



Graduate Internship Report

Salinas High School

Rachel Martinez

Spring 2018



Table of Contents

Tab 1- Quality Criteria Narrative

Quality Criteria 1	1-2
Quality Criteria 2	3-4
Quality Criteria 3	5-6
Quality Criteria 4	7-8
Quality Criteria 5	9-10
Quality Criteria 6	11
Quality Criteria 7	12-13
Quality Criteria 8	14-15
Quality Criteria 9	16
Quality Criteria 10	17
Quality Criteria 11	18

Support Documents and Evidence for Quality Criteria

Tab 2	Student Data Sheets
	Freshmen Career Explorations
	AET Student Career Interests Summary
Tab 3	Permanent Student Files
Tab 4	Course Outlines
Tab 5	Student Grade Sheets
Tab 6	SAE Supervision Forms
Tab 7	Board Policy for FFA and SAE



Tab 8	Course Syllabi
Tab 9	FFA Program of Activities
Tab 10	Recruitment Program
	Brochure
Tab 11	FFA Chapter Scrapbook
Tab 12	Summer Activities Calendar
Tab 13	Graduate Follow Up Survey
Tab 14	Graduate Follow Up Survey Results
	CA AGED Graduate Follow Up
Tab 15	Comprehensive Program Plan
Tab 16 Advisory Board * Project Focus for AGED 539	Advisory Project Reflection and Review Advisory Committee Rooster Sample of Completed Membership Forms
	Advisory Committee Meeting Agendas and Minutes
Tab 17 Advisory Board * Project Focus for AGED 539	Advisory Committee Charter
	Committee Letter
	Advisory Committee Constitution
	Advisory Committee Bylaws
	Member Information Form
Tab 18	Proficiency Standards
	Course Completion Certificates
Tab 19	Teaching Credentials



Tab 20	Department Calendars
Tab 21	Professional Growth and Development Activities
Tab 22	R-2
Tab 23	Travel Request Forms
Tab 24	CATA Membership
Tab 25	Conference Report
Tab 26	Wish List
Tab 27	Department Budget
Tab 28	Budget Process
Tab 29	Department Chair and Course Lead Responsibilities
Tab 30	Chart of Responsibilities
Tab 31	Substitute Teacher Procedures
Tab 32	Program Completer Description
Tab 33	2+2 Agreements and Community College
Tab 34	Reimbursement Process



Quality Criteria One:

Curriculum and Instruction

The Salinas High School Agriculture program dates back to 1935 and serves 218 unduplicated students. We collaborate with our advisory board, district curriculum specialists, and local agriculture teachers to provide a rigorous and relevant curriculum. Our goal is to produce citizens that can critically think and are career or college ready.

Salinas High currently has eight agriculture courses available to students. The courses available are focused into two pathways, the agriculture mechanics pathway and the agriculture sciences pathway. The Agriculture Mechanics pathway consists of Ag Mechanics, Welding 1-2, and Welding 3-4. We are currently revising this course pathway to create a sequence under the new CBED codes for our CTE program. Next year, we are hoping to have Agriculture Mechanics 1, Agriculture Mechanics 2, and Agriculture mechanics 3. Each course would build upon itself so students could become competent in a variety of skills. All mechanics courses meet the graduation requirement for vocational education.

The agriculture science pathway consists of the three UCCI science courses, Sustainable Agriculture, Agriscience and Chemistry, and Advanced Interdisciplinary Science for Sustainable Agriculture. All science course are UC A-G approved and count as UC “D” Lab credit. Before we adopted the three UCCI courses only two of the Ag science courses meet the UC A-G requirement for lab sciences. We have worked hard to ensure our students are well-prepared for college if that is the path they wish to take.

There are two courses that currently don’t fit into a pathway at Salinas High and the Salinas Union High School District, they are ROP Animal Care and The Art and History of Floral Design. We are currently expanding our program by adding an Ornamental Horticulture class for the 2018-2019 school year. This will help begin our new pathway for plant science. The ROP



Animal Care class is under review, and we proposed creating a veterinary science pathway consisting of small animal veterinary science and large animal veterinary science. Both proposed courses are UC A-G approved and would count as a lab science. We will know next year if they have been approved for the 2019-2020 school year.

Each agriculture class at Salinas High has FFA and SAE embedded into the curriculum and grading policy. Each course has a different grading policy when it comes to SAE, but FFA and SAE must be a minimum of 20% of students total grade. Students are required to have an SAE throughout the school year and maintain records on the AET record book. Teachers check in periodically on record books and hold record book work days in class. Students must have a minimum of 30 hours per year logged in their AET record book to successfully complete the year. FFA is an additional 10% of the total grade and students must attend and participate in six “Ag”tivities per semester to earn the 10%.

The requirement for FFA participation and SAE is clearly outlined in each teachers syllabus and has the support of our schools administration. This school year the agriculture science classes had a 98% completion rate for SAE which has risen from a 70% from 2015-2016.

