following our Instagram or Facebook page. We're sorry to all those Twitter addicts. We still don't have a Twitter!

### UPCOMING EVENTS!

Opening & Closing	11/6
AG Squad Football	11/7
Nov. FFA Meeting	11/19
Dec. FFA Meeting	12/10

Find us on  
Instagram



@galtffa







# GALT FFA

*PURSUE GREATNESS*  
2nd Quarter 2014

## FRESHMAN LEADERSHIP DAY

Freshman leadership day was a great experience not just for the freshmen but also for the AG leadership class, seeing all of the freshman working together to learn leadership skills and not being shy was great. They participated in various team-leading activities like learning how to trust one another and communicate, as well as learning social norms on how to behave in public places and give a good impression.



## AG ACADEMY FIELD TRIPS

**Experiencing the classroom in the real world!** This semester was filled with many exciting events; among them were two academy field trips for the Sophomores and Seniors. In October, the sophomores were able to visit Tanimura & Antle Farms in Salinas and experience, first hand, how lettuce is harvested. They also were able to go into their cold storage area where they store all of their produce to ship to other countries. Also, in November, our AG Seniors attended ON COURSE Inc. Ropes Course and had a total blast! While there, the seniors used their team building skills to accomplish their tasks and complete various activities successfully. After, the seniors suited up and climbed trees, 10, 30, 40 and 80 feet up in the air and

jumped, flipped and "flew" off of the platforms. There was also a zip line the students could glide across by running as fast as they can and then being lifted high off the ground. Both classes had a fun, hands on learning experience and are glad they had the opportunity to participate.





## UPCOMING TEAMS

Although the semester is coming to an end, it is the mark of the beginning of CDE Team season. Keep an eye out for more team meetings when we come back from break in January!

It's time for YOU to step it up, join a team and **PURSUE GREATNESS!**

## FFA MEETINGS

The November meeting was another successful event. It was a night full of activities that linked together all members of this chapter, helping build unity and challenging everyone to live with more kindness. People got to see what they were really made of!

The December meeting really kicked it into high gear, focusing on how we can step it up through greater service to others. There were multiple groups of four kids from each grade that had a task. Some of those tasks were to make book marks, blankets, and care kits for the women's shelter in our community. This is important because people got taught that not everyone has what they need and we need to give back when we have an opportunity.

Said senior Ivana Sanchez, "FFA meetings are changing the way I think about myself and my future. I'm recognizing now how much of an impact I can have on those around me by just giving my best."

### "STEP IT UP"

This is the principle that guides us in the 2nd quarter. What step it up means is to come out of your normal habits and do the extra. It also means to come out of your comfort zone. Another meaning it has is to do the impossible even if you don't think you can. What will you do to step it up?





# OPENING AND CLOSING CEREMONIES CONTEST

First-year Ag Students participated in their first public speaking contest back in November. The Opening & Closing Ceremonies was held at Galt High as schools from all around came to participate. In this event, students are assigned officer positions and have to remember the official script of their role, which is said at the beginning of every FFA event. Members stepped out of their comfort zones and pursued greatness by taking part. Way to go guys!



**“OPENING AND CLOSING WAS A LOT OF FUN BEING THE REPORTER. AT FIRST I WAS REALLY SHY, BUT ALL OF THE OTHER TEAMS ENCOURAGED ME AND I EVEN GOT TO SAY MY PART TWICE!” - ARATH CHAVEZ**



## COMMUNITY CLEANUP DAY

**SMALL TOWN, BIG DIFFERENCE.**

The leadership cleanup day was conducted during the week of the crosstown football game to unite Liberty and Galt together and for people not to take the schools as rivalries. We had several groups mixed together at different parks around the town cleaning, repairing, and painting benches and doors. Said junior Jose Juarez, “I forget sometimes that we are all one community and that we grew up together. It was awesome to come together and do something good for our little town. I’m proud of the difference we made and look forward to doing this again next year!”

## COMING SOON...

Point Awards  
Roller Skating Trip

1/14/15

January FFA  
Meeting

1/21/15

MFE/ALA in  
Monterey

1/23/15

**AND OUR VERY OWN GALT FFA WEBSITE!**

# **WHY TAKE AGRICULTURE?**

GALT HIGH SCHOOL



# WHAT ARE ALL THESE PEEPS DOING?







**REASON #1**

**FUN!**



# ALPHABET WAR

- Put into teams.
- List the alphabet.
- One at a time- write one thing- pass the pen off.
- 3 minutes to compete and list cool places you would like to go.
- Must start with that letter.



**REASON #2**

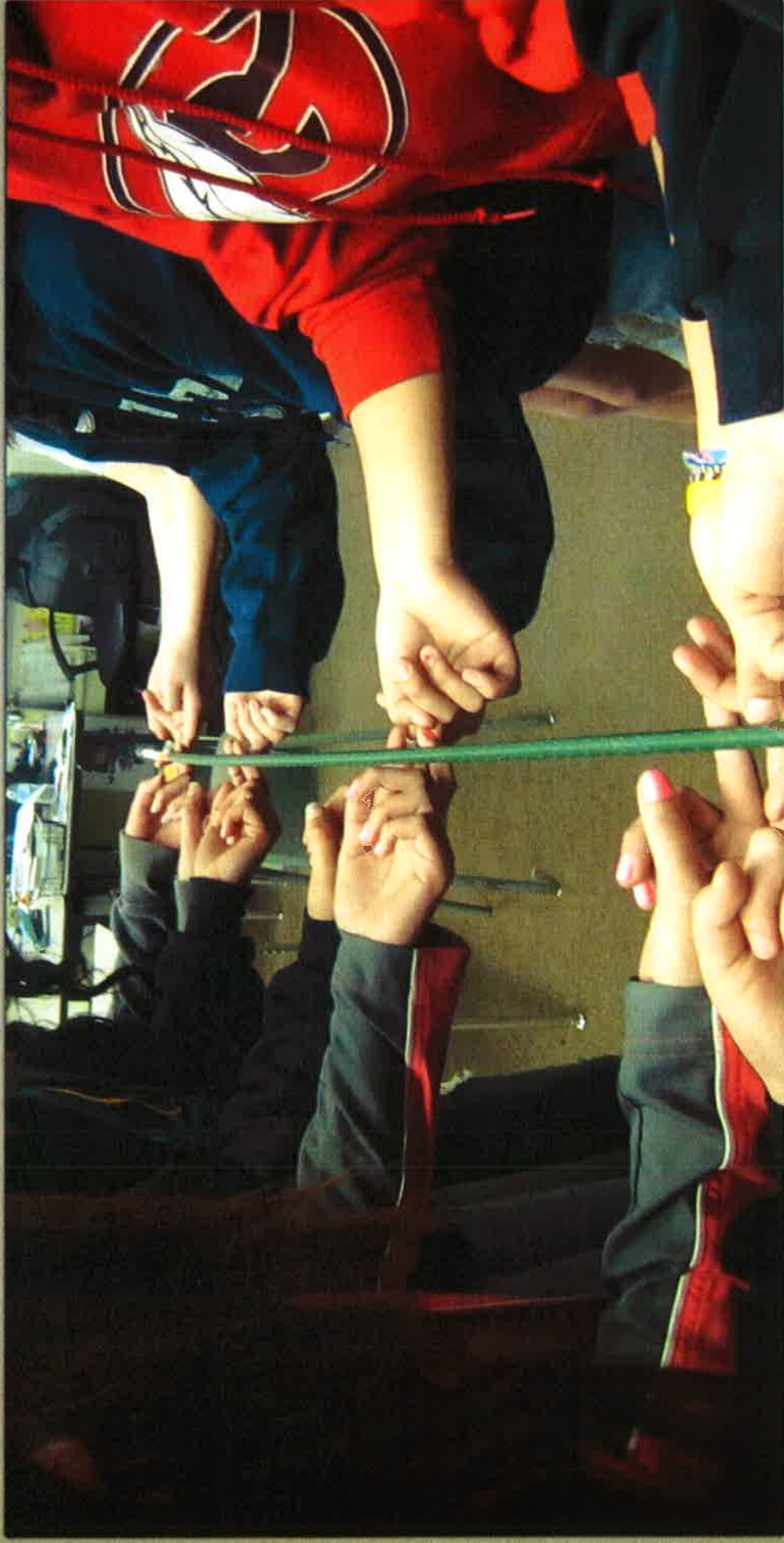
TRAVEL



# **PICTIONARY!**

- Same teams.
- One team member at a time.
- Cards have a word they will try to draw.
- Guess correctly and win!





## **REASON #3**

BE CHALLENGED AND ACHIEVE



# SONG CHALLENGE!

*What are these songs talking about?*

*Moneymaker*

*I will buy you a new life*

*Right on the money*

*Money changes Everything*

*Million Dollar Babies*

*Money to Burn*

*Mo Money Mo Problems*





**REASON #4**

EARN MONEY!



**ALL OF US HERE!**

WHAT ARE WE?!





**REASON #5**

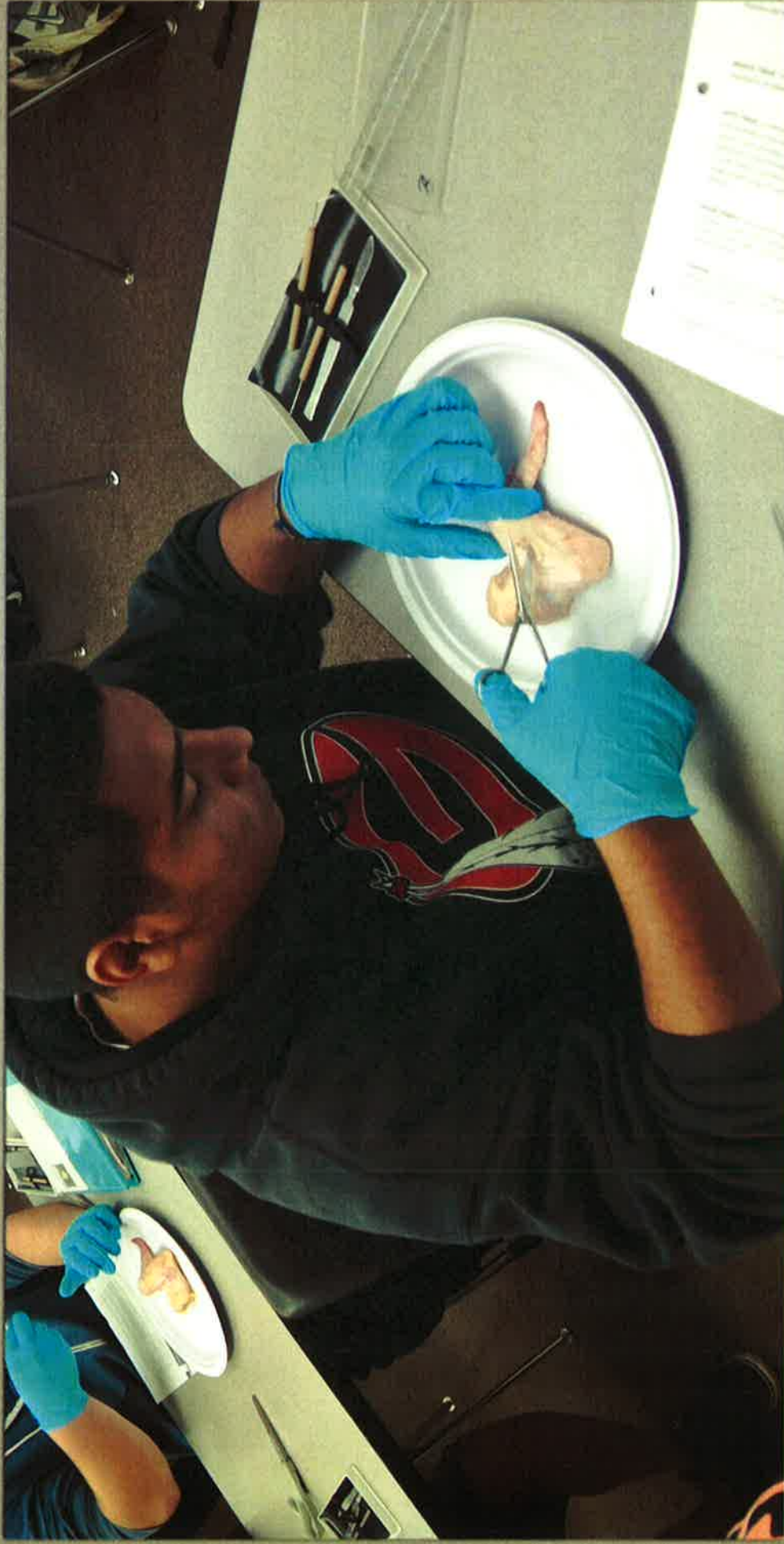
MAKE FRIENDS!



# WHAT CLASSES DO YOU TAKE IN 9TH GRADE?

- Sustainable Agriculture Biology
  - Meets UC lab requirements and graduation credit
- Introduction to Agriculture Mechanics
- Introduction to Floral Design





# AGRICULTURE SCIENCE

LEARN BY DOING





# AGRICULTURE MECHANICS

BUILD YOUR SKILLS!





# FLORAL DESIGN

CREATE THINGS OF BEAUTY!



# **WHERE TO GO FROM HERE?**

CHECK OUT THE DEETS! SIGN ON UP!

**LEARN BY DOING**

**GALT AGRICULTURE**



# WHAT'S THE PROGRAM ALL ABOUT?

Hands on learning

Leadership development

Team building, growth and family

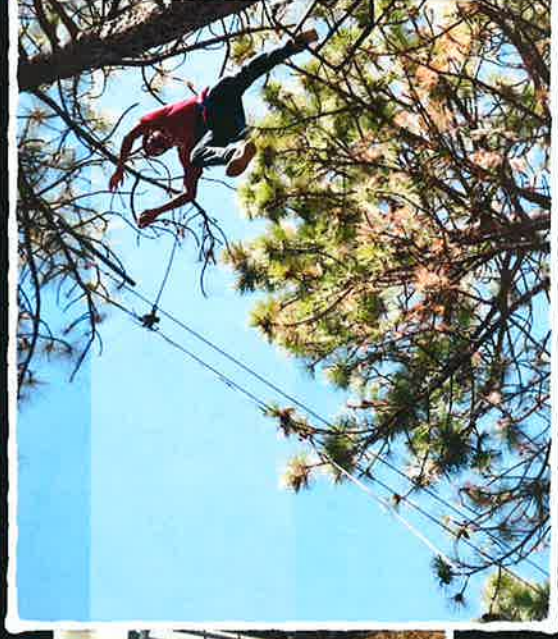


# AGRICULTURAL SCIENCE

## Agriculture Biology for freshmen

*Meets Lab Science requirements for college*

1. Learn about and grow your food
2. Work with animals
3. Amazing field trips





# AGRICULTURAL MECHANICS

## **Agriculture Mechanics I for freshmen**

*Career skills and technology focused*

1. Get to work with your hands
2. Get to build projects
3. Learn how to fix things



# FLORICULTURE

## Intro to Floral Design for Freshmen

*Meets Art requirements for college*

1. Be creative and artistic
2. Take home the things you make
3. Trips to see floral industry





# WHY IS IT FOR YOU?

**Fun!**

**Travel!**

**Money!**

**Awards!**

**Friends!**



## Exploratory SAE



Exploratory SAEs require time invested in a learning experience. You will learn through exploring new skills or experiences.

### Student Examples:



## Resources

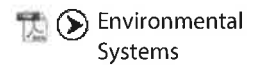
### Step 1: Time



### Step 2: Money



### Step 3: Interest Area





# Find Your



Join America's largest high school organization and achieve your goals through Galt High's agriculture program!

*Discover your potential!*

# Direction



- Sustainable Ag Biology
- Agriculture Mechanics Skills and Technology
- Intro to Floral Design

Galt High School  
Agriculture

Follow on Instagram @galtffa



# Ranch House Designs, Inc.®

www.ranchhousedesigns.com

1730 North Richmond · Wharton, TX 77488 · 979-532-9141

## Service Agreement

### Client Account Information

Business Name: Galt FFA Primary Contact: Dane White  
Phone: 2097453430 E-mail address: dwhite@ghsd.k12.ca.us  
Address: 145 N Lincoln Way  
City, State, Zip: Galt, CA 95632

### Billing Information

- By returning this service agreement, all website clients understand that their credit card will immediately be charged their \$250 website design deposit fee. This deposit will be applied towards your finished website project.
- By returning this service agreement, all Word Press website clients understand that their credit card will immediately be charged 1/3 of the website design fee.
- All Logo projects will require a \$250 deposit fee. This deposit will be applied towards your finished project.
- Credit card payment is required for first-time customers and subject to 3% convenience fee.
- Your signature signifies your acceptance of our terms and conditions and authorizes us to charge your credit card upon design approval and for any future account charges should the account 30 days past due.
- If you prefer to give us your credit card information over the phone please call 979-532-9141

Card Type: ☒ VISA ☐ MasterCard ☐ Discover ☐ American Express  
Card Number: 4465390102545899 Expiration Date: 1/16  
Name of Cardholder: Dane S White  
Signature: Dane White Date: 12/8/14

### Project Details & Referrals:

How did you hear about us? A friend  
Have you been in contact with any member of our team? If so, who? Ashley  
Please list the type of project you are interested in (website, flyer, sign, etc.) Website  
If a website, what would you like your domain name to be? galtffa.org or galtffa.com  
Do you or a previous designer already own this domain name? We used to own the .org

**Return this page via fax to 979-532-9977.**

If you do not have a fax, please call our office and we can take your information over the phone at 979-532-9141. Upon receipt, a member of our team will contact you to begin your project with RHD.

## **Frequently Asked Questions & Information**

### **Items Needed Before We Can Begin Your Project:**

- Client should designate one official business contact who has the authority to grant project approval.
- Client will provide complete project information such as text, captions, design preferences and high-resolution photos. If needed, we can assist in this process for a fee.
- If the project details change (photos added or removed, animals moved around or removed from a catalog, etc) after design work has started, the price is subject to change pending time schedule.
- Clients booking new web sites should decide on page names (i.e. home, contact us) before we begin.

### **Time Frame:**

- Our standard project lead-time ranges from 2 to 6 weeks depending on the type of project desired.
- Projects due in less than 10 business days are considered rush projects and are only taken if time allows.
- Rush projects carry an additional rush fee based on the urgency of the project, availability of designers, and additional expedited service items such as overnight shipping.
- We do our best to maintain a set design production schedule, but this is subject to change due to amount of information / photos needed from clients and outside sources. If the client does not meet project date arrival deadlines, then the project will be shifted and other projects with complete information will be moved to the front. Additional charges will be added to those projects that have to be "pushed through" quicker than normal production time required due to lack of information or incomplete or disorganized material provided by client.

### **Print Project Proofing Procedure:**

- After receiving your proof, review the design and let us know if the design is approved. Changes should be submitted via e-mail, since this helps us ensure accuracy by having a written record. Changes taken via phone that last for more than 15 minutes are billed at \$25/hour.
- We provide 1 initial proof + 2 additional proofs, if needed. Additional proofs are \$50 each. If for any reason 6 proofs are not what you are looking for, the project will be terminated and the client will be charged for ½ of the design fee plus any additional services to date.
- Projects in which the client does not respond to our communications within 10 business days will be considered "on hold" and will be charged for ½ of the design fee plus any services rendered to date.
- It is the clients responsibility to proofread and double check the project including grammar, spelling, names, dates, numbers, and facts carefully before granting final approval. RHD will not be held responsible or liable for any errors in the project after it has been approved in writing or verbally.

- Once the client grants approval, projects are immediately sent to the publication or printer, and therefore it is not possible to make changes after the client grants written or verbal approval.
- In the event that you absolutely MUST make a change to the final project after granting approval, a \$100 change fee will be charged, as well as any additional fees incurred by the printer/publication. We cannot guarantee that a printer or publication will accept a change order.

## **Web Project Proofing Procedure and Billing**

### **Is A Basic or Advanced Site Best for You?**

- Most ranches and agricultural clients choose our basic website which is html based.
- Most businesses, organizations and livestock shows prefer an advanced website, which is built through Wordpress.
- If you want drop down menus, e-commerce, mobile optimization, flash slide shows, calendars, event registration or other advanced tools, you most likely need an advanced website.

### **Domain Name Registration & Hosting**

- We will register and renew your domain names as necessary as long as your account is paid in full. This is included in your quarterly service fee.
- If you have a previously registered domain name, we recommend transferring your domain name to us (\$50 one time fee). Successful domain transfers may take up to 2 weeks and are dependent on the cooperation of whoever owns your domain name. In the event that either your domain name or your hosting is not set up through us, we are not responsible for any delay caused in publishing your web site, nor are we responsible for your web site being offline should your domain name or hosting expire.

### **Term of Contract**

- By signing this agreement, website customers agree to a minimum of a 1-year service contract. Upon 1 year of business with RHD, the client may terminate their website without any additional fees. New website clients will immediately be billed a \$250 non-refundable deposit on their project upon return of this form. This deposit will be used towards the web design project.

### **Web Design Phase 1: Initial Design**

- Page names must be finalized before the initial design can begin for our basic website clients.
- The client will receive an initial proof containing the overall graphics portion of the new site, which should be evaluated to confirm page names and approve the overall site design including colors and fonts.
- If client does not respond to proofs within 10 business days we will consider the project "on hold" and the client will be charged for ½ of the design fee plus any services rendered to date.



- Upon approving the initial design, the client's card is charged for the remainder of the initial design fee.
- For basic websites, once approval is granted in phase 1, any changes that require page additions or removals or overall design elements are subject to additional fees, as this means the project must start over with design phase 1.
- For advanced websites, you can easily add or change pages throughout the entire process.

### **Web Design Phase 2: Content Adding**

- Once the design is approved, the website will be coded and functionality built.
- At this point, each website is assigned a content development specialist who will add the individual photos and text to all of the pages within your site.
- Once you grant approval for your site to go online, you are billed for any additional fees such as premium upgrades + your first quarterly service fee.

### **Web Design Phase 3: Online Publishing & Continued Updates**

- Once your site goes online, you enter into a 1-year service contract. This is billed on a quarterly basis and includes artistic license of the website, domain name registration, web hosting, and **unlimited text and photo updates**. Video links may also be added. Once the first year of the contract has been met, the service contract is renewable on a quarterly basis.

### **Website Updates**

- For basic websites and advanced websites that include updates with us, unlimited updates to website text and photos are part of your service agreement with us and are encouraged as often as possible. There are no additional fees to add photos or text on pages.
- To request an update, clients can email our updates team at [updates@ranchhousedesigns.com](mailto:updates@ranchhousedesigns.com). We guarantee all updates to be completed within 3 business days.

## **Other General Information & FAQs**

### **Payment Process:**

- All projects must be paid in full before we will release them.
- Credit applications are available for clients wishing to receive net 30 terms.
- Any accounts that are 30 days past due will be subject to website suspension until payment is received.
- Past due accounts subject to 18% APR, which is calculated on the 1<sup>st</sup> of each month.
- All of our fees are quoted as design fees only. Any additional time spent on the project such as copywriting, editing, scanning, editing photos, editing video, or administrative work for your project will be billed at the rate of \$50 per hour.

**Our File Types:**

- We work in the Adobe Creative Suite and use these type types: JPG, TIFF, PSD, EPS, and PDF.
- We do not provide clients with layered PSD files or font files due to font licensing requirements.

**Save Your Files:**

- Upon approving your project, save a copy of the project on your computer. This is your copy to use.
- A \$25 fee applies if you need us to re-send files back to you or a third party.
- We encourage you to keep a backup of all project files on your computer, on a USB, and in your email.

**Confidentiality Agreement:**

- All correspondence and documents provided will be treated as confidential between the client and the designer, unless consent has been granted by both parties involved.

**Photo Copyright Restrictions:**

- Due to copyright restrictions, we do not e-mail photos to you or any third-party under any circumstances.

**License & Copyright Agreement:**

- All concepts, artwork, text, or elements created by RHD are the copyrighted, intellectual property of RHD and may not be used, recreated, or reproduced in whole or part without written permission of RHD.
- Website License: Your quarterly service fee includes client license to use the artwork on the web site a for that specific 3 month billing period.
- For all other non-web projects, upon full payment, RHD issues the client license to use the final artwork to use and distribute as they see fit. However, this license shall not permit the client to authorize, explicitly or implicitly, a third party to use or attempt to recreate the artwork, even if such use is on client's behalf. Client may not modify, create derivative works from, sell, or exploit any of the contents created by RHD in whole or part.
- RHD retains the right to use projects for design competitions, education, social media, and portfolio.

**Cancellation:**

- In the event that a client cancels a project, RHD retains ownership of all copyrights and the original files and code created.
- Clients who cancel projects will be billed a fee of ½ of the design fee plus any service charges.
- If you wish to cancel your website, client must complete a written website cancellation form which terminates their license agreement with RHD.

- Domain names may be transferred to the client upon cancellation provided your account is paid in full and a cancellation form is on file with us.



galtffa



599  
posts

1,437  
followers

112  
following

Following



Galt FFA

We're All In.

[galtffa.org/photo-gallery/](https://galtffa.org/photo-gallery/)

Followed by mmvaca98, sonia\_deltoro, jayypee7 + 125 more





Photo



**galtffa**

Galt High School >

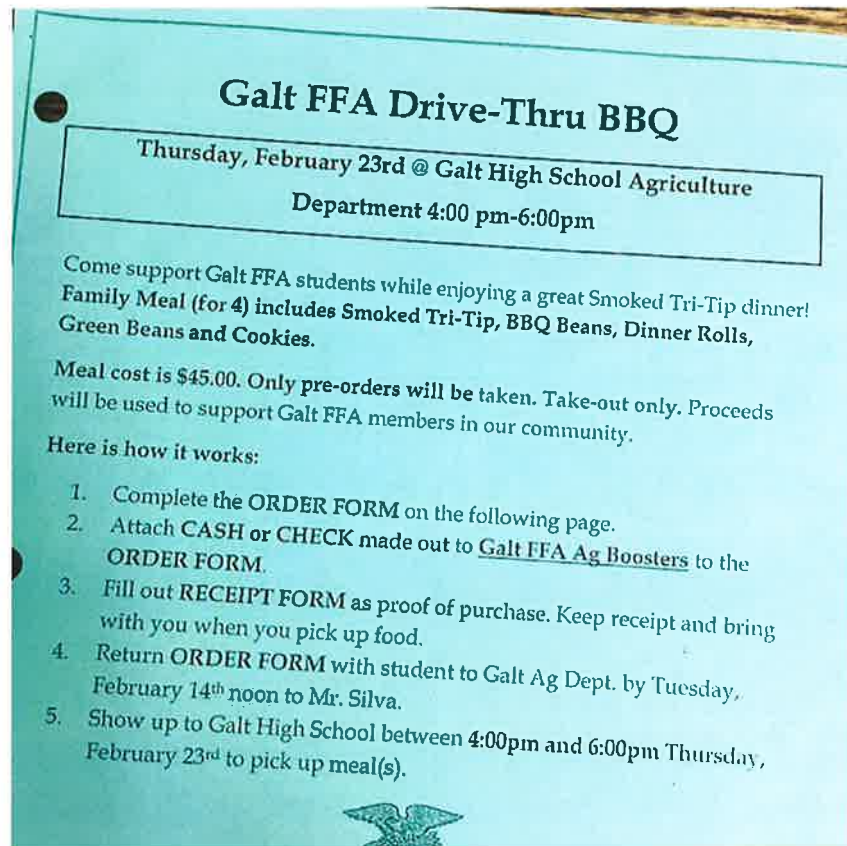




Photo



galtffa



Liked by m.reichmann, reecespieces004 and 72 others

**galtffa** Hungry? Craving some awesome tri-tip, BBQ Beans, dinner rolls, green beans, and COOKIES? 🍪  
DRIVE THRU BBQ TICKETS ARE DUE TODAY! 📅



Page

Activity 1

Insights



Galt FFA

@galtffa

Add a Button



Publish



Photo



Promote



Edit Page

Non-Profit Organization

Home

About

Photos

Events

Videos

Pos

80% response rate, 11-mins response...





## About

## Events

## Videos

Pos

[illegible]





Q Search



Non-Profit Organization

**Home**

About

Photos

Events

Videos

Pos



80% response rate, 11-mins response...

Reply more to turn on the badge



Create an Event

Make it easy for people to find your next event. Cr...



1,141 likes **+3 this week**



1,112 follows



Invite friends to like this Page



Promote your Page for \$5

Reach more people in United States



762 post reach this week



View Tips

Based on your Page's activity



Write something...



**GALT HIGH SCHOOL AGRICULTURE  
GRADUATE SURVEY**

- 1. What year did you graduate from Galt High School?**

\_\_\_\_\_ 2006    \_\_\_\_\_ 2007    \_\_\_\_\_ 2008    \_\_\_\_\_ 2009    \_\_\_\_\_ 2010  
\_\_\_\_\_ 2011    \_\_\_\_\_ 2012    \_\_\_\_\_ 2013    \_\_\_\_\_ 2014    \_\_\_\_\_ 2015

- 2. After leaving GHS did you receive technical training? (Community College or Trade School)**

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

- 3. When you attended college, or received technical training which of the following best describes your experience.**

- 3a. What type of college or trade school did you attend? Check the answer that best matches you.**

\_\_\_\_\_ Attended a Community College. I never earned a degree.  
\_\_\_\_\_ Attended a Community College. I earned an A.A. degree or certificate  
\_\_\_\_\_ Attended a Technical School and entered the workforce.  
\_\_\_\_\_ Attended a Community College and then transferred to a four-year university and have not yet earned a degree.  
\_\_\_\_\_ Attended a Community College and then transferred to a four-year university and have earned a B.A. or B.S. degree.  
\_\_\_\_\_ Attended a four-year university and have not yet earned a degree.  
\_\_\_\_\_ Attended a four-year university and earned a B.A. or B.S. degree.

- 3b. What was/is your major in college?**

\_\_\_\_\_

- 3c. What is your current career if a college graduate?**

\_\_\_\_\_

**4. Place a check by each agriculture class that you had taken while a student at Galt High School.**

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| _____ Ag Environmental Science    | _____ Ag Systems Management           |
| _____ Ag Anatomy & Physiology     | _____ Agriculture Biology             |
| _____ Agriculture Gov./Economics  | _____ Agriculture Leadership          |
| _____ Floriculture                | _____ Advanced Floriculture           |
| _____ Intro Agriculture Mechanics | _____ Agriculture Welding/Mechanics 2 |
| _____ Small Gas Engines           | _____ Advanced Ag. Mechanics          |
| _____ Agriculture Construction    | _____ Plant Science                   |

**5. Which agriculture class that you took at Galt High School was the most beneficial to you?**

---

**6. Looking back, which class do you wish you had taken, or wish had been offered by the agriculture department while you attended Galt High School?**

---

**7. Looking back on your time at Galt High School, what was the best thing about your involvement with the agriculture department?**

- |                                  |                            |
|----------------------------------|----------------------------|
| _____ FFA Judging Contests       | _____ Showing at the Fair  |
| _____ FFA Leadership Conferences | _____ Classroom Activities |
| _____ FFA Meetings               | _____ Speaking Contests    |
| _____ Other                      |                            |

---

**8. Looking back on your time at Galt High School, what did you enjoy least about your involvement with the agriculture department?**

\_\_\_\_\_ FFA Judging Contests  
the Fair

\_\_\_\_\_ Showing at

\_\_\_\_\_ FFA Leadership Conferences  
Activities

\_\_\_\_\_ Classroom

\_\_\_\_\_ FFA Meetings  
Contests

\_\_\_\_\_ Speaking

\_\_\_\_\_ Other

---

**9. How did the agriculture department impact your future?**

**10. While in high school, do you wish that you had specialized more? If so, in what area?**

\_\_\_\_\_ Yes

\_\_\_\_\_ No

---

**11. Looking back on your time in High School what would you change if you could do it again?**

**12. If you have children now or in the future, would you encourage them to become involved FFA and to take agriculture classes in high school?**

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**Please add any additional comments:** \_\_\_\_\_

					Reece	Wright	White	Silva	Titus	Goehring
Department Chair					x					
FFA Advisor							x			
Academy Coordinator									x	
Accounting										
CATA Registration					x					
Departmental / District Accounting / PO's					x					
FFA Accounting / PO's							x			
Hotel Reservations - Payment					x		x			
Office Supply Orders									x	
Perkins Funding						x				
Academy Accounting / PO's					x				x	
Diversity Grant Accounting / PO's					x		x			
Receipts to DO									x	
General Program / Facility										
5-year Equipment Allocation						x				
Advisory Committee Roster & Minutes					x					x
Ag Advisory Committee Planning and Agenda					x					x
Ag Booster Committee					x					
Chart of Staff Responsibilities									x	
Comprehensive Program Plan					x					
Department Marketing / PR									x	
Graduate Follow-Up					x					
Incentive Grant					x					x
Incentive Grant Reviews					x					
Maintain Comprehensive Program Plan Binder					x					
Maintain Program Management Binder					x					
Maintenance Requests					x	x	x	x	x	x
Quarterly / Yearly CATA Meetings / Events					x					
R2 Report & Roster						x				

			Reece	Wright	White	Silva	Titus	Goehring
	Recruitment							
	Report of Expenditures							
	Field Trip/Transportation Requests							
<b>FFA</b>			<b>Reece</b>	<b>Wright</b>	<b>White</b>	<b>Silva</b>	<b>Titus</b>	<b>Goehring</b>
	Applications for MFE/ALA				x			
	American FFA Degree Applications			x				
	Chapter Officer Leadership Conference				x			
	Weekly Update			x				
	Greenhand Conference and Registration		x					
	Registration for MFE/ALA Conferences				x			
	Project Competition (Local and Sectional)			x				
	Oversee Planning for FFA Meetings				x		x	x
	Quarterly FFA Activities List for Class Grading			x	x			
	Registration for CDE Contests		x					
	Registration for Parli Pro Contests				x			
	Monthly Bulletin				x			
	Sectional Officer Leadership Conference				x			
	State FFA Degree Applications				x			x
	State FFA/National Leadership Conferences				x			
	Regional Pre-Lim Speaking Contests		x					
	Judges		x				x	x
	Paperwork		x				x	x
	Food			x				
<b>Animal / Livestock</b>								
	Fair Supplies		x				x	x
	School Farm Maintenance		x					
	School Farm (sheep / goats)		x					x
	School Farm (swine)						x	
	Veterinary Supplies		x					
	JLA Meetings					x		
<b>Horticulture and Floriculture Facility</b>								

	Reece	Wright	White	Silva	Titus	Goehring
General Care and Maintenance			x			
Greenhouse			x			
Raised Beds			x			
Shade House			x			
Poultry Facility			x			
OH Storage Containers			x			
<b>Shop / Equipment / Machinery</b>	<b>Reece</b>	<b>Wright</b>	<b>White</b>	<b>Silva</b>	<b>Titus</b>	<b>Goehring</b>
Ag Shop Maintenance - Welding		x				
Ag Shop Maintenance - Power Mechanics				x		
Ag Shop Maintenance - Wood & Power Mechanics				x		
Ag Shop Maintenance - Intro		x				
Stainless BBQ		x				
BBQ Barrels		x				
Ag Trucks				x		
Livestock Trailers	x					
Cargo Building			x			
<b>Facility</b>						
Ag Building	x					
BBQ - Cooking		x				
Computer Labs			x		x	
<b>Project Supervision</b>						
Ag Mechanics		x		x		
Beef Projects				x		
Dairy Projects				x		
Goat Projects	x					x

				Reece	Wright	White	Silva	Titus	Goehring
	Horse Projects				x				
	Rabbit Projects					x			
	Poultry Projects					x			
	Sheep Projects			x					
	Swine Projects							x	
	Work Experience Projects			x	x	x	x	x	x
	Pumpkin Patch			x					
	<b>FFA Judging Teams / Contests</b>			<b>Reece</b>	<b>Wright</b>	<b>White</b>	<b>Silva</b>	<b>Titus</b>	<b>Goehring</b>
	Agriscience Fair								x
	BIG			x					
	Creed Speaking			x					
	Extemporaneous Speaking								x
	Prepared Public Speaking					x			
	Job Interview			x					
	Impromptu Speaking							x	
	Agronomy			x					
	Farm Business Mgmt				x				
	Farm Power						x		
	Marketing Plan					x			
	Cooperative Marketing								
	Floriculture							x	
	Livestock								
	Ag Issues					x			
	Small Engines						x		
	Vegetable Crops								x
	Parli Pro Novice					x			
	Ag Sales								x
	Poultry Judging							x	
	<b>Awards</b>								
	Awards Banquet					x			
	Food			x	x				
	Decorations			x				x	x
	Program / Placemats					x			
	Greenhand / Chapter Degree Ceremonies					x		x	x
	State FFA Degrees			x	x	x	x	x	x
	American FFA Degrees				x				



		Reece	Wright	White	Silva	Titus	Goehring
	State/ National Chapter Awards			x			x
	Scholarships	x					
	Point Award Tabulations		x	x			
	Proficiency Awards						x
<b>Fundraisers</b>		<b>Reece</b>	<b>Wright</b>	<b>White</b>	<b>Silva</b>	<b>Titus</b>	<b>Goehring</b>
	Drive Thru BBQ's				x	x	
	Sign-ups / Ticket Sales				x	x	
	Shopping				x	x	
	Poinsettias/Easter Lily Sales				x	x	
	Plant Sale			x			
	Tractor Pull	x					x
	Steak and Oyster Feed	x				x	x
<b>Committee Assignments</b>							
	Executive			x			
	Public Relations					x	
	Outreach	x					
	Community Service		x				
	Budget and Fundraising				x		x

## **Galt High School Agriculture Department**

### *5 Year Plan*

#### **2014-2015**

- Complete Poultry facility for laying hens
- Prepare the old auto shop for use as an Ag Power Mechanics shop
- Expand the use of the Oak View farm area to produce more than pumpkins

#### **Completed**

X  
X  
—

#### **2015-2016**

- Purchase engines for Diesel Technology classes
- Replace welding booths with downdraft welding system
- Purchase small gas engine work tables/tools
- Pour concrete and expand school farm

X  
X  
X  
X

#### **2016-2017**

- Purchase replacement vehicle
- Complete the greenhouse
- Develop a Rabbitry on campus for student use
- Complete livestock shed and pen area
- Start fodder project to use for project goats
- Purchase large industrial-type floral cooler
- Install walk through/roll-up doors to FF/Floral area

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#### **2017-2018**

- Begin Aquaculture Unit for SAE Development
- Plant orchard on NE campus
- Acquire Ceramics room for floral lab
- Upgrade Agriscience lab space