We incorporate guest speakers and field trips into our curriculum every year to help motivate and expand our students perspective of the agriculture industry. Our program hosts several guest speakers each year for each pathway, and we take two large field trips. This year we had a local Pest Control Advisor come into the Interdisciplinary class to talk about possible careers and internships in the Salinas Valley. Our chapter attended the World Ag Expo in Tulare and the floral class traveled to San Francisco to visit the floral market.



Quality Criteria Two:

Leadership and Citizenship Development

The Salinas FFA chapter was chartered in 1935 and was the first chapter in Salinas, CA. Our chapter number is CA0201. Every student enrolled in our program is automatically an FFA member. This can be a challenge because students often don't know the requirements that come along with being in an agriculture class. To combat the confusion we do a crash course on the first day of school about FFA and educate counselors about the additional requirements students must meet to be successful in the course.

Salinas FFA is a very active chapter and from the beginning of the school year FFA is an integral part of all classes. We encourage students to participate in all FFA activities and help them step out of their comfort zone. There are numerous student leadership opportunities available for students in all grade levels. A few examples are: Opening and Closing Ceremonies Contest, Best Informed Greenhand (BIG), Veterinary Science, Agriscience Fair, Ag Welding, and public speaking contests.

Students also have local opportunities to participate in FFA. Our chapter participates in numerous fundraisers for our community such as The Salinas Valley Memorial Hospital Foundation's Trap Shoot and Tanimura and Antle's Family Day. An FFA calendar is available to all students in the program to help them stay informed.

Students are required to participate in a minimum of six FFA activities per semester which equates to three a quarter. FFA participation is 10% of their grade, and we allow extra credit for additional FFA points. The past two years our program has utilized Google Forms for attendance and this year we experimented with a barcode scanner through AET. Next year, we will be implementing barcodes through AET so students can keep track of their own FFA "Ag"tivity



points. All FFA events count towards a student's total points and are transferable between Ag classes.



Quality Criteria Three:

Practical Applications of Agriculture Skills

Student participation in Supervised Agricultural Experiences is at an all time high at Salinas High School. We credit this success to consistency in teachers and the availability of facilities for students. All students have an active SAE, including freshmen students. Each grade level requires a more in depth project and AET record keeping.

Salinas High School is the smallest school in Salinas, but we are fortunate to have a welding shop, greenhouse, and two classrooms on campus for the agriculture classes to utilize. The campus itself does not allow room for growth because, we are the oldest campus, and we are set in the middle of town. Our location makes it impossible to have livestock SAE projects on campus. Our school farm is fifteen minutes away from campus on the outskirts of town and can hold forty student projects.

Agriculture teachers do not have a project period at Salinas High and must visit projects outside of the school-day. During summer months each agriculture teacher receives an Extra Work Agreement for 130 hours to be used for SAE visits and other projects. The livestock advisor receives hours through Mission Trails ROP to conduct project visits throughout the school year. Plant science SAE projects conducted in the greenhouse are visited during school hours or at lunch by the project advisor.

Our program has three school vehicles that the agriculture teacher may use to visit projects. The first is a 2001 F-250 that we used to haul our dump trailer and use our livestock popper. The second vehicle is a 2005 F-250 that we used to haul our two gooseneck livestock trailers. Our last vehicle is a 2016 Ford Expedition that was purchased with the CCPT grant two years ago. We use this vehicle to transport students to CDE contests and make long distant SAE visits. Each



vehicle is maintained by the district and can be sent to outside companies such as Salinas Valley Tire for quick repairs.

If we need to borrow a school vehicle we fill out a transportation request through Mission Trails ROP, or we can rent them from Enterprise. If we use our personal vehicle we can compensate for our mileage.



Quality Criteria Four:

Qualified and Professional Personnel

Salinas High School employed two full agriculture teachers for the 2017-2018 school year. One teacher is considered highly qualified and holds a Single Subject Credential in Agriculture and an Agriculture Specialist Credential. The second teacher is completing course work to receive a Single Subject Credential in Agriculture. Credential copies are kept in our Program Plan and can be located by the public through the California Commission on Teacher Credentialing website.

Each agriculture teacher attends professional development through CATA and the school district. One teacher in the department has attended the Fall Regional Meeting in Hollister, CA and the Spring Regional Meeting in San Luis Obispo, CA. Each instructor attends the CATA Summer Conference and is given the opportunity to participate in Agriskills during summer conference.

Our department head, Rachel Martinez, is on the leadership team for Salinas High School and is the PLC chair for agriculture. Rachel attends additional professional development through the school such as the Pearsons Assessment Conference and the PLC conference this summer. The PLC chair and the department meet every Wednesday to collaborate, go over curriculum, and make common assessments.