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#### **2018-2019**

- Replace Ag Surburban
- Upgrade laptops in 43 and 110

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# Galt

CA0094

## Complete Student Enrollment

Student Name	Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
[REDACTED]	2017	Member	4	600970367	\$X992I
Abbott, Ty	2019	Member	2	602432488	S@2N4I
Adams, Kristian	2020	Member	1	602450636	Y2!JD
Adams, Jonathan	2017	Member	3	600970369	XK2O4P
Aguilar, Antonio	2020	Member	1	602450898	LXARLY
Aguilar, Lupo	2017	Member	4	600970370	W3QHXP
Aguilar, Oscar	2018	Member	3	601227670	R5\$GGN
Aguirre, Devon	2018	Member	3	601227671	NB\$WVQ
Aguirre, Hannah	2019	Member	2	602431703	M4HZN5
Aiza, Patricia	2018	Member	1	602453322	BV6@@@0
Alonso, Eduardo	2018	Member	3	601227673	XHCH\$W
Alvarado, Jerardo	2019	Member	2	602432499	T46LY5
Alvarado, Jos	2018	Member	3	601227674	VX6S5
Alfaro, Alyssa	2019	Member	1	602455049	X26CC
Alfaro, Leslie	2020	Member	1	602453326	QSLZ!!
Alon, Clara	2017	Member	4	600970371	\$BPUH0
Alvarez, Francisco	2020	Member	1	602451530	YXLWW
Alvarez, Jose	2018	Member	2	602432507	B27Q5D
Alvarez, Jose Yovani	2019	Member	1	602450686	YO\$\$KJ
Alvarez, Marc	2019	Member	2	602432412	402MHX
Alvarez, Mariano	2020	Member	1	602450628	@@RV7X
Ambrose, Mercedes	2017	Member	1	602455050	WCUU7B
Anaya, Jasmine	2020	Member	1	602450905	NQMFUP
Andrade, Efran	2019	Member	2	602432470	SL0H!
Andrade, Rodolfo	2018	Member	3	601227678	8365R\$
Angles-Ponce, Cynthia	2019	Member	1	602451389	ZTOLZJ
Antunez, Ashli	2017	Member	4	600970375	4B6JZE
Antunez, Brandon	2019	Member	2	602433935	GM34!M
Arana, Ivan	2019	Member	1	602455055	VY1BXZ
Archer, Kayla	2020	Member	1	602450750	!Q262\$

Archuleta, dominic	2020	Member	1	602451529	B35Z!
Archuleta, Mia	2018	Member	3	601227680	MFSKGG
Archuleta, Seth	2017	Member	4	600970377	GGIM!Y
Arias, Zada	2020	Member	1	602453369	W2A94@
Arnsman, Mia	2020	Member	1	602451665	N@P9@1
Armas, Gerardo	2018	Member	1	602451527	G4MZ1Q
Assar-Rankin, Daisy	2018	Member	3	601227569	M@593D
Asuncion, Devin	2019	Member	1	602453869	H7TFX9
Austin, Atrius	2020	Member	1	602453864	QG1DGC
Avila-Mondragon, Gilberto	2017	Member	2	601227681	ZKUCO6
Awina, Jose	2019	Member	2	602432656	ZDCUUB
ayala, milagros	2020	Member	1	602453536	3PV!L5
Baez, Celeste	2019	Member	2	602431668	KYWP\$V
Baez, Krystal	2017	Member	3	600970381	7BYF9
Bailey, Brian	2017	Member	1	602449421	3M58NK
Ballesteros, Alexis	2017	Member	4	600970382	L8HMYA
Barnert, Jacob	2019	Member	2	602431694	6YDW1V
Barajas, Andres	2018	Member	3	601227684	3BH@RC
Barajas, Graciela	2015	Member	6	600007918	WX9QKP
Barela, Michael	2018	Member	1	602455056	1NKPFS
Barlow, Matthew	2020	Member	1	602450738	X5H\$DV
Barrera, David	2018	Member	1	602450691	@HQNRF
Barron, Alejandro	2017	Member	2	600970383	GQN4LS
Barron, Seleste	2019	Member	1	602455057	N8L7!P
Barron, Vivian	2020	Member	1	602453856	E8E@CJ
Bastida, Martin	2019	Member	1	602451375	X6XO8F
Bates, Reyna	2020	Member	1	602450882	ITZFE\$
Battles, Gabriel	2019	Member	1	602451304	MMR32
Bauanen, Britney	2018	Member	3	601227689	C1Z064
Beard, Destiny	2019	Member	1	602450972	AW1HQR
Becerra-Rosas, Dayvy	2019	Member	2	602432411	56PZSD
Beck, Blake	2020	Member	1	602453840	553YZ0
Beckett, Marley	2018	Member	1	602449905	VGKS07
Bellamy, Nathaniel	2019	Member	2	602433749	3EN8W9
Bellville, Joshua	2020	Member	1	602450890	LP62@O
Benavidez, Arely	2020	Member	1	602453841	9!@RS8
Benton, Kacie	2020	Member	1	602451524	NUJSDJ

Benz, Vijay	2019	Member	2	602432421	YJ00L@
Bishop, Isabel	2016	Member	5	600718440	ND61OZ
Blackwell, Tara	2018	Member	3	601228095	HKII5C
Blake, Sydney	2019	Member	2	602433811	E0TU7W
Blanchard, Haley	2019	Member	2	602431691	D91I6T
Bourassa, Jaidyn	2018	Member	3	601228097	H31ZIZ
bowles, lela	2020	Member	1	602454193	U\$9NWQ
bramasco, samantha	2020	Member	1	602450747	GEI2F
Brinton, Siera	2019	Member	2	602432491	4QWCM!
grossman, philip	2018	Member	1	602449906	3GVTS
Brunet, Jordan	2017	Member	4	600970388	Z\$NR2O
Bryant, Gregory	2018	Member	3	601228098	OJHKGZ
Bucio, Jorge	2018	Member	1	602450697	YG0XD7
Bulahan, Robert	2020	Member	1	602450900	7AEH16
Bustamante, Andrew	2018	Member	3	601228099	R4S13O
Bustamante, Trinity	2020	Member	1	602453886	U819@L
Caballero, Ian	2019	Member	2	602432593	076O1P
Cabrera, Francisco	2017	Member	2	601228101	3JFIS
Cahue, Monique	2018	Member	3	601228102	A4KJBI
Calderon, Flavio	2017	Member	2	602433751	TTTRJV
Camarillo, Veronica	2017	Member	4	600970392	7@60I
Campbell, hailey	2019	Member	1	602451507	FL0EY6
Cardiel, Natanael	2018	Member	2	601228103	ORFKYS
Cardona, Sergio	2017	Member	4	600970995	UQEDCS
Carpenter, Bryce	2019	Member	1	602454199	IBPJ1K
Carrillo, Adan	2017	Member	1	602455061	SAZ6DZ
Casillas, Evangelina	2019	Member	1	602449909	KW\$6NZ
Casillas, Francisco	2018	Member	3	601228105	D6@9Q4
Castaneda, Alfonso	2018	Member	1	602451049	VOYRYZ
Castaneda, Lilliana	2019	Member	2	602431712	ECM0N1
Castellanos, Miguel	2018	Member	2	601228107	52IREJ
Castellanos-Alcantar, Maria	2018	Member	3	601228106	MBXDTS
Castillejo, Alex	2017	Member	4	600970998	M2FUG
Castillo, David	2017	Member	3	601228108	I!LP7P
Castillo, Isidro	2018	Member	3	601228109	EOQ2HX
Castillo, Jonathan	2018	Member	1	602450676	4@7EI
Cedeno, juliza	2020	Member	1	602450742	OTG\$Z1

Gerda, Pascual	2020	Member	1	602453875	@GK7LQ
Chavez, Ashley	2019	Member	2	602433824	8HQTBO
Chavez, Marcos	2017	Member	3	600971004	6XRO0Q
Chavez, Osvaldo	2019	Member	1	602451039	N7GK6B
Chavez-Lepe, Arath	2018	Member	3	601228112	1KM4AM
Chavez-Santoyo, Ascencion	2018	Member	1	602453318	DMD6CL
Christopherson, Sydney	2018	Member	1	602453309	@W\$N0K
Cirac, Zachary	2020	Member	1	602450625	P8FX7@
Colleton, Tyler	2017	Member	4	600971005	PAD!RP
Conrad, Johnny	2020	Member	1	602453873	7391PZ
Contreras, Anthony	2020	Member	1	602450688	@!7728
Contreras, Christian	2018	Member	1	602451047	CCGRL3
Contreras, Edgar	2019	Member	1	602455062	TCXSB1
Contreras, Josue	2019	Member	2	602432506	1S38M7
Cooley, Colton	2017	Member	4	600971523	OTCZT0
Cooley, Hannah	2018	Member	3	601211457	N9ENFJ
Copado, Adrian	2018	Member	3	601228115	C\$XRK9
Corlett, Cameron	2020	Member	1	602454183	W772Y3
Corona, Angel	2018	Member	1	602450269	JDFCEY
Corona, Gerardo	2020	Member	1	602451518	FBAD48
Cortez, Javier	2017	Member	4	600971008	CME7W8
Cortez, Joseph	2017	Member	4	600971009	QPON36
Crawford, Josh	2017	Member	4	600971010	ZCC\$VO
Cruz, Juan	2017	Member	4	600971011	AYYGX
Curiel, Citlalli	2019	Member	1	602453575	5C9\$3D
Cynthia, Bugara	2019	Member	1	602455060	KQP6EU
Davidson, Joshua	2019	Member	2	602431690	Z@JISP
Davidson, Michayla	2016	Member	5	600718476	ABAPYT
DeFehr, Jeris	2017	Member	1	602453543	RPF0!\$
Del Rio, Jonah	2019	Member	2	602432426	6ZSZX
DeMelo, Ashley	2018	Member	3	601228287	\$!3S!R
DeMelo, Briana	2015	Member	6	600007936	TAOMV
Devci, Nikole	2017	Member	2	602431804	GORT\$G
Dewit, Ethan	2020	Member	1	602450888	I74N8
Diaz, Ariana	2017	Member	4	600971014	JAJK\$H
Diaz, Eliseo	2017	Member	4	600971015	ON1XM9
Diaz, Luis	2017	Member	3	601228288	970BZV

Diaz, Yamilet	2018	Member	3	601228289	FZ!!VS
Diaz-Abalos, Sinta	2020	Member	1	602455063	7QFJBT
Doermann, Levi	2020	Member	1	602451078	868RY\$
Dominguez, Mario	2020	Member	1	602451558	G8K20P
Dominguez-Valdez, Suzana	2017	Member	1	602455064	L56KTK
Dury, Chelsea	2019	Member	1	602450897	BXT!GK
Dulaney, Aurora	2019	Member	2	602433582	I9!0WM
Duwall-Rollins, Marcus	2020	Member	1	602450668	WGWRHW
Eaton, Jessica	2018	Member	3	601228292	TWSKHZ
Ebersole, Nathan	2020	Member	1	602453868	JGURRK
Edwards, Austin	2019	Member	2	602433752	\$CPE8M
Edwards, Trevor	2016	Member	4	600971021	UGJ5LD
Elliott, Anthony	2020	Member	1	602450891	7!IZSW
Ellis, Brianna	2019	Member	2	602431684	2TYSVB
English, Karma	2020	Member	1	602450754	YPZNC
Erickson, Christian	2020	Member	1	602455065	EP2Q0Q
Ervin, Luke	2020	Member	1	602453538	1J3S@4
Escalante, Giovanni	2018	Member	3	601228294	ODTNVP
Escobar, Selena	2020	Member	1	602453320	9ZMTO
Espinoza, Eliazar	2018	Member	1	602451051	FJB3IV
Galomir, Jose	2020	Member	1	602450630	HPOKA9
Farmer, Megan	2020	Member	1	602453573	VSYZGN
Federighi, Marco	2019	Member	2	602431699	NZE@96
Fielding, Cynthia	2019	Member	1	602455066	A9F96
Flores, Amable	2017	Member	3	600971024	7\$0C\$M
Flores, Daisy	2020	Member	1	602455067	X3!FRA
Flores, Ezekiel	2019	Member	1	602450654	650C
Flores, Lizette	2017	Member	1	602451343	D6SVV0
Flores, Nancy	2020	Member	1	602453516	JRM97S
Flores, Noel	2020	Member	1	602450637	!QUFAK
Flores, Rodrigo	2019	Member	1	602453902	IJZUN3
Flores, Yulisa	2017	Member	2	600971025	3Z4!WU
Flores-Gonzalez, Serbando	2018	Member	1	602450942	KU1\$OA
Flores-Lopez, Izic	2018	Member	2	602433748	1MZYLA
Flores-Moreno, Clarissa	2017	Member	2	602431923	YTO!D1
Flory, Austin	2017	Member	4	600971026	T0C\$TC
Flory, Tyler	2019	Member	2	602433753	\$A0UEK

Fontana, Chloe	2019	Member	1	602450887	0LWOJ
Forbes, Braden	2020	Member	1	602450885	FZ9B3E
Forbes, Clarissa	2018	Member	2	602434089	H6@5UF
Forbes, Talon	2017	Member	2	601228298	ZIOCUS
Formoso, Gary	2017	Member	4	600971027	!VIUGE
Fox, Jaron	2020	Member	1	602453866	!IMVQ
Franke, Madeline	2017	Member	4	600971028	\$!D272
Fritts, Jerry	2017	Member	3	600971029	Z@T3K1
Frohling, Nolan	2018	Member	1	602450626	9NKSG0
Galaro, Jayna	2018	Member	3	601228300	DZLVAA
Galeano, Renan (Tito)	2019	Member	1	602453878	IV!XTU
Galindo, Brenda	2018	Member	2	601228301	W974C
Gallegos, Geena	2019	Member	1	602454214	HFZ\$U
Gallegos, Joe	2018	Member	3	601228302	RPDVO2
Galvan, Call	2020	Member	1	602450670	!ETCHA
Geona, Ruben	2019	Member	2	602431673	49J9QK
Garcia, Alexis	2019	Member	1	602455070	L16EY8
Garcia, Annette	2018	Member	3	601228303	K84H5S
Garcia, Eduardo	2020	Member	1	602450689	@RLC3V
Garcia, Enrique	2020	Member	1	602451534	89C8AM
Garcia, Isaac	2017	Member	1	602455068	CWZNO0
Garcia, Luis	2019	Member	2	602432756	SJ58KU
Garcia, Nohemi	2017	Member	1	602449901	2!I3E
Garcia-Cobian, Natalie	2017	Member	3	601228304	\$VB3H
Garcia-Corona, Gonzalo	2020	Member	1	602455071	75G86V
Garza, Marco	2019	Member	1	602449907	\$ZZR@G
Geiser Manning, Tristin	2016	Member	5	600718511	ZWHT21
Ghai, Parth	2017	Member	1		
Gilkerson, Brenden	2019	Member	2	602432424	FN1VPV
Glithens, Leland	2020	Member	1	602450902	658FO@
Godoy, Jaime	2020	Member	1	602450683	YQIIAL
Goerzen, Franky	2018	Member	3	601228306	SETTWO
Goerzen, Vincent	2017	Member	4	600971037	SO9S9J
Gomez, Edgar	2019	Member	2	602432434	T2N3V!
Gomez, Erika	2018	Member	3	601228308	0LDXW
Gomez, Felipe	2017	Member	4	600971038	7VQZSJ
Gomez, Rebecca	2020	Member	1	602453392	6UUVG!



Gonsalves, Alberto	2018	Member	1	602449452	CWP!Q1
Gonzales, Exavier	2019	Member	2	602432503	HV9P6E
Gonzales, Kirsten	2017	Member	3	600971043	I2M1!R
Gonzales, Mallia	2019	Member	2	602433818	\$O68SF
Gonzalez, Adolfo	2017	Member	4	600971044	J7RBBK
Gonzalez, Alexis	2020	Member	1	602453365	@NQG@4
Gonzalez, Anthony	2019	Member	2	602432455	52OPR4
Gonzalez, Britney	2020	Member	1	602451681	22\$\$5V
Gonzalez, daniel	2020	Member	1	602453363	!A7\$HP
Gonzalez, Guadalupe	2018	Member	1	602455080	HBR3!1
Gonzalez, Lizzet	2018	Member	1	602455075	RGE5Y
Gonzalez, Miguel	2017	Member	4	601072477	8DKIYY
Gonzalez, Rodolfo	2018	Member	1	602455077	P9U7E3
González Santoyo, Ana Cristina	2017	Member	1	602455082	KLWOP
Gonzalez-Santoyo, Jose Pablo	2019	Member	1	602454213	M4R4VB
Graham, Joseph	2017	Member	4	600971049	C4HUOJ
Granados-Nanez, Valerie	2020	Member	1	602450743	Y8WSOK
Gray, Kaitlynn	2019	Member	1	602451768	VG7J7
greco, vincent	2020	Member	1	602450741	CGTJK2
Griffin, Kelly	2017	Member	4	600971050	K@NWUJ
Guerrero, Austin	2017	Member	4	600971052	O15WFW
Guerrero, Melvin	2020	Member	1	602451052	2PW150
Gutierrez, Jenica	2019	Member	2	602432238	3QQX@6
Gutierrez, Juan	2017	Member	4	600971055	0V2WWP
Gwin, Kimberly	2017	Member	4	600901166	373AY2
Harcourt, Cody	2020	Member	1	602453319	AMCZRG
Harmon, Jordyn	2020	Member	1	602450892	T8O875
Harmon, Maddie	2017	Member	3	601228673	EG591Y
Hayes, Jonathon	2017	Member	4	600970395	OBV6L8
Hayes, Joshua	2019	Member	2	602432427	DB2IUO
Henry, Paige	2018	Member	3	601228675	LIQHL6
Henson, Connor	2019	Member	1	602453876	!!4FCQ
Hernandez, Cristian	2018	Member	1	602455083	LYOG@D
Hernandez, Jennifer	2018	Member	1	602454204	3CG9!1
Hernandez, Joeangel	2019	Member	1	602451037	H9A09I
Hernandez, Marcos	2017	Member	3	600970398	P\$3Q1C
Herrera, Jovanni	2020	Member	1	602450682	GP4N1J

Herrera, Lizeth	2017	Member	2	602431922	8GLM29
Herrera, Rigoberto	2017	Member	2	600970401	BQ00U
Hickok, Chance	2019	Member	2	602433750	IGHJID
Hill, Ryan	2019	Member	2	602431716	4VECYA
Hinojosa, Brandon	2020	Member	1	602451543	5H1NK0
Hinojosa, Mariza	2017	Member	4	600970403	EGP9TY
Holguin, Jillian	2019	Member	1	602450792	1OZS\$T
Holley-Gardiner, Kobie	2020	Member	1	602450643	ZCR12\$
Hubert, Lindsay	2017	Member	4	600970405	S0F9C5
Humphreys, Aiden	2020	Member	1	602450675	V8MR02
Iniguez, Ruth	2018	Member	1	602453402	XOZ1XC
Jackson, Austin	2017	Member	4	600970409	RO0ASI
Jacobs, Abigail	2020	Member	1	602450632	D8RR9X
Jacobson Redding, Matthew	2017	Member	4	600970410	8QF5SK
Jaime, Hailey	2019	Member	2	602431670	5R!GO5
Jauregui-Torres, Jair	2017	Member	1	602451325	DKOCAU
Jenks, Kaitlin	2017	Member	4	600970411	TD3F\$!
Jennifer, Badal	2017	Member	1	602455058	J9YEUI
Jimenez, Jimmy	2019	Member	1	602451040	W97PGA
Jimenez, Jocelyn	2018	Member	2	601227249	Y5ITLI
Jimenez, Johnny	2020	Member	1	602450673	IYDOT@
Johnson, Abigail	2020	Member	1	602454180	EL0RCJ
Johnson, Audrey	2017	Member	1	602454200	7NU!!8
Johnson, Austin	2018	Member	3	601227250	MHFPXD
Johnson, Mizan	2020	Member	1	602450883	AD881S
Johnston, Tyler	2020	Member	1	602453865	BURZKK
Juarez, Jose	2016	Member	5	600718562	@OPGF!
Kay, Harley	2020	Member	1	602453872	N3OCZ
Khamphouvang, Nalin	2017	Member	1	602455085	QHYU44
Kinnison, Brooklyn	2020	Member	1	602450740	5DS4P9
Korba, Tianna	2017	Member	3	600970413	6UBF4I
Koyama, Hana	2018	Member	2	602431919	1NKI0K
Leon, Elizabeth	2020	Member	1	602453871	YM@YM
Leonard, Michael	2018	Member	3	601227253	@FQ62\$
Lepe, Ramon	2020	Member	1	602451528	@1TSXQ
Levario, Denisse	2019	Member	2	602433481	U0\$E\$
Lewis, Ashlyn	2018	Member	1	602449387	KLASXW

Lewis, Jacob	2017	Member	2	602432590	LDQWFS
Lira, Gustavo	2018	Member	3	601227254	1597H
Little, Kyliee	2020	Member	1	602450672	K958@O
Lomeli, Joseph	2017	Member	4	600971057	MIDV\$L
Lomeli, Julia	2019	Member	2	602432754	@REOH1
Lopez, Alyssa	2018	Member	3	601227255	005Z1V
Lopez, Cesar	2019	Member	2	602432504	TFFQ5F
Lopez, Dulce	2019	Member	1	602451668	PQ8\$JN
Lopez, Gerardo	2019	Member	1	602453312	3B@MYO
Lopez, Gilberto	2020	Member	1	602454182	UO1NXS
Lopez, Marcelo	2020	Member	1	602453340	NIL7R0
Lugo, Priscilla	2019	Member	2	602432487	OI9\$1
Macias, Beatris	2019	Member	2	602432231	O2QHCH
Macias, Gaby	2018	Member	3	601227257	!1T\$M\$
Macias, Oscar	2018	Member	3	601227258	
Magat, Jasmine	2017	Member	2	602433487	9YQZC2
Magat, Naiomi	2017	Member	2	602433489	KLJY5K
Maimone, Bailey	2017	Member	1	602450775	HYWZKV
Maldonado, Alexia	2019	Member	1	602449908	4IG@Z6
Maldonado, Esteban	2019	Member	2	602434094	6K\$7JW
Maldonado, Ismael	2020	Member	1	602453337	CU5DM!
Maldonado, Jacob	2018	Member	3	601227259	\$U901O
Maravilla, Angie	2018	Member	1	602451715	N65X\$B
Maravilla, Citally	2019	Member	2	602431701	A11VIE
Maravilla, Cynthia	2018	Member	2	601227260	GEDSIW
Maravilla-Navarro, Viviana	2020	Member	1	602450886	GE7B7Q
Marquez, Anaely	2018	Member	3	601227261	7IN4QP
Marquez, Annalisa	2020	Member	1	602451718	\$@@B8P
Marquez, Armando	2017	Member	3	601227262	9PGVD7
Marquez-Regalado, Miguel	2019	Member	2	602432502	K4SIPF
Martin, Gabrielle	2020	Member	1	602453853	CVRUDG
Martinez, Alyssa	2019	Member	1	602451679	RGX0J
Martinez, Aron	2017	Member	4	600971067	P0X7G
Martinez, Emily	2015	Member	6	600007972	3YIB\$9
Martinez, Isac	2016	Member	4	600971068	99IY6S
Martinez, Omar	2018	Member	1	602454181	\$QKAW4
Martinez, Samantha	2017	Member	1	602451302	FUJ8WH

Martinez-Vivar, Eriberto	2018	Member	1	602450755	8AJTYR
Mason, Shane	2019	Member	2	602433826	IB0BS
mason, zachery	2020	Member	1	602450757	LXK4RS
Mayfield, Logan	2020	Member	1	602453327	DILP9
Mayo, Amanda	2018	Member	2	602431800	NASIUU
Mc Keown, Nolan	2016	Member	5	600718594	8VID\$@
Mc Keown, Walter	2019	Member	2	602432493	ISNG9T
McEachron, Luke	2019	Member	1	602448739	NSZ9U!
McFadyen, Emma	2020	Member	1	602453849	N\$6UI4
McFadyen, Jeremy	2018	Member	1	602450684	HAMSUN
McLean, Selah	2017	Member	1	602455086	V6H112
Meixner, Christopher	2018	Member	1	602450943	PYOLK6
Meixner, David	2017	Member	3	601227267	WOAWEQ
Melendrez, Giselle	2019	Member	1	602453307	I2WOZ@
Mello, Dylan	2019	Member	2	602432489	HEEKIL
Melo, Adrian	2019	Member	2	602432476	R4JDOG
Mendez, Daniel	2017	Member	4	600971070	BSHERB
Mendez, Liz	2019	Member	1	602450639	SB@HE3
Mendonca, Steven	2018	Member	3	601227328	ML\$OTS
Mendoza, Emmanuel	2017	Member	3	600971071	C379SC
Mendoza, Feliza	2017	Member	4	600971072	B\$N892
Mendoza, Juan	2017	Member	4	600971073	ILDBG@
Meri, Brian	2019	Member	1	602451381	LOT200
Micah, Briggs	2019	Member	1	602455059	HVFBHR
Michel, Mikayla	2019	Member	2	602432588	!4@GLL
Millan, Chantal	2018	Member	1	602451355	73E5C5
Miller, Alivia	2018	Member	3	601227330	V!0MM7
Miller, Kevin	2019	Member	1	602450758	@YKW1W
Miller, Madelyn	2020	Member	1	602451079	FJ7DM\$
Miller, Sierra	2017	Member	4	600971076	5A5TDF
Minatre, Isabelle	2019	Member	1	602454205	TXFZJO
Miranda, Anthony	2019	Member	2	602431700	@PX227
Miranda, victoria	2020	Member	1	602453339	SMHIX
Mittelstadt, Renee	2020	Member	1	602455088	J!Z61
Montanez, Luis	2017	Member	4	600971078	QIGT2L
Montanez, Ulysses	2017	Member	4	600971079	XO75!F
Montantes, Rebecca	2018	Member	2	602431920	SNQJT@

## Student Data Form (Revised)

First Name: \* \_\_\_\_\_

Last Name: \* \_\_\_\_\_

Address: \* \_\_\_\_\_

City: \* \_\_\_\_\_

State: \* CA

Zip Code: \* \_\_\_\_\_

Grad Year: \* \_\_\_\_\_

Email: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Cell Carrier: \_\_\_\_\_

Gender: \* Male Female

Ethnicity: \* Hispanic Yes Hispanic No

Race: \* (Circle all that apply)

White

Black

Hispanic/Latino

Filipino

American Indian

Asian

Pacific Islander

Native Hawaiian

Native Alaskan

Two or More

Date of Birth: \_\_\_\_\_

### Course Information \*

Please complete the course enrollment below for each agriculture class you take.  
If you do not see any courses listed, please contact your Ag Teacher.

Ag and Soil Chemistry (Goehring)	4A	3B	4B
Floriculture and Floral Design (Goehring)	1A	2A	1B
Ag Welding (Wright)	1B	2B	
Fabrication and Construction (Advanced Ag Mechanics, Wright)	4B		
Intro to Ag Mechanics (Wright)	1A	3A	4A
Ag Econ (White)	1B	3B	
Ag Communications and Leadership (White)	2A	2B	
Other Agriscience (Farm to Fork, White)	1A	3A	
Intro to Ag Mechanics (Silva)	1B		
Small Engines (Silva)	1A	2A	
Engine and Power Mechanics (Diesels, Silva)	4A		
Other Ag Mechanics (Wood Construction, Silva)	3B	4B	
Floriculture and Floral Design (Titus)	3B	4B	(4A Adv Floral)
Ag and Soil Chemistry (Titus)	3A	1B	
Ag Bio (Reece)	1A	2A	3A
Floriculture and Floral Design (Reece)	1B		
Intro To Ag Mechanics (Reece)	3B		



# Galt

## Courses Report

Agriculture and Soil Chemistry

Jessalee Goehring

Student Name	Grad Year	Period	Duration
<del>Aguiar, Hannah</del>	2019	1	1st Semester
<del>Antunes, Achille</del>	2017	1	1st Semester
<del>Avina, Jose</del>	2019	1	1st Semester
<del>Baez, Krystal</del>	2017	1	Year Long
Barron, Alejandro	2017	1	Year Long
<del>Badiani, Dhriley</del>	2018	1	Year Long
<del>Baker, Sydney</del>	2019	1	1st Semester
<del>Baures, Jaidyn</del>	2018	1	1st Semester
<del>Castillo, Jaiden</del>	2018	1	Year Long
<del>Chevez-Lopez, Arath</del>	2018	1	1st Semester
<del>Coley, Hannah</del>	2018	1	1st Semester
<del>Copado, Nana</del>	2018	1	Year Long
<del>Delveto, Ashley</del>	2018	1	1st Semester
<del>Diaz, Yamil</del>	2018	1	1st Semester
<del>Felton, Marco</del>	2019	1	1st Semester
<del>Florez-Morano, Clarissa</del>	2017	1	1st Semester
<del>Floryn, Tylee</del>	2019	1	1st Semester
<del>Gelano, Jovana</del>	2018	1	1st Semester
<del>Gonzalez, Alexis</del>	2020	1	1st Semester
<del>Lewis, Jacob</del>	2017	1	1st Semester
<del>Lira, Gustavo</del>	2018	1	Year Long
<del>Mayer, Amanda</del>	2018	1	Year Long
<del>Mendonca, Steven</del>	2018	1	Year Long
<del>Mora, Armando</del>	2018	1	Year Long
<del>Nazigi, Anthony</del>	2019	1	1st Semester
<del>Ramirez, Emmanuel</del>	2018	1	Year Long
<del>Ramirez, Melissa</del>	2020	1	1st Semester
<del>Salgado-Pedilla, Evelina</del>	2018	1	Year Long
<del>Valdivia, Gilbert</del>	2019	1	Year Long
<del>Cerna, Angel</del>	2018	2	Year Long
<del>Munoz, Victor</del>	2018	2	Year Long
<del>Velasco, Denisse</del>	2018	2	Year Long
<del>Salley, Brian</del>	2017	3	1st Semester
<del>Bauer, Vijay</del>	2019	3	1st Semester
<del>Marquez-Regalado, Miguel</del>	2019	3	Year Long
<del>Mello, Dylan</del>	2019	3	1st Semester
<del>Miler, Kevin</del>	2019	3	Year Long
<del>Nelson, Keegan</del>	2019	3	1st Semester
<del>Nelson, Keegan</del>	2019	3	Year Long
<del>Nelson, Keegan</del>	2019	3	Year Long
<del>Ozguener, Erica</del>	2018	3	Year Long
<del>Vermont, Rachel</del>	2019	3	Year Long

<del>Aguiar, Lina</del>	2018	4	Year Long
<del>Alvarez, Jose</del>	2018	4	Year Long
<del>Anthonicco, Brandon</del>	2019	4	Year Long
<del>Arbuleto, Mia</del>	2018	4	Year Long
<del>Barnet, Jacob</del>	2019	4	Year Long
<del>Barajas, Andres</del>	2018	4	Year Long
<del>Beard, Destiny</del>	2019	4	Year Long
<del>Beuch, Jordan</del>	2017	4	1st Semester
<del>Casillas, Francisco</del>	2018	4	Year Long
<del>Cortez, Javier</del>	2017	4	Year Long
<del>Davidson, Joshua</del>	2019	4	Year Long
<del>Edwards, Austin</del>	2019	4	Year Long
<del>Ellis, Brianna</del>	2019	4	1st Semester
<del>Flores, Ezekiel</del>	2019	4	Year Long
<del>Franko, Madeline</del>	2017	4	Year Long
<del>Gallagos, Joe</del>	2018	4	Year Long
<del>Garcia, Ruben</del>	2019	4	Year Long
<del>Garcia, Annetta</del>	2018	4	Year Long
<del>Garcia, Franky</del>	2018	4	Year Long
<del>Hayes, Jonathon</del>	2017	4	Year Long
<del>Hernandez, Cristian</del>	2018	4	Year Long
<del>Johnson, Austin</del>	2018	4	Year Long
<del>Marquez, Anabel</del>	2018	4	Year Long
<del>Mason, Shane</del>	2019	4	Year Long
<del>Morales, Cyda</del>	2018	4	Year Long
<del>Oliz, Saul</del>	2017	4	Year Long
<del>Person, Danielle</del>	2018	4	Year Long
<del>Reichmann, Emily</del>	2018	4	Year Long
<del>Roberson, Kaleb</del>	2017	4	Year Long
<del>Rocha, Andrew</del>	2019	4	Year Long
<del>Rodriguez, Domenika</del>	2019	4	Year Long
<del>Santos, Makenna</del>	2017	4	Year Long
<del>Street, Chayenne</del>	2017	4	Year Long
<del>Sweet, Madison</del>	2019	4	Year Long
<del>Torres, Carlos</del>	2018	4	Year Long
<del>Trotti, Nathan</del>	2019	4	Year Long
<del>Vermelleort, Justin</del>	2017	4	Year Long
<del>Werner, Amaya</del>	2018	4	Year Long
<del>Villalobos, Miquel</del>	2017	4	Year Long
<del>Young, Kristin</del>	2017	4	Year Long
<del>Xunko, Micah</del>	2018	4	Year Long
<del>Zavala, Rivaldo</del>	2019	4	Year Long
<del>Aguilar, Lupe</del>	2017	7	Year Long
<del>Campbell, Bailey</del>	2019	7	Year Long
<del>Castaneda, Lilliana</del>	2019	7	Year Long
<del>Conoz, Erika</del>	2018	7	Year Long
<del>Griffin, Kelly</del>	2017	7	Year Long
<del>Hubert, Lindsey</del>	2017	7	Year Long
<del>Mullins, Eric</del>	2019	7	Year Long
<del>Myrick Smith, Marie</del>	2018	7	Year Long
<del>Ross, Jacob</del>	2019	7	Year Long
<del>Plant, Noah</del>	2018	7	Year Long



<del>Ramirez, Natalie</del>	2019	7	Year Long
Rhea, Emily	2017	7	Year Long
<del>Sawyer, Nathaniel</del>	2019	7	Year Long
<del>Smith, Anna</del>	2018	7	Year Long
<del>Stout, Brady</del>	2019	7	Year Long
<del>Torres-Matheny, Trinity</del>	2019	7	Year Long
<del>Brinton, Clara</del>	2019	Other	Year Long
<del>Bryant, Gregory</del>	2018	Other	Year Long
<del>Garcia, Luis</del>	2019	Other	Year Long
<del>Gutierrez, Jonica</del>	2019	Other	Year Long
<del>Hammon, Maddie</del>	2017	Other	Year Long
<del>Hill, Ryan</del>	2019	Other	Year Long
<del>Holguin, Jilisa</del>	2019	Other	Year Long
<del>Ivendoza, Felice</del>	2017	Other	Year Long
<del>Miller, Alivia</del>	2018	Other	Year Long
<del>Miranda, Anthony</del>	2019	Other	Year Long
<del>Ochoa, Hector</del>	2019	Other	Year Long
<del>Ortiz-Hinjosa, Marco</del>	2019	Other	Year Long
<del>Petrovich, Kacey</del>	2019	Other	Year Long
<del>Romero-Sandoval, Leely</del>	2019	Other	Year Long
<del>Wagers, Richard</del>	2019	Other	Year Long
<del>Zamiga, Rene</del>	2019	Other	Year Long

Period	Student Count
1	29
2	3
3	10
4	42
7	16
Other	16



# Galt

## Courses Report

Floriculture & Floral Design

Jessalee Goehring

Student Name	Grad Year	Period	Duration
<del>Adams, Jonathan</del>	2017	1	Year Long
<del>Aira, Rebecca</del>	2018	1	Year Long
<del>Alfaro, Eosme</del>	2020	1	Year Long
<del>Allen, Sierra</del>	2017	1	Year Long
<del>Andrade, Efraim</del>	2019	1	Year Long
<del>Bailey, Brian</del>	2017	1	1st Semester
<del>Campbell, Bailey</del>	2019	1	Year Long
<del>Chavez-Santoyo, Ascencion</del>	2018	1	Year Long
<del>Christopherson, Sydney</del>	2018	1	Year Long
<del>Cruz, Juan</del>	2017	1	Year Long
<del>Escribar, Selena</del>	2020	1	Year Long
<del>Espinosa, Eliza</del>	2018	1	Year Long
<del>Federighi, Marco</del>	2019	1	1st Semester
<del>Florez, Yelisa</del>	2017	1	Year Long
<del>Flores-Lopez, Izic</del>	2018	1	Year Long
<del>Garcia, Alexis</del>	2019	1	Year Long
<del>Gonzales, Enovier</del>	2019	1	Year Long
<del>Gonzalez, Guadalupe</del>	2018	1	Year Long
<del>Gutierrez, Jenica</del>	2019	1	Year Long
<del>Hernandez, Jennifer</del>	2018	1	Year Long
<del>Iniguez, Ruth</del>	2018	1	Year Long
<del>Jaime, Hailey</del>	2019	1	1st Semester
<del>Lopez, Gerardo</del>	2019	1	Year Long
<del>Martinez, Omar</del>	2018	1	Year Long
<del>Matandreo, Grisel</del>	2019	1	Year Long
<del>Mendonza, Steven</del>	2018	1	Year Long
<del>Monsado, Emily</del>	2020	1	Year Long
<del>Monica, Genesis</del>	2018	1	Year Long
<del>Quagada, Diana</del>	2018	1	Year Long
<del>Rocha-Martinez, Stessy</del>	2020	1	Year Long
<del>Owens, Summer</del>	2017	1	Year Long
<del>Parker, Alex</del>	2017	1	Year Long
<del>Robles, Felix</del>	2019	1	Year Long
<del>Rocha, Darlene</del>	2018	1	Year Long
<del>Salazar, Emily</del>	2020	1	1st Semester
<del>Sandoval, Janet</del>	2017	1	Year Long
<del>Valdivia, Rodolfo</del>	2018	1	Year Long
<del>Valencia, Paloma</del>	2017	1	1st Semester
<del>Vega, Stephanie</del>	2017	1	Year Long
<del>Villa, Ashley</del>	2017	1	Year Long
<del>Villalobos, Moya</del>	2017	1	1st Semester

Villalba, Issayra	2019	1	Year Long
ayara, Milagros	2020	2	1st Semester
<del>Barra, Estela</del>	2019	2	Year Long
Bates, Reyna	2020	2	Year Long
Bentow, Kacie	2020	2	Year Long
Burke, Citlali	2019	2	Year Long
Derch, Jorge	2017	2	Year Long
Flores, Nancy	2020	2	Year Long
Johnson, Mizan	2020	2	Year Long
Macias, Gaby	2018	2	Year Long
Maravilla, Cynthia	2018	2	Year Long
Miller, Gloria	2017	2	Year Long
Ortiz, Brenda	2019	2	Year Long
Ortiz, Maria	2020	2	Year Long
Parkovich, Kacey	2019	2	Year Long
Reyes, Uriel	2018	2	Year Long
Rodriguez, Alexander	2019	2	Year Long
Rodriguez, Fabian	2017	2	Year Long
Salazar, Andrew	2017	2	Year Long
Sandoval, Jose	2017	2	Year Long
Santos, Makenna	2017	2	Year Long
Serrano, Alondra	2019	2	Year Long
Tachella, Johnathan	2018	2	Year Long
Tones, Carlos	2018	2	Year Long
Trulli, Robert	2019	2	Year Long
Trujillo, Francisco	2019	2	Year Long
Villalobos, Orlando	2018	2	Year Long
Warden, Shandi	2018	2	Year Long
Bellamy, Nathaniel	2019	5	Year Long
Davidson, Joshua	2019	5	Year Long
Diaz-Abalos, Ciria	2020	5	Year Long
Felding, Cynthia	2019	5	Year Long
Gallagos, Geena	2019	5	Year Long
Gonzalez, Anthony	2019	5	Year Long
<del>Gonzalez-Santoyo, Gabriela</del>	2019	5	Year Long
Hanson, Connor	2019	5	Year Long
Johnson, Audrey	2017	5	Year Long
Lemeli, Julia	2019	5	Year Long
Lopez, Alyson	2018	5	Year Long
Minera, Isabella	2019	5	1st Semester
Ordaz, Marcos	2019	5	Year Long
Ortiz, Carlo	2017	5	Year Long
Parlor, Jenna	2020	5	Year Long
Rebles-Guevas, Retsy	2020	5	Year Long
Sanchez, Haley	2020	5	Year Long
Sanchez, Roberto	2019	5	Year Long
Seroggins, Zion	2019	5	Year Long
Velarde-Avila, Lizbeth	2017	5	Year Long
Vitoria, David	2020	5	Year Long

Period	Student Count
1	42

2	27
5	21



# Galt

## Courses Report

Agricultural Biology

Cheryl Reece

Student Name	Grad Year	Period	Duration
<del>Archer, Kristian</del>	2020	1	Year Long
<del>Archer, Mariano</del>	2020	1	Year Long
<del>Archer, Kayla</del>	2020	1	Year Long
<del>Arise, Zade</del>	2020	1	Year Long
<del>Benton, Kacie</del>	2020	1	Year Long
<del>Oliver, Zachary</del>	2020	1	Year Long
<del>Blanton, Jose</del>	2020	1	1st Semester
<del>Flores, Noel</del>	2020	1	Year Long
<del>Frederick, Nolan</del>	2018	1	Year Long
<del>Gomez, Belen</del>	2020	1	Year Long
<del>gonzalez, daniel</del>	2020	1	1st Semester
<del>Harcourt, Cody</del>	2020	1	Year Long
<del>Holley, Gardiner, Robie</del>	2020	1	Year Long
<del>Jacobs, Abigail</del>	2020	1	Year Long
<del>Johnson, Abigail</del>	2020	1	Year Long
<del>Lopez, Cesar</del>	2019	1	Year Long
<del>Lopez, Marcelo</del>	2020	1	1st Semester
<del>Maldonado, Ismael</del>	2020	1	Year Long
<del>Mayfield, Logan</del>	2020	1	Year Long
<del>Mendez, Lisa</del>	2019	1	Year Long
<del>miranda, victoria</del>	2020	1	Year Long
<del>Nino, Del Toro, Adrian</del>	2020	1	Year Long
<del>Ortiz, Ramirez, Alexis</del>	2020	1	Year Long
<del>Osby, Dylan</del>	2020	1	Year Long
<del>Ramos, Giordano</del>	2020	1	1st Semester
<del>Sanjeli, Joel</del>	2017	1	Year Long
<del>Rivera, Angela</del>	2020	1	Year Long
<del>Sommer, Violet</del>	2020	1	Year Long
<del>Stotts-Bailey, Nicholas</del>	2019	1	Year Long
<del>valenzuela, monserrat</del>	2020	1	Year Long
<del>Barlow, Matthew</del>	2020	2	Year Long
<del>boudier, josh</del>	2020	2	Year Long
<del>bromberg, samantha</del>	2020	2	Year Long
<del>cedeno, jellisa</del>	2020	2	Year Long
<del>Doermann, Lewis</del>	2020	2	Year Long
<del>English, Hanna</del>	2020	2	Year Long
<del>Erwin, Luke</del>	2020	2	Year Long
<del>Farmer, Megan</del>	2020	2	Year Long
<del>Granados-Narvaez, Valeria</del>	2020	2	Year Long
<del>grisco, vincent</del>	2020	2	Year Long
<del>kinison, Brooklyn</del>	2020	2	Year Long

<del>Little, Kylee</del>	2020	2	Year Long
<del>Martinez-Vivar, Eriberto</del>	2018	2	Year Long
<del>Mason, Zachary</del>	2020	2	Year Long
<del>Nakham, Olivia</del>	2020	2	Year Long
<del>Parades, Maria</del>	2020	2	Year Long
<del>Pierzina, Cameron</del>	2017	2	Year Long
<del>Preciado, Moises</del>	2020	2	Year Long
<del>Razo, Michelle</del>	2020	2	Year Long
<del>Renfree, Kylliegh</del>	2020	2	Year Long
<del>Rodriguez, Eduardo</del>	2020	2	Year Long
<del>Rodriguez, Olivia</del>	2020	2	Year Long
<del>torres, evelyn</del>	2020	2	Year Long
<del>Van Stoen, Alejandra</del>	2019	2	Year Long
<del>Valasco, Julia</del>	2020	2	Year Long
<del>Villalobos, Maria</del>	2020	2	Year Long
<del>Anaya, Jacmine</del>	2020	3	Year Long
<del>Schulster, Dominic</del>	2020	3	Year Long
<del>Barnes, Vivia</del>	2020	3	Year Long
<del>Bates, Reyna</del>	2020	3	Year Long
<del>Bank, Elsie</del>	2020	3	Year Long
<del>Bellville, Joshua</del>	2020	3	Year Long
<del>Bernandez, Aracely</del>	2020	3	Year Long
<del>Belsanto, Robert</del>	2020	3	Year Long
<del>Cortez, Cameron</del>	2020	3	Year Long
<del>Dewitt, Ethan</del>	2020	3	Year Long
<del>Doty, Chelsea</del>	2019	3	Year Long
<del>Elliott, Anthony</del>	2020	3	Year Long
<del>Fontana, Glue</del>	2019	3	Year Long
<del>Forbes, Braden</del>	2020	3	Year Long
<del>Hannon, Jordan</del>	2020	3	Year Long
<del>Humphreys, Aiden</del>	2020	3	Year Long
<del>Johnson, William</del>	2020	3	Year Long
<del>Marina Navarrete, Viviana</del>	2020	3	Year Long
<del>McEadyon, Emma</del>	2020	3	Year Long
<del>Miller, Madelyn</del>	2020	3	Year Long
<del>O'Brien, Martin</del>	2020	3	Year Long
<del>Parker, Alysa</del>	2020	3	1st Semester
<del>Peterson, Isaac</del>	2020	3	Year Long
<del>Ricciardello</del>	2020	3	Year Long
<del>Sanchez, Haley</del>	2020	3	Year Long
<del>Santos, Jose</del>	2020	3	Year Long
<del>Waldrop, Olivia</del>	2020	3	Year Long
<del>Vargas, Alfredo</del>	2019	3	Year Long
<del>Russo, Ethan</del>	2020	4	Year Long
<del>Aguilar, Antonio</del>	2020	7	Year Long
<del>Arteman, Iida</del>	2020	Other	Year Long
<del>Martin, Gabriela</del>	2020	Other	1st Semester

Period	Student Count
1	30
2	26

3	28
4	1
7	1
Other	2



# Galt

## Courses Report

Floriculture & Floral Design

Cheryl Reece

Student Name	Grad Year	Period	Duration
<del>Vermeltfoort, Justin</del>	2017	1	2nd Semester
<del>Florez, Lizette</del>	2017	2	Year Long
<del>Oseguera, Erica</del>	2018	2	Year Long
<del>Sommer, Violet</del>	2020	2	Year Long
<del>Swat, Madison</del>	2019	2	Year Long
<del>Vermeltfoort, Rachael</del>	2019	2	Year Long
<del>Cooley, Colton</del>	2017	5	Year Long
<del>Abarca, Gabe</del>	2017	6	Year Long
<del>Barron, Seleste</del>	2019	6	Year Long
<del>Bastida, Martin</del>	2019	6	Year Long
<del>Battles, Gabriel</del>	2019	6	Year Long
<del>Blanchard, Haley</del>	2019	6	Year Long
<del>Farmer, Megan</del>	2020	6	Year Long
<del>Goerzen, Franky</del>	2018	6	Year Long
<del>Gomez, Erika</del>	2018	6	Year Long
<del>Herman, Jordyn</del>	2020	6	Year Long
<del>Jaramgui Torres, Jai</del>	2017	6	Year Long
<del>Martinez, Samantha</del>	2017	6	Year Long
<del>Mori, Brian</del>	2019	6	Year Long
<del>Nicah, Briggs</del>	2019	6	Year Long
<del>Millan, Chantal</del>	2018	6	Year Long
<del>Ortiz-Huajosa, Maico</del>	2019	6	Year Long
<del>Regis, Natalie</del>	2018	6	Year Long
<del>Rickenbach, Alex</del>	2018	6	Year Long
<del>Sorreno, Jr. Rodrigo</del>	2018	6	Year Long
<del>Torres, Ismael</del>	2017	6	Year Long
<del>Villa, Maira</del>	2019	6	Year Long
<del>Ambrose, Mercedes</del>	2017	7	Year Long
<del>Angles-Ponce, Cyndia</del>	2019	7	Year Long

Period	Student Count
1	1
2	5
5	1
6	20
7	2





# Galt

## Courses Report

### Introduction to Agricultural Mechanics

Cheryl Reece

Student Name	Grad Year	Period	Duration
<del>Arbulata, Damian</del>	2020	3	Year Long
<del>Benton, Kacie</del>	2020	3	1st Semester
<del>Gillmore, Leland</del>	2020	3	1st Semester
<del>Forbes, Braden</del>	2020	6	Year Long
<del>Arceles, Kristian</del>	2020	7	Year Long
<del>Alvarez, Francisco</del>	2020	7	Year Long
<del>Armas, Gerardo</del>	2018	7	Year Long
<del>Sellmiller, Joshua</del>	2020	7	1st Semester
<del>Contreras, Edgar</del>	2019	7	Year Long
<del>Corona, Gerardo</del>	2020	7	Year Long
<del>Lomlinguez, Mario</del>	2020	7	Year Long
<del>Garza, Enrique</del>	2020	7	Year Long
<del>Hinojosa, Brandon</del>	2020	7	Year Long
<del>Lepe, Ramon</del>	2020	7	Year Long
<del>Ponce, Mario</del>	2020	7	Year Long
<del>Ramirez, Martiniano</del>	2020	7	Year Long
<del>Reeco, Ethan</del>	2020	7	1st Semester
<del>Sanchez, Edgar</del>	2017	7	Year Long
<del>Valencia, Abraham</del>	2020	7	Year Long
<del>Witona, David</del>	2020	7	Year Long
<del>Zaragoza, Dulce</del>	2020	7	Year Long

Period	Student Count
3	3
6	1
7	17



# Galt

## Courses Report

SAE/Project Period

Cheryl Reece

Student Name	Grad Year	Period	Duration
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Period	Student Count
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# Galt

## Courses Report

### Agricultural Small Engines

Derek Silva

Student Name	Grad Year	Period	Duration
<del>Ramirez, Jacob</del>	2019	1	Year Long
<del>Castillo, Alex</del>	2017	1	Year Long
<del>Alvarez, Marcos</del>	2017	1	Year Long
<del>Cortez, Javier</del>	2017	1	Year Long
<del>Flores, Amali</del>	2017	1	Year Long
<del>Florez, Ezekiel</del>	2019	1	Year Long
<del>Harris, Tony</del>	2017	1	Year Long
<del>Guerrero, Austin</del>	2017	1	Year Long
<del>Hernandez, Marcos</del>	2017	1	Year Long
<del>Johnson, Austin</del>	2018	1	Year Long
<del>Marquez, Regalado, Miguel</del>	2019	1	Year Long
<del>Martinez, Alex</del>	2017	1	Year Long
<del>Mason, Shane</del>	2019	1	Year Long
<del>Mello, Dylan</del>	2019	1	1st Semester
<del>Morales, Abraham</del>	2018	1	Year Long
<del>Morris, Jeff</del>	2018	1	Year Long
<del>Muzzio, Anthony</del>	2019	1	1st Semester
<del>Reyes, Andrew</del>	2019	1	Year Long
<del>Sandoval, Jose</del>	2017	1	Year Long
<del>Wotr, Nathan</del>	2019	1	Year Long
<del>Aguiar, Cesar</del>	2018	2	Year Long
<del>Antunes, Brennan</del>	2019	2	Year Long
<del>Hickok, Chance</del>	2019	2	Year Long
<del>Holgum, Dillon</del>	2019	2	Year Long
<del>Jacobsen, Redding, Matthew</del>	2017	2	Year Long
<del>Munoz, Bailey</del>	2017	2	Year Long
<del>Marquez, Armando</del>	2017	2	Year Long
<del>Micher, Mikayla</del>	2019	2	Year Long
<del>O'Neal, Zachariah</del>	2017	2	Year Long
<del>Ochoa, Steve</del>	2017	2	Year Long
<del>Olmos, Mario</del>	2019	2	Year Long
<del>Plant, Jacob</del>	2019	2	Year Long
<del>Ramirez, Jose</del>	2018	2	Year Long
<del>Serantis, Justin</del>	2019	2	Year Long
<del>See, Jan</del>	2018	2	Year Long
<del>Strayhorn, Christian</del>	2019	2	Year Long
<del>Soarez, Sergio</del>	2018	2	Year Long
<del>Vivanco, Francisco</del>	2017	2	Year Long

Period	Student Count
1	20

2	18
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# Galt

## Courses Report

Engine & Power Mechanics

Derek Silva

Student Name	Grad Year	Period	Duration
<del>Alonso, Eduardo</del>	2018	1	Year Long
<del>Cordero, Joseph</del>	2017	1	Year Long
<del>Hayes, Joshua</del>	2019	1	Year Long
<del>Montanez, Ulysses</del>	2017	1	Year Long
<del>Sanchez, Salvador</del>	2017	1	1st Semester
<del>Sandoval, Jose</del>	2017	1	Year Long
<del>Serrano, Hector</del>	2018	1	Year Long
<del>Washburn, Josh</del>	2017	1	Year Long
<del>Brunet, Jordan</del>	2017	2	1st Semester
<del>Crawford, Josh</del>	2017	2	Year Long
<del>Flory, Tyler</del>	2019	2	1st Semester
<del>Fomoso, Gary</del>	2017	2	Year Long
<del>Zuniga, Rene</del>	2019	2	Year Long
<del>Brown, Gregory</del>	2018	4	Year Long
<del>Gastilero, Alex</del>	2017	4	Year Long
<del>Gastilo, Isidro</del>	2018	4	Year Long
<del>Colleton, Tyler</del>	2017	4	Year Long
<del>Fitter, Jerry</del>	2017	4	Year Long
<del>Graham, Joseph</del>	2017	4	Year Long
<del>Gutierrez, Juan</del>	2017	4	Year Long
<del>Marquez, Armando</del>	2017	4	Year Long
<del>Mendez, Daniel</del>	2017	4	Year Long
<del>Miller, Alina</del>	2018	4	Year Long
<del>Montanez, Luis</del>	2017	4	Year Long
<del>Ochoa, Steve</del>	2017	4	Year Long
<del>Ram, Noah</del>	2018	4	Year Long
<del>River, Emily</del>	2017	4	Year Long
<del>Yanez, Rigoberto</del>	2018	4	Year Long
<del>Lopez Jr, Raulo</del>	2019	6	Year Long
<del>Ballasteros, Alexis</del>	2017	Other	Year Long

Period	Student Count
1	8
2	5
4	15
6	1
Other	1



# Galt

## Courses Report

### Introduction to Agricultural Mechanics

Derek Silva

Student Name	Grad Year	Period	Duration
<del>Lopez, Marcelo</del>	2020	1	1st Semester
<del>Bosch-Rodriguez, Dayan</del>	2019	5	Year Long
<del>Bowles, Iela</del>	2020	5	Year Long
<del>Carroll, Cameron</del>	2020	5	Year Long
<del>Corcio, Luis</del>	2019	5	Year Long
<del>Gomez, Rebecca</del>	2020	5	Year Long
<del>Gonzalez, Daniel</del>	2020	5	1st Semester
<del>Harcourt, Cody</del>	2020	5	Year Long
<del>Jacobs, Abigail</del>	2020	5	Year Long
<del>Johnson, Abigail</del>	2020	5	Year Long
<del>Lopez, Gilberto</del>	2020	5	Year Long
<del>Maldonado, Ismael</del>	2020	5	Year Long
<del>Miller, Madelyn</del>	2020	5	Year Long
<del>Miranda, Victoria</del>	2020	5	Year Long
<del>Wittelsack, Renee</del>	2020	5	Year Long
<del>Mullins, Eric</del>	2019	5	Year Long
<del>Nakham, Alvin</del>	2020	5	Year Long
<del>Pena, Brianna</del>	2020	5	Year Long
<del>Ramirez, German</del>	2020	5	Year Long
<del>Sanchez, Henry</del>	2019	5	Year Long
<del>Sergent, Carina</del>	2020	5	Year Long
<del>Valdivino, Carlos Francisco</del>	2020	5	Year Long
<del>Warpenter, Bryce</del>	2019	6	Year Long

Period	Student Count
1	1
5	21
6	1



# Galt

## Courses Report

### Other Agriculture Mechanics

Derek Silva

Student Name	Grad Year	Period	Duration
Gomez, Feline	2017	1	1st Semester
Hernandez, Marcos	2017	1	Year Long
Mendonca, Steven	2018	1	Year Long
Sandoval, Jose	2017	1	Year Long
Mendonca, Juan	2017	2	Year Long
Garduna, Sergio	2017	3	Year Long
Alomari, Jesse	2018	4	Year Long
Barnett, Jacob	2019	4	Year Long
Gomez, Erika	2018	4	Year Long
Concepcion, Adolfo	2017	4	Year Long
Montano, Illyses	2017	4	Year Long
Morano, Abraham	2018	4	Year Long
Villalobos, Miguel	2017	4	Year Long
Collins, Tyler	2017	7	Year Long
Colby, Colton	2017	7	Year Long
Corley, Andrew	2017	7	Year Long
Del Rio, Jordan	2019	7	Year Long
Forbes, Talon	2017	7	Year Long
Guerrero, Austin	2017	7	Year Long
Gutierrez, Juan	2017	7	Year Long
Melmore, Bailey	2017	7	Year Long
Nunez, Daniel	2017	7	Year Long
O'Neal, Zachariah	2017	7	Year Long
Osada, Steve	2017	7	Year Long
Perez, Julio	2018	7	Year Long
Reckwood, Jimmy	2019	7	Year Long
Saenz, Isiah	2017	7	Year Long
Schmitt, Dylan	2017	7	Year Long
Abarca, Gabo	2017	Other	Year Long
Aguilar, Oscar	2018	Other	Year Long
Andreusse, Brendan	2019	Other	Year Long
Castillo, Isidro	2018	Other	Year Long
Felan, Joseph	2018	Other	Year Long
Florez, Eusebio	2019	Other	Year Long
Fritter, Jerry	2017	Other	Year Long
Glickson, Brenden	2019	Other	Year Long
Martinez, Aaron	2017	Other	Year Long
Ramirez, Jacob	2019	Other	Year Long
Ramirez, Devin	2018	Other	Year Long
Ramirez, Jesse	2018	Other	Year Long
Rhodes, Emily	2017	Other	Year Long

Sanchez, Anthony	2019	Other	Year Long
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Period	Student Count
1	4
2	1
3	1
4	7
7	15
Other	14





# Galt

## Courses Report

Agriculture and Soil Chemistry

Katelyn Titus

Student Name	Grad Year	Period	Duration
Feedante, Giovanni	2018	1	1st Semester
Muro, Rene	2018	1	1st Semester
Graham, Joseph	2017	2	Year Long
Nelson, Oriano	2017	2	Year Long
Nieves, Daniela	2018	2	Year Long
Donat, Sumner	2017	2	Year Long
Rehl, Mickavla	2017	2	Year Long
Ramirez, Jean	2018	2	Year Long
Abarca, Gabe	2017	3	Year Long
Alvarez, Marco	2019	3	Year Long
Ascar-Ramirez, Daisy	2018	3	Year Long
Beckett, Marley	2018	3	Year Long
Blackwell, Tara	2018	3	Year Long
Castillo, Evangelina	2019	3	Year Long
Chavez, Leticia	2017	3	Year Long
Garza, Marco	2019	3	Year Long
Georger, Vincent	2017	3	Year Long
Guerrero, Austin	2017	3	1st Semester
Hayes, Joshua	2019	3	Year Long
Hickok, Chance	2019	3	Year Long
Jimenez, Hailey	2019	3	1st Semester
Leahy, Kaitlin	2017	3	Year Long
Koyama, Hana	2018	3	Year Long
Lomeli, Joseph	2017	3	Year Long
Lumell, Joline	2019	3	Year Long
Lopez, Alyssa	2018	3	Year Long
Maldonado, Alexia	2019	3	Year Long
Maldonado, Esteban	2019	3	Year Long
Munoz, Giffilly	2019	3	Year Long
McKeown, Walter	2019	3	Year Long
Mendoza, Juan	2017	3	Year Long
Ortiz, Marco	2019	3	Year Long
Perez, Ian	2017	3	Year Long
Rehrig, Kody	2019	3	Year Long
Rodriguez, Chris	2019	3	Year Long
Roman, Alberto	2019	3	Year Long
Serrano Jr, Rodrigo	2018	3	Year Long
Shack, James	2018	3	Year Long
Soto, Jacob	2019	3	Year Long
Torres, Natalie	2019	3	Year Long
Velasquez, Amalia	2017	3	Year Long

<del>Willow, Cameron</del>	2018	3	Year Long
<del>Melara, Angela</del>	2018	4	Year Long
<del>Barry, Ariana</del>	2017	5	1st Semester
<del>Landrum, Nicole</del>	2018	5	Year Long
<del>Ross, Celeste</del>	2019	6	Year Long
<del>Estimote, Andrew</del>	2018	6	1st Semester
<del>Ceballos, Monica</del>	2018	6	Year Long
<del>Cordero, Jonathan</del>	2017	6	Year Long
<del>Del Rio, Jonah</del>	2019	6	Year Long
<del>Gonzalez, Malle</del>	2019	6	Year Long
<del>Barry, Paige</del>	2018	6	Year Long
<del>Leonard, Michael</del>	2018	6	Year Long
<del>Estimote, Jacob</del>	2018	6	Year Long
<del>Michael, Mikaela</del>	2019	6	Year Long
<del>Montano, Rebecca</del>	2018	6	Year Long
<del>Myrick, Smith, Maria</del>	2018	6	Year Long
<del>Perez, Emersolia</del>	2018	6	Year Long
<del>Pineda, Jacob</del>	2019	6	Year Long
<del>Remirez, Yessica</del>	2019	6	Year Long
<del>Sarantia, Judith</del>	2019	6	Year Long
<del>Spaulding, Marissa</del>	2018	6	Year Long
<del>Tustin, Robert</del>	2019	6	Year Long
<del>Winters, Lindsay</del>	2017	6	Year Long
<del>Velasquez, Rangel, Matthew</del>	2019	6	Year Long
<del>Seifert, Sam</del>	2017	7	2nd Semester

Period	Student Count
1	2
2	6
3	34
4	1
5	2
6	20
7	1



# Galt

## Courses Report

Floriculture & Floral Design

Katelyn Titus

Student Name	Grad Year	Period	Duration
<del>Alia, Guadalupe</del>	2018	1	Year Long
<del>Berajas, Andres</del>	2018	4	Year Long
<del>Blackwell, Tara</del>	2018	4	Year Long
<del>Castellanos-Arcanar, Maria</del>	2018	4	Year Long
<del>Castillejo, Alex</del>	2017	4	Year Long
<del>Diaz, Arina</del>	2017	4	Year Long
<del>Diaz, Yamillet</del>	2018	4	Year Long
<del>Eaton, Jessica</del>	2018	4	Year Long
<del>Galindo, Brenda</del>	2018	4	1st Semester
<del>Garzon, Vincent</del>	2017	4	Year Long
<del>Griffin, Kelly</del>	2017	4	Year Long
<del>Henry, Paige</del>	2018	4	Year Long
<del>Herrera, Lizeth</del>	2017	4	Year Long
<del>Jankovic, Kevin</del>	2017	4	Year Long
<del>Kayama, Hana</del>	2018	4	Year Long
<del>Levanis, Daniel</del>	2019	4	Year Long
<del>Maga, Jasmine</del>	2017	4	Year Long
<del>Maga, Maimi</del>	2017	4	Year Long
<del>Martinez, Aron</del>	2017	4	Year Long
<del>Mayer, Amanda</del>	2018	4	Year Long
<del>Mendonza, Felix</del>	2017	4	Year Long
<del>Oliver, Taylor</del>	2018	4	Year Long
<del>Reichmann, Emily</del>	2018	4	Year Long
<del>Rodriguez, Ron</del>	2017	4	Year Long
<del>Smith, Arico</del>	2018	4	Year Long
<del>Soto, Jacob</del>	2019	4	Year Long
<del>Valdovinos-Rangel, Nathan</del>	2019	4	Year Long
<del>Vogel, Kayla</del>	2017	4	Year Long
<del>Young, Kristin</del>	2017	4	Year Long
<del>Alajantho, Juan</del>	2019	7	Year Long
<del>Afaro, Alyson</del>	2019	7	Year Long
<del>Amaya, Jasmine</del>	2020	7	1st Semester
<del>Arena, Ivan</del>	2019	7	Year Long
<del>Barlow, Matthew</del>	2020	7	Year Long
<del>Caballero, Lina</del>	2019	7	Year Long
<del>Cedeno, Julian</del>	2020	7	Year Long
<del>Chavez, Oswald</del>	2019	7	Year Long
<del>Cynthia, Eugenia</del>	2019	7	Year Long
<del>Dominguez-Valdez, Suzana</del>	2017	7	Year Long
<del>Enos, Daisy</del>	2020	7	Year Long
<del>Fontana, Chlo</del>	2019	7	Year Long

[illegible]

Period	Student Count
1	1
4	28
7	34
Other	29



## Dane White

Student Name	Grad Year	Period	Duration
<del>Sanchez, Daniel</del>	2018	1	1st Semester
<del>Sanchez, Daniel</del>	2018	1	Year Long
<del>Sanchez, Daniel</del>	2018	1	Year Long
<del>Sanchez, Daniel</del>	2018	1	Year Long
Mora, Armando	2018	1	Year Long
Mura, Rene	2018	1	1st Semester
<del>Palma, Devon</del>	2018	2	Year Long
<del>Alvarez, Jose</del>	2018	2	Year Long
<del>Antunovich, Ashle</del>	2017	2	Year Long
<del>Samudio, Veronica</del>	2017	2	Year Long
<del>Corona, Angel</del>	2018	2	Year Long
<del>Diaz, Yamillet</del>	2018	2	Year Long
<del>Edwards, Austin</del>	2019	2	Year Long
<del>Franko, Madeline</del>	2017	2	Year Long
<del>Garcia, Nichole</del>	2017	2	1st Semester
<del>Garcia-Cobian, Natalia</del>	2017	2	Year Long
<del>Garcia, Erik</del>	2018	2	Year Long
<del>Hannon, Madeline</del>	2017	2	Year Long
<del>Henry, Paige</del>	2018	2	Year Long
<del>Lomeli, Joseph</del>	2017	2	Year Long
<del>Martinez, Anthony</del>	2019	2	Year Long
<del>Montano, Luis</del>	2017	2	Year Long
<del>Morales, Cydne</del>	2018	2	Year Long
<del>Morales, Claire</del>	2017	2	Year Long
<del>Otis-Hinjar, Maria</del>	2019	2	Year Long
<del>Palm, Mikayla</del>	2017	2	Year Long
<del>Rosen, Ethan</del>	2020	2	1st Semester
<del>Rodriguez, Kaleb</del>	2017	2	Year Long
<del>Rodriguez, Eileen</del>	2017	2	Year Long
<del>Rodriguez, Makenna</del>	2017	2	Year Long
<del>Sanchez, Violet</del>	2020	2	Year Long
<del>Street, Cheyenne</del>	2017	2	Year Long
<del>Sweet, Madison</del>	2019	2	Year Long
<del>Valdez, Gabriel</del>	2017	2	Year Long
<del>Vermeltfoord, Justin</del>	2017	2	Year Long
<del>Villalobos, Miguel</del>	2017	2	Year Long
<del>Villalobos-Daniel, Nathan</del>	2019	2	Year Long
<del>Young, Kristin</del>	2017	2	Year Long
<del>Zeno, Summer</del>	2017	4	Year Long
<del>Diaz, Eliana</del>	2017	6	1st Semester
<del>Smith, Kelly</del>	2017	6	Year Long

Jenks, Robin	2017	6	Year Long
Levano, Denisse	2019	6	Year Long
Marquez, Anabel	2018	6	Year Long
Mendoza, Felisa	2017	6	Year Long
Ortiz, Gadi	2017	6	Year Long
Perez, Jan	2017	6	Year Long
Roca, Emily	2017	6	Year Long
Tones, Carlos	2018	6	Year Long

Period	Student Count
1	6
2	32
4	1
6	10



# Galt

## Courses Report

Ag Economics

Dane White

Student Name	Grad Year	Period	Duration
Anthreunisse, Ashli	2017	1	Year Long
Hayes, Jonathan	2017	1	2nd Semester
Korba, Tiana	2017	1	Year Long
Macias, Oscar	2018	1	Year Long
Montano, Luis	2017	1	1st Semester
Sanchez, Salvador	2017	1	1st Semester
Sandoval, Jose	2017	1	Year Long
Seifert, Sam	2017	1	1st Semester
Street, Ghayanna	2017	1	Year Long
Wachob, Miguel	2017	1	Year Long
Wachob, Josh	2017	1	2nd Semester
Clay, Austin	2017	2	Year Long
Owens, Summer	2017	2	Year Long
Allen, Clara	2017	3	Year Long
Brant, Jordan	2017	3	1st Semester
Camarillo, Veronica	2017	3	1st Semester
Dowl, Nikole	2017	3	Year Long
Goerzen, Vincent	2017	3	Year Long
Graham, Joseph	2017	3	Year Long
Jacobson Redding, Matthew	2017	3	Year Long
Nelson, Claire	2017	3	2nd Semester
Rahl, Mickayla	2017	3	2nd Semester
Roberson, Kaleb	2017	3	Year Long
Rodriguez, Fabian	2017	3	Year Long
Santos, Makenna	2017	3	2nd Semester
Valdez, Gabriel	2017	3	2nd Semester
Vermillion, Justin	2017	3	Year Long
Young, Kristin	2017	3	Year Long
Zaragoza, Carlos	2017	3	Year Long
Aguilar, Lupe	2017	5	Year Long
Avila-Mondragon, Gilberto	2017	5	Year Long
Carrillo, Ada	2017	5	Year Long
Conley, Colton	2017	5	Year Long
Cordaz, Javier	2017	5	1st Semester
Gruz, Juan	2017	5	Year Long
Garcia-Cobian, Natalia	2017	5	Year Long
Griffin, Kelly	2017	5	Year Long
Guerrero, Austin	2017	5	Year Long
Harmon, Madeline	2017	5	Year Long
Meixner, David	2017	5	Year Long
Mendoza, Feliza	2017	5	Year Long



<del>Parker, Alex</del>	2017	5	Year Long
<del>Rhodes, Emily</del>	2017	5	Year Long
<del>Diaz, Ariana</del>	2017	6	1st Semester
<del>Alarcon, Gabe</del>	2017	7	Year Long
<del>Cortez, Joseph</del>	2017	7	2nd Semester
<del>Diaz, Eliseo</del>	2017	7	1st Semester
<del>Gonzalez, Miguel</del>	2017	7	Year Long
<del>Jones, Kaitlin</del>	2017	7	Year Long
<del>Landry, Joseph</del>	2017	7	Year Long
<del>Martinez, Aron</del>	2017	7	Year Long
<del>Ortega, Ruben</del>	2017	7	Year Long
<del>Ortiz, Saul</del>	2017	7	Year Long
<del>Reardon, Kimberly</del>	2017	7	Year Long
<del>Reese, Ian</del>	2017	7	Year Long
<del>Rocha, deshaun</del>	2017	7	Year Long
<del>Trujillo, Maddy</del>	2017	7	2nd Semester
<del>Velasquez, Amalia</del>	2017	7	2nd Semester

Period	Student Count
1	11
2	2
3	16
5	14
6	1
7	14



# Galt

## Courses Report

Other Agriscience

Dane White

Student Name	Grad Year	Period	Duration
Allen, Oliver	2017	1	Year Long
Anderson, Ashlie	2017	1	Year Long
Anderson, Veronica	2017	1	Year Long
Arzola, Gerson, Natalia	2017	1	Year Long
Barcellos, Alberto	2018	1	Year Long
Griffin, Kelly	2017	1	Year Long
Bayes, Jonathan	2017	1	Year Long
Bayless, Marissa	2017	1	Year Long
Benke, Keittin	2017	1	Year Long
Berwick, Ashlyn	2018	1	Year Long
Bonelli, Joseph	2017	1	Year Long
Brito, Adrian	2019	1	Year Long
Buendia, Emmanuel	2017	1	Year Long
Burton, Feliza	2017	1	Year Long
Montano, Rebecca	2018	1	Year Long
Carriz, Carl	2017	1	Year Long
Castro, Claireesa	2018	1	Year Long
Powers, Jace	2018	1	Year Long
Choe, Emily	2017	1	Year Long
Rocha, Vanessa	2018	1	Year Long
Silano, Brian	2018	1	Year Long
Valenzuela, Analia	2017	1	Year Long
Villalobos, Miguel	2017	1	Year Long
Villanueva, Francisco	2017	1	Year Long
Aguirre, Devan	2018	3	Year Long
Alvarado, Jose	2018	3	Year Long
Arce, Philip	2018	3	Year Long
Calderon, Monique	2018	3	Year Long
Castro, Joseph	2017	3	Year Long
Chavez, Diana	2017	3	Year Long
Chavez, Kristin	2018	3	Year Long
Franko, Madeline	2017	3	Year Long
Gallegos, Jon	2018	3	Year Long
Garcia, Nahomi	2017	3	1st Semester
Gonzalez, Paige	2018	3	Year Long
Martinez, Aron	2017	3	Year Long
Mayer, Amanda	2018	3	Year Long
Miller, Alicia	2018	3	Year Long
Montano, Luis	2017	3	Year Long
Montes, Sybil	2018	3	Year Long
Munoz, Victor	2018	3	Year Long

<del>Nelson, Claire</del>	2017	3	Year Long
<del>Bohl, Mickyia</del>	2017	3	Year Long
<del>Roberson, Kaleb</del>	2017	3	Year Long
<del>Reunguez, Fabien</del>	2017	3	Year Long
<del>Gomez, Isiah</del>	2017	3	Year Long
<del>Street, Choyana</del>	2017	3	Year Long
<del>Vormellford, Justin</del>	2017	3	Year Long
<del>Vivanco, Monique</del>	2020	3	Year Long
<del>Young, Kristine</del>	2017	3	Year Long
<del>Palmer, Stansoa</del>	2018	4	Year Long
<del>Graham, Joseph</del>	2017	5	Year Long

Period	Student Count
1	24
3	26
4	1
5	1



# Galt

## Courses Report

Agricultural Welding

Carl Wright

Student Name	Grad Year	Period	Duration
<del>Rivera, Maria</del>	2019	1	Year Long
<del>Barnett, Jacob</del>	2019	1	Year Long
<del>Barrera, Andres</del>	2018	1	Year Long
<del>Binton, Chris</del>	2019	1	Year Long
<del>Casillas, Francisco</del>	2018	1	Year Long
<del>Castellanos, Miguel</del>	2018	1	Year Long
<del>Cranham, Joseph</del>	2017	1	Year Long
<del>Humphrey, Aiden</del>	2020	1	1st Semester
<del>Marquez, Regalado, Miguel</del>	2019	1	Year Long
<del>Myrick-Smith, Marjie</del>	2018	1	Year Long
<del>Roche, Andrew</del>	2019	1	Year Long
<del>Federighi, Marco</del>	2019	2	1st Semester
<del>Flory, Tyler</del>	2019	2	Year Long
<del>Hayes, Jonathan</del>	2017	2	Year Long
<del>Herrera, Rigoberto</del>	2017	2	Year Long
<del>Brunet, Jordan</del>	2017	4	1st Semester
<del>Neuhungar, Paul</del>	2017	4	Year Long
<del>Valdez, Gabriel</del>	2017	4	Year Long
<del>Calderon, Ivan</del>	2017	5	Year Long
<del>Gardiel, Natanuel</del>	2018	5	Year Long
<del>Castillo, David</del>	2017	5	1st Semester
<del>Castillo, Jaida</del>	2018	5	Year Long
<del>Chavez, Marcos</del>	2017	5	Year Long
<del>Flores, Amable</del>	2017	5	Year Long
<del>Gomez, Edgar</del>	2019	5	Year Long
<del>Gutierrez, Juan</del>	2017	5	Year Long
<del>Gwin, Kimberly</del>	2017	5	Year Long
<del>Hayes, Joshua</del>	2019	5	Year Long
<del>Jenke, Kaitlin</del>	2017	5	Year Long
<del>Johnson, Austin</del>	2018	5	Year Long
<del>Mason, Shane</del>	2019	5	Year Long
<del>Reardon, Kody</del>	2019	5	Year Long
<del>Reckwood, Jimmy</del>	2019	5	Year Long
<del>Sanchez, Anthony</del>	2019	5	Year Long
<del>Secretary, Yohani</del>	2018	5	Year Long
<del>Trotti, Nathan</del>	2019	5	Year Long
<del>Abbott, Ty</del>	2019	6	Year Long
<del>Andrade, Regelia</del>	2018	6	Year Long
<del>Anthounisse, Brendan</del>	2019	6	Year Long
<del>Blackwell, Tara</del>	2018	6	Year Long
<del>Bryant, Gregory</del>	2018	6	Year Long

[REDACTED]	2017	6	Year Long
[REDACTED]	2017	6	Year Long
[REDACTED]	2019	6	Year Long
[REDACTED]	2017	6	Year Long
[REDACTED]	2019	6	Year Long
[REDACTED]	2017	6	Year Long
[REDACTED]	2019	6	Year Long
[REDACTED]	2019	6	Year Long
[REDACTED]	2018	6	Year Long
[REDACTED]	2017	6	Year Long
[REDACTED]	2019	6	Year Long
[REDACTED]	2018	6	Year Long
[REDACTED]	2019	6	Year Long
[REDACTED]	2018	6	Year Long
[REDACTED]	2019	6	Year Long

Period	Student Count
1	11
2	4
4	3
5	18
6	20



# Galt

## Courses Report

Fabrication & Construction

Carl Wright

Student Name	Grad Year	Period	Duration
[REDACTED]	2017	1	Year Long
[REDACTED]	2017	1	Year Long
[REDACTED]	2018	1	Year Long
[REDACTED]	2017	4	1st Semester
[REDACTED]	2017	4	Year Long
[REDACTED]	2017	4	Year Long
[REDACTED]	2017	4	Year Long
[REDACTED]	2017	4	Year Long
[REDACTED]	2017	6	Year Long
[REDACTED]	2017	7	Year Long
[REDACTED]	2018	7	Year Long
[REDACTED]	2017	Other	Year Long
[REDACTED]	2017	Other	Year Long
[REDACTED]	2017	Other	Year Long
[REDACTED]	2017	Other	Year Long
[REDACTED]	2018	Other	Year Long
[REDACTED]	2018	Other	Year Long

Period	Student Count
1	3
4	5
6	1
7	2
Other	6



# Galt

## Courses Report

### Introduction to Agricultural Mechanics

Carl Wright

Student Name	Grad Year	Period	Duration
[REDACTED]	2019	1	Year Long
[REDACTED]	2017	1	Year Long
[REDACTED]	2018	1	Year Long
[REDACTED]	2018	1	Year Long
[REDACTED]	2018	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	1st Semester
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2018	1	Year Long
[REDACTED]	2019	1	Year Long
[REDACTED]	2017	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2017	1	Year Long
[REDACTED]	2020	1	Year Long
[REDACTED]	2018	1	Year Long
[REDACTED]	2020	3	Year Long
[REDACTED]	2019	3	Year Long
[REDACTED]	2020	3	Year Long
[REDACTED]	2017	3	1st Semester
[REDACTED]	2020	3	Year Long
[REDACTED]	2020	3	Year Long
[REDACTED]	2020	3	Year Long
[REDACTED]	2020	3	Year Long
[REDACTED]	2020	3	Year Long
[REDACTED]	2017	3	Year Long
[REDACTED]	2020	3	Year Long
[REDACTED]	2020	3	Year Long
[REDACTED]	2020	3	Year Long
[REDACTED]	2018	3	Year Long
[REDACTED]	2017	3	Year Long
[REDACTED]	2020	3	Year Long

...	2020	3	Year Long
...	2020	3	Year Long
...	2019	3	Year Long
...	2019	3	Year Long
...	2020	3	Year Long
...	2019	3	Year Long
...	2020	3	Year Long
...	2019	3	Year Long
...	2017	3	Year Long
...	2020	3	Year Long
...	2018	4	Year Long
...	2020	4	Year Long
...	2018	4	Year Long
...	2019	4	Year Long
...	2018	4	Year Long
...	2020	4	Year Long
...	2018	4	Year Long
...	2020	4	Year Long
...	2019	4	Year Long
...	2020	4	Year Long
...	2018	4	Year Long
...	2019	4	1st Semester
...	2018	4	Year Long
...	2019	4	Year Long
...	2018	4	Year Long
...	2019	4	Year Long
...	2017	4	Year Long
...	2018	4	Year Long
...	2018	4	Year Long
...	2018	4	Year Long
...	2018	4	Year Long
...	2017	4	Year Long
...	2017	4	Year Long
...	2019	7	Year Long
...	2019	7	Year Long
...	2017	Other	Year Long
...	2020	Other	Year Long
...	2018	Other	Year Long
...	2019	Other	Year Long
...	2019	Other	Year Long

Period	Student Count
1	26
3	25
4	23
7	2
Other	5



<del>Mentel, Alexander</del>	2019	Member	1	602455089	PSPAC0
<del>Miora, Armando</del>	2018	Member	3	601227331	0VUTCV
<del>Morales, Cydia</del>	2018	Member	3	601227332	C@BU9H
<del>Morales, Abraham</del>	2018	Member	3	601227333	L31HWX
<del>Morgado, Emily</del>	2020	Member	1	602450889	1U2HU
<del>MORGAN, SALVADOR</del>	2019	Member	1	602450677	42MY2K
<del>Morris, Jeff</del>	2018	Member	3	601228703	5EM2JB
<del>Mosqueda, Charlys</del>	2017	Member	2	602433660	\$T0UIS
<del>Moustakas, Garry</del>	2019	Member	1	602451050	EEMGVN
<del>Mullins, Eric</del>	2019	Member	2	602432620	@NX6!O
<del>Munoz, Daniela</del>	2017	Member	1	602455090	7ALKGA
<del>Munoz, Magaly</del>	2018	Member	2	602433482	879OW@
<del>Munoz, Victor</del>	2018	Member	2	602431779	D6LQI\$
<del>Muro, Rene</del>	2018	Member	3	601227335	\$9CQDN
<del>Murphy, Smith, Mazie</del>	2018	Member	3	601227336	INU!V\$
<del>Nakham, Alvin</del>	2020	Member	1	602453534	E!Y5S
<del>Narveson, John</del>	2019	Member	2	602432594	K7R!T
<del>Nelson, Claire</del>	2017	Member	4	600971086	RZR@1C
<del>Nelson, Keegan</del>	2019	Member	2	602431682	5GWEIA
<del>Newburger, Paul</del>	2017	Member	4	600971154	2MOW5E
<del>Nieves, Daniela</del>	2018	Member	2	602431921	NSHYPB
<del>Nino Del Toro, Adriana</del>	2020	Member	1	602450633	Q51RK5
<del>Maricgar, Genesis</del>	2018	Member	1	602453381	@Y40Y
<del>O'Neal, Zachariah</del>	2017	Member	4	600971158	Q\$554
<del>Olague, Diana</del>	2018	Member	1	602454196	CYAHVG
<del>Ochoa, Hector</del>	2019	Member	1	602455091	5ILCD
<del>Ochoa, Steve</del>	2017	Member	3	600971156	PBUCLR
<del>Ochoa, Martinez, Steacy</del>	2020	Member	1	602453329	GPPVL
<del>Olivas, Ray</del>	2018	Member	3	601227339	BYE\$9\$
<del>Olivas, Mark</del>	2019	Member	2	602432452	AB\$BVZ
<del>Olivas, Marcos</del>	2019	Member	2	602431678	9YGZZM
<del>Oregel, Oregel, Jesus</del>	2017	Member	3	600971159	4M\$E43
<del>Ostegen, Ruben</del>	2017	Member	3	600971162	!S\$5B\$
<del>Otin, Brenda</del>	2019	Member	1	602453606	F4V6EX
<del>Otin, Maria</del>	2020	Member	1	602453530	6J!D@L
<del>Otin, Garry</del>	2017	Member	3	601227342	7MCFWF
<del>Otin, Hilda, Mario</del>	2019	Member	2	602431705	7NSIN\$

<del>Ortiz, Ramirez, Alexis</del>	2020	Member	1	602450641	66KA6L
<del>Ortiz, Dylan</del>	2020	Member	1	602450631	ED8\$PM
<del>Oseguera, Eric</del>	2018	Member	3	601227343	8NRB20
<del>Owens, Ramirez, Sam</del>	2019	Member	1	602453888	XJ3C\$1
<del>Owens, Summer</del>	2017	Member	4	600971163	C8X!CI
<del>Pacletti, Claressa</del>	2018	Member	3	601228717	!5@\$PV
<del>Paredes, Mario</del>	2020	Member	1	602450744	15865
<del>Parker, Alex</del>	2017	Member	3	600971165	SHLO@A
<del>Parks, Myra</del>	2020	Member	1	602451521	LPY\$DM
<del>Parray, Carmen</del>	2017	Member	4	600971166	GFCVK@
<del>Parris, Jenna</del>	2020	Member	1	602450635	MJWHPG
<del>Pearson, Kimberly</del>	2017	Member	4	600971169	G0HZ5M
<del>Pelt, Mickeyla</del>	2017	Member	4	600971170	IFS9CR
<del>Pena, Edmundo</del>	2020	Member	1	602454186	3TM85H
<del>Perez, Esmaralda</del>	2018	Member	3	601227346	1L8K2T
<del>Perez, Gabriel</del>	2020	Member	1	602453877	4@J1DV
<del>Perez, Julio</del>	2018	Member	2	601227347	OZAL4J
<del>Perry, Jacob</del>	2019	Member	2	602431702	A2K\$B
<del>Perron, Danielle</del>	2018	Member	3	601227348	VC30FC
<del>Peterson, Jesse</del>	2020	Member	1	602451663	QQH79N
<del>Pulkovich, Racey</del>	2019	Member	1	602453542	P74\$84
<del>Pimental, Cameron</del>	2017	Member	1	602455092	J4VV7
<del>Plant, Jacob</del>	2019	Member	2	602432500	JS2OQI
<del>Plant, Noah</del>	2018	Member	3	601227559	HHJ@OC
<del>Plaza, Antonio</del>	2020	Member	1	602451526	@EZNEA
<del>Powers, Jane</del>	2018	Member	1	602449407	G1KMCC
<del>Prezado, Marios</del>	2020	Member	1	602450681	Y@C9W5
<del>Ramirez, Bernard</del>	2020	Member	1	602455095	O59P36
<del>Ramirez, Crystal</del>	2017	Member	1	602455093	UF3E2D
<del>Ramirez, Devin</del>	2018	Member	2	601227563	4YV2\$X
<del>Ramirez, Emmanuel</del>	2018	Member	1	602454481	6PBUK
<del>Ramirez, Herman</del>	2020	Member	1	602454184	8689@R
<del>Ramirez, Thomas</del>	2019	Member	1	602455094	WD9HYH
<del>Ramirez, Jose</del>	2018	Member	2	601227564	U6J8!T
<del>Ramirez, Martiniano</del>	2020	Member	1	602455096	3JG775
<del>Ramirez, Monica</del>	2020	Member	1	602450638	V0O535
<del>Ramirez, Yocelin</del>	2019	Member	2	602431666	MO7Q8!

Ramirez, Ramon	2019	Member	1	602453892	RHDGFO
Ramirez, Cirilo	2020	Member	1	602450667	NX!FLX
Ramos, Anas, Brandon	2020	Member	1	602450679	FN9PGD
Rangel, Jon	2017	Member	3	601227568	TG8519
Rangel, Marcus	2020	Member	1	602444276	MDLE49
Raza, Michelle	2020	Member	1	602453537	IEAO@S
Reed, Brian	2020	Member	1	602451563	\$JMUH
Reese, Ian	2017	Member	4	600971177	@KB0S0
Regla, Natalie	2018	Member	1	602455097	X6X5TO
Reichmeyer, Megan	2016	Member	5	600718617	1FKRV8
Reichmann, Emily	2018	Member	3	601227570	QQ7T5I
Remick, Kody	2019	Member	2	602432469	9MVHOO
Remick, Kaleigh	2020	Member	1	602450751	LE1VDD
Reyes, Natalie	2019	Member	1	602451514	0@6@4X
Reyes, Brian	2018	Member	1	602453522	HB3IL@
Rice, Emily	2017	Member	4	600971180	7H!!1X
Richter, Ian	2020	Member	1	602450904	B02JF
Rickards, Alan	2018	Member	1	602451303	HO\$SR
Rivera, Angela	2020	Member	1	602453330	RR3LZ6
Rivera, Leon	2020	Member	1	602451667	LBEVF
Rivera, Kaleb	2017	Member	2	602432497	BO@ZH9
Roberson, Kayla	2019	Member	1	602455098	13OUJ
Robles, Cecilia	2017	Member	1	602455099	E2NZ2M
Robles, Felix	2019	Member	2	602431667	1A6FYT
Robles, Guadalupe	2020	Member	1	602454215	DQPOVY
Rocha, Andres	2019	Member	2	602432414	R8E!Q\$
Rocher, Deborah	2017	Member	4	600970421	7VUDMT
Rochman, John	2018	Member	1	602449389	@MQMBP
Rodriguez, John	2019	Member	2	602432494	JLM25Y
Rodriguez, Alejandro	2017	Member	1	602450674	4CYDIB
Rodriguez, Alex	2019	Member	2	602431707	Y4D\$0D
Rodriguez, Alexander	2019	Member	1	602453496	2S9Z9X
Rodriguez, Christopher	2019	Member	2	602431698	HL6BZV
Rodriguez, Eduardo	2020	Member	1	602453532	XR@WL
Rodriguez, Fabian	2017	Member	2	602431778	FFVA\$
Rodriguez, Mariah	2018	Member	1	602451038	F09QQ@
Rodriguez, Nicholas	2020	Member	1	602453870	D1ATEY

Rodriguez, Rosa	2017	Member	2	602431925	UCRK41
Rodriguez, Ornela	2019	Member	1	602450894	2X2XNZ
Rodriguez, Silvia	2020	Member	1	602451384	NL@ET4
Rodriguez, Yusevito	2019	Member	1	602451676	F2N13Z
Rodriguez, Alberto	2019	Member	2	602432241	ESKV\$\$
Romero, Juan	2018	Member	1	602450266	22\$VPY
Romero, Samuel, Leidy	2019	Member	2	602431693	KF3A9O
Sanchez, Leah	2017	Member	3	601227579	AY!IT
Salazar, Andrew	2017	Member	1	602450963	8Q3!J0
Salazar, Emily	2020	Member	1	602453533	4LEGI7
Salazar, Nunez, Alexis	2018	Member	1	602455100	VB0ZCH
Salgado, Padilla, Evelyn	2018	Member	3	601227580	N\$NCZW
Sanchez, Wilmar	2019	Member	2	602432495	00H53J
Sanchez, Edgar	2017	Member	2	600970427	@0J62\$
Sanchez, Hely	2020	Member	1	602450896	4TZ5R3
Sanchez, Henry	2019	Member	1	602454148	!L45OU
Sanchez, Roberto	2019	Member	1	602454202	\$5VNY
Sanchez, Salvador	2017	Member	3	601227582	P8CSD6
Sandoval, Janet	2017	Member	1	602454212	6FDSX\$
Sandoval, Jose	2017	Member	3	601227583	T6UQUY
Sandoval, Gonzalez, Alexis	2019	Member	1	602455101	R@2B0A
Santos, Jose	2020	Member	1	602451531	KSKW41
Santos, Makenna	2017	Member	4	600970430	B22OAN
Sarantis, Justin	2019	Member	2	602432416	04WE9S
Sarganis, Marissa	2020	Member	1	602450696	QI90RF
Sarganis, Sarina	2020	Member	1	602455102	1@ZHKM
Sawyer, Nathaniel	2019	Member	2	602432450	6HTDV\$
Schmitt, Dylan	2017	Member	3	600970432	1TTC3H
Scroggins, Zick	2019	Member	1	602454209	DLX\$ZC
Seifert, Mitchel	2016	Member	5	600718676	FGG52K
Seifert, Sam	2017	Member	4	600970433	A@U32H
Serrano, Alexandra	2019	Member	1	602453526	OQI64F
Serrano, Jr, Rodrigo	2018	Member	3	601228117	YRMGP4
Serrato, Hector	2018	Member	2	602432621	2GRY!M
Serrato, Yobani	2018	Member	2	601228118	CN71@D
Silack, James	2018	Member	3	601228121	S4FWE0
Smith, Anna	2018	Member	3	601228124	7AV0W4

<del>Sanchez, Walter</del>	2020	Member	1	602451358	3VIA7A
<del>Sandoval, Juan</del>	2018	Member	3	601228126	PVGMQQ
<del>Soto, Denise</del>	2018	Member	1	602455103	B97UCM
<del>Soto, Jacob</del>	2019	Member	2	602432480	!V@5F3
<del>Sprake, Mark</del>	2018	Member	3	601228128	QXU6KQ
<del>Stano-Bana, Nicholas</del>	2019	Member	2	602432490	XR8W7Z
<del>Stout, Brian</del>	2019	Member	1	602451690	6XH10Q
<del>Strayhorn, Christian</del>	2019	Member	2	602432471	6DTM7J
<del>Strong, Cheyenne</del>	2017	Member	4	600970440	LNR579
<del>Stratton, Sergio</del>	2018	Member	2	601228131	ZKPA5X
<del>Sullivan, Brenda</del>	2018	Member	1	602449391	QRDT96
<del>Sweet, Madison</del>	2019	Member	2	602433820	60!EQ
<del>Talbot, Johnathan</del>	2018	Member	2	601228133	EXI@B
<del>Talbot, Brandon</del>	2019	Member	2	602432440	D0BP92
<del>Tanner, Carlos</del>	2018	Member	3	601228136	FMYU2G
<del>Tanner, David</del>	2020	Member	1	602453555	T72\$P\$
<del>Tanner, David</del>	2018	Member	1	602451044	2OE91W
<del>Tanner, David</del>	2017	Member	1	602451308	0MTAX
<del>Tanner, Melvin</del>	2019	Member	2	602433814	FAVX15
<del>Tanco, Rene</del>	2018	Member	1	602450678	921IWD
<del>Tanco, Mathew, Trinitas</del>	2019	Member	1	602455104	21!LXL
<del>Trotter, Nathan</del>	2019	Member	2	602432474	1Z9VX@
<del>Trotter, Robert</del>	2019	Member	2	602432228	Y19QR7
<del>Trujillo, Francisco</del>	2019	Member	1	602453561	DM1PLZ
<del>Trujillo, Maddy</del>	2017	Member	4	600970448	SRD\$FX
<del>Valdez, Gabriel</del>	2017	Member	4	600970587	3YI9K
<del>Valdez, Olivia</del>	2020	Member	1	602453843	IGRAZE
<del>Valdivia, Gilbert</del>	2019	Member	2	602432505	Q!SY6
<del>Valdivia, Pamela</del>	2018	Member	3	601228138	46NYY2
<del>Valdivia, Carlos, Gracioso</del>	2020	Member	1	602454190	4\$QXPW
<del>Valencia, Palomo</del>	2017	Member	1	602453323	0@HORF
<del>Valenzuela, Monsegat</del>	2020	Member	1	602450627	Q48BKV
<del>Van Stoy, Alejandra</del>	2019	Member	1	602450746	410FNC
<del>Vang, Nathan</del>	2018	Member	1	602451041	GYC91M
<del>Vargas, Alfredo</del>	2019	Member	1	602450893	1R\$P01
<del>Vargas, Elmer</del>	2018	Member	1	602451710	DAI2QK
<del>Vasquez, David</del>	2017	Member	1	602455105	EKE\$GV

<del>Velasco, Alexander</del>	2020	Member	1	602451567	7L6XXV
<del>Velasco, Alexander</del> petth	2017	Member	1	602455106	I830CV
<del>Velasco, Denisse</del>	2018	Member	1	602451336	DMP555
<del>Velasco, Julio</del>	2020	Member	1	602453577	@\$EK\$U
<del>Velasco, Amalia</del>	2017	Member	4	600970590	X3GI05
<del>Vermeltfoort, Justin</del>	2017	Member	4	600970591	TGR19W
<del>Vermeltfoort, Rachel</del>	2019	Member	2	602432496	D7M1V
<del>Vierro, Araya</del>	2018	Member	3	601228311	WZE0P5
<del>Villalobos, David</del>	2019	Member	1	602451744	6EXNO8
<del>Villalobos, David</del>	2017	Member	2	601228312	6NBZLV
<del>Villalobos, David</del>	2019	Member	1	602451306	E7905
<del>Villalobos, David</del>	2017	Member	1	602450980	1OHEU1
<del>Villalobos, David</del>	2017	Member	1	602453618	UP!!@!
<del>Villalobos, David</del>	2019	Member	1	602453335	LDKVIY
<del>Villalobos, Maria</del>	2020	Member	1	602450759	6QP095
<del>Villalobos, Miguel</del>	2017	Member	4	600970593	U8E\$\$N
<del>Villalobos, Orlando</del>	2018	Member	2	601228313	UWE9GC
<del>Villalobos Rangel, Nathan</del>	2019	Member	2	602431697	OT!!H!
<del>Villalobos, Daniel</del>	2016	Member	5	600718712	9QLFST
<del>Villalobos, David</del>	2020	Member	1	602451540	LC\$6TE
<del>Villalobos, Francisco</del>	2017	Member	4	600970595	373G8N
<del>Villalobos, Monique</del>	2020	Member	1	602455107	@@2\$02
<del>Villalobos, David</del>	2017	Member	2	602431802	F64Z1T
<del>Villalobos, Makenna</del>	2015	Member	6	600008027	JD3B9G
<del>Villalobos, Richard</del>	2019	Member	2	602431664	ZVE9UW
<del>Villalobos, Josh</del>	2017	Member	4	600970597	QIU@\$
<del>Villalobos, Matthew</del>	2017	Member	1	602451042	96YDL1
<del>Villalobos, Cameron</del>	2018	Member	1	602449898	Q4\$10F
<del>Villalobos, Cameron</del>	2018	Member	3	601228315	\$6IKH
<del>Villalobos, Cameron</del>	2018	Member	1	602453535	P8VYKE
<del>Villalobos, Cameron</del>	2018	Member	3	601228316	N2G3\$V
<del>Villalobos, Cameron</del>	2020	Member	1	602453862	T89MN1
<del>Young, Kristin</del>	2017	Member	4	600970606	W7YM!V
<del>Yunker, Mich</del>	2018	Member	3	601228317	F23GDY
<del>Zaragoza, Carlos</del>	2017	Member	4	600970607	KN25LL
<del>Zaragoza, Dale</del>	2020	Member	1	602451536	E40@3
<del>Zaragoza, Manuel</del>	2019	Member	2	602432422	@2JW!

Z. [REDACTED]	2019	Member	2	602433812	DP5RDO
Z. [REDACTED]	2019	Member	2	602431718	SVT\$YJ

TITUS, KATELYN &gt; Document:

**New Search**

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

**Last Name:** TITUS  
**First Name:** KATELYN  
**Middle Name:** MARIE

**Last Known County of Employment:** SACRAMENTO  
 COUNTY  
 OFFICE OF  
 EDUCATION

Note: Please verify County of Employment is current  
 If flag displayed, click the Adverse and Commission Actions tab. If no flag,  
 review Status field under the All Documents tab to view any adverse action  
 taken.

**Adverse and Commission Actions Indicator:**

**Current Document** | All Documents | Adverse and Commission Actions

◀ 1 - 3 of 3 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
➤	150128791	Single Subject Teaching Credential	Clear	Valid	6/1/2015	7/1/2020			
➤	130129972	Single Subject Teaching Credential	Preliminary	Valid	7/2/2013	8/1/2018			
➤	130150715	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/2/2013	8/1/2018			

**Authorization/Subjects**

◀ 1 - 2 of 2 ▶

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

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. ▶ 1 - 1 of 1 ▶

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

**Employment Restrictions**

◀ No Records ▶



SILVA, DEREK &gt; Document:

**New Search**

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

**Last Name:** SILVA**Last Known County of Employment:**

Note: Please verify County of Employment is current

**First Name:** DEREK**Adverse and Commission Actions Indicator:**

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

**Middle Name:** LUCAS**Current Document** | All Documents | Adverse and Commission Actions

◀ 1 - 4 of 4 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
➤	150106644	Single Subject Teaching Credential	Clear	Valid	6/8/2015	7/1/2020			
➤	130161113	Single Subject Teaching Credential	Preliminary	Valid	5/31/2013	6/1/2018			
➤	130160961	Specialist Instruction Credential (Agriculture)	Clear	Valid	5/31/2013	6/1/2018			
➤	120082628	Certificate of Clearance		Valid	5/9/2012	6/1/2017			

**Authorization/ Subjects**

◀ 1 - 2 of 2 ▶

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

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. ◀ 1 - 1 of 1 ▶

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

**Employment Restrictions**

◀ No Records ▶

GOEHRING, JESSALEE &gt; Document:

**New Search**

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

**Last Name:** GOEHRING  
**First Name:** JESSALEE  
**Middle Name:** ELIZABETH

**Last Known County of Employment:** SAN JOAQUIN  
 COUNTY  
 OFFICE OF  
 EDUCATION

Note: Please verify County of Employment is current  
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Adverse and Commission Actions Indicator:**

**Current Document** | All Documents | Adverse and Commission Actions

◀ 1 - 2 of 2 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
➤	130061239	Specialist Instruction Credential (Agriculture)	Clear	Valid	8/1/2013	8/1/2018	6/16/2003		
➤	130061240	Single Subject Teaching Credential	Clear	Valid	8/1/2013	8/1/2018	6/16/2003		

**Authorization/Subjects**

◀ 1 - 1 of 1 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

**Renewal Requirements**

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

◀ 1 - 1 of 1 ▶

Renewal Code	Renewal Description	Additional Description
R15	There are no additional requirements for the renewal of this credential; however, the term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required

**Employment Restrictions**

◀ No Records ▶

REECE, CHERYL &gt; Document:

**New Search**

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

**Last Name:** REECE**Last Known County of Employment:**

Note: Please verify County of Employment is current

**First Name:** CHERYL**Adverse and Commission Actions Indicator:**

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

**Middle Name:****Current Document** | All Documents | Adverse and Commission Actions

◀ 1 - 3 of 3 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
➤	080119566	Crosscultural, Language and Academic Development Certificate	Clear	Valid	2/1/2008		2/1/2008		
➤	130159242	Specialist Instruction Credential (Agriculture)	Clear	Valid	9/1/2013	9/1/2018	8/13/1993		
➤	130159243	Single Subject Teaching Credential	Clear	Valid	9/1/2013	9/1/2018	10/13/1992		

**Authorization/Subjects**

◀ 1 - 1 of 1 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
S12	This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content instruction delivered in English in the subjects and at the levels authorized by the prerequisite credential or permit. Education Code Section 44253.3 includes all credentials and permits that authorize instruction except emergency credentials or permits, college or university internship credentials, District Internship Certificates, Exchange Certificated Employee Teaching Credentials, or Sojourn Certificated Employee Teaching Credentials.	NONE		MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. ▶ 1 - 1 of 1 ▶

Renewal Code	Renewal Description	Additional Description
S31B	This certificate need not be renewed. The authorization shall remain in force as long as the valid prerequisite credential or permit is held concurrently.	TC Code Not Required

**Employment Restrictions**

◀ No Records ▶

WHITE, DANE &gt; Document:

**New Search**

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

**Last Name:** WHITE**Last Known County of Employment:**

Note: Please verify County of Employment is current

**First Name:** DANE**Adverse and Commission Actions Indicator:**

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

**Middle Name:** STEPHEN**Current Document** | All Documents | Adverse and Commission Actions

◀ 1 - 2 of 2 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
➤	160032154	Specialist Instruction Credential (Agriculture)	Clear	Valid	3/1/2016	3/1/2021	12/31/2008		
➤	160032150	Single Subject Teaching Credential	Clear	Valid	3/1/2016	3/1/2021	12/31/2008		

**Authorization/Subjects**

◀ 1 - 1 of 1 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

**Renewal Requirements**

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

◀ 1 - 1 of 1 ▶

Renewal Code	Renewal Description	Additional Description
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required

**Employment Restrictions**

◀ No Records ▶

WRIGHT, CARL &gt; Document:

**New Search**

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

**Last Name:** WRIGHT**Last Known County of Employment:**

Note: Please verify County of Employment is current

**First Name:** CARL**Adverse and Commission Actions Indicator:**

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

**Middle Name:****Current Document** | All Documents | Adverse and Commission Actions

◀ 1 - 3 of 3 ▶

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
➤ 080122166	Crosscultural, Language and Academic Development Certificate	Clear	Valid	2/1/2008		2/1/2008		
➤ TC408732	Specialist Instruction Credential (Agriculture)	Life	Valid	5/2/1985		6/10/1982		
➤ TC408731	Single Subject Teaching Credential	Life	Valid	5/2/1985		1/1/1982		

**Authorization/Subjects**

◀ 1 - 1 of 1 ▶

**Authorization Code****Authorization Description****Subject Code****Subject Description****Major/Minor****Added Authorization Date**

S12

This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content instruction delivered in English in the subjects and at the levels authorized by the prerequisite credential or permit. Education Code Section 44253.3 includes all credentials and permits that authorize instruction except emergency credentials or permits, college or university internship credentials, District Internship Certificates, Exchange Certificated Employee Teaching Credentials, or Sojourn Certificated Employee Teaching Credentials.

NONE

MAJ

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. ◀ 1 - 1 of 1 ▶ |

**Renewal Code****Renewal Description****Additional Description**

S31B

This certificate need not be renewed. The authorization shall remain in force as long as the valid prerequisite credential or permit is held concurrently.

TC Code Not Required

**Employment Restrictions**

◀ No Records ▶ |

## Addendum A, Page One

### GALT JOINT UNION HIGH SCHOOL DISTRICT

Galt Federation of Certificated and Classified Employees

Certificated Salary Schedule, Teacher and Nurse

2016-2017

Step (Years)	A BA	B BA+Cred.	C BA+45+Cred.	D BA+60+Cred.	E BA+75+Cred.
1	38,643	47,944	49,165	50,382	51,603
2	38,712	49,166	51,053	52,942	54,459
3	38,777	50,382	52,944	55,495	57,314
4		51,603	54,832	58,052	60,172
5		52,823	56,721	60,609	63,026
6		54,042	58,612	63,167	65,880
7		55,262	60,500	65,722	68,736
8		56,482	62,391	68,280	71,591
9			64,278	70,835	74,446
10			66,169	73,394	77,304
11				75,949	80,159
12				78,505	83,014
13					85,870
14					88,726
18					91,581
22					94,436
26					97,291

1. Only units earned after the awarding of the BA/BS or equivalent degree will be counted

*3 Year Settlement -4% Salary Increase for 2014-15, 3.5% Salary Increase for 2015-16 & 3% Salary Increase for 2016-17 Board Approved 4/14/15*

2. Up to ten years credit is allowed for out-of-district experience.

3. Masters Degree - \$1,122 annual above schedule.

4. Doctorate Degree - \$1,579 annual above schedule.

Schedule based on 183 work days

*2 year settlement - 6% Increase for 2006-07 & 4.53% increase for 2007-08*

\*Salary schedule - reduced by three (3) furlough days for the 2010-11 fiscal year.

Board Approval

\*Salary schedule - reduced by 1.64% (equivalent to (3) teacher furlough days for the 2011-2012 fiscal year.)

Board Approval

\*Salary schedule - reduced by 1.09% (equivalent to (2) teacher furlough days for the 2012-2013 fiscal year.)

Board Approval

2.5% Increase for 2013-2014

Board Approval

*3 Year Settlement - 4% Increase for 2014-15, 3.5% Increase for 2015-16 & 3% Increase for 2016-17*

*Board Approval*

**Addendum A, Page Six**  
**GALT JOINT UNION HIGH SCHOOL DISTRICT**  
**GFCCE Advisor Position Salaries – Extra Stipends**  
**2016-2107**

<b>Position</b>	<b>A First Year (0-3)</b>	<b>B After 3 Years (4-6)</b>	<b>C After 6 Years (7-9)</b>	<b>D After 9 Years (10+)</b>
<b>CHOIR DIRECTOR</b>	747	937	1,122	1,309
<b>COLOR GUARD SCIENCE OLYMPIAD</b>	1,336	1,398	1,469	1,545
<b>ACADEMIC DECATHLON</b>	1,551	1,622	1,707	1,791
<b>CHEERLEADER NEWSPAPER YEARBOOK</b>	2,336	2,456	2,579	2,708
<b>BAND DRAMA FFA SPEECH HOSA</b>	3,098	3,252	3,415	3,585
<b>ACTIVITIES DIRECTOR</b>	5,002	5,245	5,515	5,792
<b>MUSIC ACCOMPANIST</b>	5,213	5,472	5,746	6,035
<b>DEPARTMENT CHAIRPERSON</b>				All Years
<b>I, Less than 20 sections</b>				2,116
<b>II, 20-29 sections</b>				3,526
<b>III, 30-39 sections</b>				4,231
<b>IV, 40-49 sections</b>				4,936
<b>V, 50-79 sections</b>				6,043
<b>VI, 80 or more sections</b>				7,305
<b>CLASS ADVISORS</b>				All Years
<b>FRESHMAN</b>				1,498
<b>SOPHOMORE</b>				1,567
<b>JUNIOR</b>				1,648
<b>SENIOR</b>				1,731
<b>COORDINATORS</b>				All Years
<b>TUPE DISTRICT COORDINATOR</b>				5,683
<b>AVID DISTRICT COORDINATOR</b>				3,409
<b>TUPE SITE COORDINATOR</b>				2,842
<b>GATE COORDINATOR</b>				2,842
<b>SAFE &amp; DRUG FREE</b>				1,136
<b>INTERVENTION COORDINATOR</b>				570

3 Year Agreement – 4% Salary Increase for 2014-15, 3.5% Salary Increase for 2015-16 & 3% Increase for 2016-17

*Board Approved 04/14/15*

# **CERTIFICATED HIRING PROCESS**

Galt Joint Union High School District

---

## **1.0 SCOPE:**

- 1.1 This procedure discusses the process of hiring certificated employees.

## **2.0 RESPONSIBILITY:**

- 2.1 Human Resource Coordinator
- 2.2 Payroll Analyst

## **3.0 APPROVAL AUTHORITY:**

- 3.1 Chief Business Official

## **4.0 DEFINITIONS:**

- 4.1 GFCCE – Galt Federation of Certificated and Classified Employees
- 4.2 Request to Advertise – Form used to request a position be advertised and filled.
- 4.3 T.B. – Tuberculosis test form
- 4.4 FP – Fingerprint request form
- 4.5 Edjoin – Internet site used to advertise open positions
- 4.6 Screener/Reviewers – Site Administrators given password to access Edjoin to screen/review applications

## **5.0 PROCEDURE:**

- 5.1 HR receives request to advertise form from site administrator due to resignation, retirement, leave of absence, or new position.
- 5.2 HR confirms vacancy is valid through position control.
- 5.3 HR posts vacancy.
- 5.4 HR forwards password access for Edjoin to site administrator to screen applications (if applicable) and choose applicants for interviews.
- 5.5 Site Administrators select interview committee, time and date of interviews.
- 5.6 HR sets up interviews.
- 5.7 Site Administrator and interview committee perform interviews and makes selection.
- 5.8 Site Administrator checks references and gives recommendation form to HR. If hiring Administrators, there will be a Tier One interview and a Tier Two interview. Interview committee for Tier One will consist of classified, certificated, administrative personnel and if it is a site administrator vacancy, parent and student representatives. Tier Two interview committee will consist of Superintendent and Cabinet members.
- 5.9 HR screens recommended applicant for required credentials and makes job offer.
- 5.10 New employee will be given instruction on requirements necessary for employment, i.e., fingerprints, T.B. test, orientation, etc.
- 5.11 HR will submit recommended applicant to the Board of Trustees for approval.
- 5.12 HR will prepare certificated contract for new employee to sign.
- 5.13 New employee will be directed to the Payroll Analyst to complete payroll packet and benefits authorization forms.



# **CERTIFICATED HIRING PROCESS**

Galt Joint Union High School District

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## **6.0 ASSOCIATED DOCUMENTS:**

- 6.1 GFCCE Union Contract
- 6.2 Fingerprint form
- 6.3 Payroll packet may include:
  - 6.3.1.1 Oath of Allegiance
  - 6.3.1.2 Child Abuse Reporting Requirements: Acknowledgement of Receipt and Agreement to Comply
  - 6.3.1.3 Drug and Alcohol Free Workplace Agreement
  - 6.3.1.4 Emergency Data
  - 6.3.1.5 Retirement Questionnaire
  - 6.3.1.6 Sexual Harassment Reporting Requirements: Acknowledgement of Receipt and Agreement to Comply
  - 6.3.1.7 Authorization for Electronic Money Transfer
  - 6.3.1.8 Verification of Teaching experience
  - 6.3.1.9 Technology Use Agreement
  - 6.3.1.10 Student Information Database Access and Confidentiality Agreement
  - 6.3.1.11 STRS election form

**\*\*\* End of procedure \*\*\***

My AGED Project is to develop a plan for our chapter website. Currently our website does not work and we would like to create one to incorporate more technology into our program, as well as inform the community of Galt FFA updates.

The following steps are needed for this project:

1. Identify what needs to be on the chapter website
2. Discuss with students what draws them to a website
3. Develop tabs or categories
4. Identify what documents should be available on the website
5. Discuss how each agriculture teacher and course will utilize the website
6. Create a plan to have AET information on the website
7. Develop a yearly website plan with content updates
8. Establish clear expectations for a leadership student or officer to maintain the website
9. Share the chapter website on other social media platforms
10. Incorporate the chapter website to the new high school website

**Task 1: Identify what needs to be on the chapter website**

Galt FFA has not had a successful chapter website in recent years. The district currently has very strict security restrictions on what websites can be accessed on campus and in the past, has had limited technology available to students. With a school bond passing in November 2016, the entire high school will be receiving a new technology system making it faster and less restricted. As a department, we held multiple discussions regarding what should be on the school website. We decided that we want it to be a place where students are directed for all FFA related handouts and a place where students could learn more about our program. We would also like our website to have a translation feature, since many of our students and families speak Spanish.

**Task 2: Discuss with students what draws them to a website**

When talking with students they overwhelming said they typically only go to websites that are linked to social media accounts such as Instagram, Twitter, and Facebook. They also stated that they would be interested in a photo album where they could download pictures taken at FFA events.

**Task 3: Develop tabs or categories**

We identified multiple “tabs” that would serve all students in our program: Classroom, FFA, SAE, Ag Boosters, and Events. Each tab will have multiple documents and topics under it. There will also be links under that tabs that can take users to different website.

**Task 4: Identify documents that should be on the website**

The following documents were brainstormed to be on the website: conference applications, meeting attendance list, calendar of events, fundraising information, course syllabus, large course assignments, all fair exhibitor information, species specific information, graduate surveys, AET informational handouts, FFA requirements, and CDE team packets.

**Task 5: Discuss how each agriculture teacher and course will utilize the website**

Not all agriculture teachers feel comfortable using technology, but agreed to share important course documents including course syllabus, labs, and rubrics. This will help students who miss class or misplace papers. There will also be handouts and assignments regarding The AET recordbook.

**Task 6: Create a plan to have AET information on the website**

The AET fair requirements will be uploaded on the website, as well as a simplified CA State degree checklist. The State Degree checklist will help guide students to earn their degree.

**Task 7: Develop a yearly website plan with when it should be updated**

A detailed yearly plan for website maintenance will be developed once the website is up and running. This will create a “cheat sheet” to maintaining the website. For example, in August course syllabuses will be uploaded.

**Task 8: Establish clear expectations for a leadership student or officer to maintain the website**

A contract will be developed and kept on file between all students that have access to the website. The contract will be signed by an agriculture teacher, parent, and student. This will lay out the expectations of what to post and what not to post.

**Task 9: Share the chapter website on other social media platforms**

Once the website is up and running it will be promoted on our Instagram and Facebook. We do not currently have a Twitter or Snapchat account.

**Task 10: Incorporate the chapter website to the new high school website**

Galt Joint Union High School District and Galt High School recently got new updated websites in order to improve communication with parents and the community. We will also continue to promote our chapter on the school website, but encourage people to check out [galtffa.org](http://galtffa.org)

Month	Website Uploads
August	Event Calendar, Officer/Committee Chair Bios, Ag Booster Meeting Dates, Syllabus, Fair Requirements
September	Fair informational forms, Lent Ranch permission slips, Drive Thru BBQ tickets, Meeting attendance list
October	1 <sup>st</sup> Quarter Newsletter, CDE team information, Meeting attendance list, COLC review, National Convention information, Steak and Oyster information
November	Updated event calendar, specifies informational packets, school farm applications, MFE/ALA applications, state degree checklist
December	Holiday event info, 2 <sup>nd</sup> quarter newsletter
January	Field day schedule, Parli pro calendar,
February	MFE/ALA recap, State Conference apps
March	SLE, Scholarship updates, AET information
April	State conference info, spring fundraiser information
May	Fair schedule, State Finals recap
June	Fair Check Information, Graduation Info, Point award trip pictures