The department also meets once a month to discuss activities and logistics away from students. Minutes are taken at each department meeting and each PLC meeting and are submitted to our site secretary for review by our principal. All minutes are also stored in our department file on Google Drive.

We frequently travel for professional development and are required to submit travel request for each event. There are two main ways we submit travel requests depending on who is paying for it. The first, is through Mission Trails ROP, we submit all professional development that is



agriculture related through ROP. This year we utilized a Google Form for all request. The second way to submit travel requests is through Salinas High. Salinas High requires all field trip requests and teacher travel forms be submitted via email or hard copy to our site secretary. If we are flying, we can use our schools travel agent to book flights. If we are required to book hotel rooms we have to submit a report, before being reimbursed by the district.



Quality Criteria Five:

Facilities, Equipment, and Materials

Salinas High is a small school, which makes it hard to build new structures and modify buildings. We have a two classrooms, a greenhouse, welding shop, and a school farm available to students. We became a one-to-one school in 2016 and each teacher received a Chromebook to use along with a desktop computer. The agriculture department also has 30 iPads for offsite labs and on the go record keeping. Each classroom has WiFi capabilities that allow us to bring your own devices, if we chose too. All teachers use Google apps to stay connected. The Agriculture Department utilizes Google Drive for file storage. We also have an office where we keep hard copy files.

We have been lucky enough to make improvements inside the welding shop and at our school farm. The shop was home to many used and abused welders and obsolete equipment. This past year we have purchased brand new welders and are currently working on fabricating new welding booths. Our agriculture mechanics program is growing and we need the extra booths to accommodate more students.

The past two years I have been working on a revitalization project for our school farm. The farm is very important to our program and it is our only area where we have space to grow. Although the far is a little over 1 acre, we are utilizing our space effectively and have room to grow over the next several years. We have made improvements to the farm facilities to make them safe and available to students. A few of the biggest improvements we have worked on is the addition of new lamb pens in the barn, a exercise arena, and two chicken coops.

On campus we have storage behind the shop for materials and equipment. At the school farm we have a classroom and storage closets that we use for livestock supplies. Storage is important and we need more space to house metal for the shop and for large farm equipment. Mission Trails



ROP is working with us to secure storage pods from the farm and possible behind the shop for the next school year.

Each facility is maintained by either Salinas High School (greenhouse and classrooms) or Mission Trails ROP (farm and school house at farm). When a repair needs to be made the department head puts in a maintenance work order and the responsible party comes to make repairs. Agriculture teachers do their best to maintain the welding shop and farm and do routine maintenance, such as mowing the weeds at the farm.



Quality Criteria Six:

Community, Business, and Industry Involvement

The Agriculture Advisory Committee was non-existent in 2015 and was recreated in 2016. Since the recreation of the Advisory Committee, they have been a vital part in overseeing our department. Our advisory committee members are all Salinas Valley Natives and work in different areas in agriculture that range from viticulture to agriculture communications.

The committee meets four times a year and helps guide our curriculum and keeps us up to date with relevant skills we need to teach our students. Their main job is to be our programs bridge to the community and make sure we are producing students with the skills our community needs. They have also been our biggest advocates to our district.

The Advisory Committee Revitalization has been an ongoing project and is still being worked on. Our current Advisory Committee Chairs are Bill Hammond of Kendall Jackson Winery and Kelly Violini, the CEO of Monterey County Fair. We are currently working on expanding the committee to reach all areas of agriculture.



Quality Criteria Seven:

Career Guidance

Salinas High School employs six counselors and caseloads are determined by the last name of the student. We work hard to keep an open line out communication with our counselors and educate them in the department's course offerings. We create a department brochure each year for the counselors to give to new and returning students. We have also made an “Ag Commercial” for returning students to showcase our courses.

Each student is counseled in the available class offerings and the different pathways available to them. The agriculture department meets with the counselors at the end of the Fall semester before pre-registration begins. We update them on any new courses or new prerequisites students must meet before being enrolled.

In addition to each student meeting with their counselor, students discuss courses in each agriculture class to help them make an informed decision for the following year. We work with the counselors to ensure our students stay in their pathway and complete all the graduation requirements. Students also keep an up to date profile on AET that lists their possible career goal and their agricultural interests. This profile is updated annually in the beginning of each school year.

Salinas High School and mission Trails ROP have begun focusing on student certification in industry areas. We have gotten on board with certifying students and the past two years we have been using iCEV to certify students in agricultural subjects We have had students complete certificates in the following areas; animal science, plant science, communications, career readiness, and veterinary science. The iCEV course is worked on through the school year and they conclude the unit with a 100 questions exam. Feedback from students is mixed. Some say iCEV has helped them refine their interest in a specific area of agriculture and others say it is



boring. We believe it can help students find what interests them and they have the opportunity to explore a new industry each year they are enrolled in an agriculture class. We will continue to use iCEV and incorporate it into our curriculum.



Quality Criteria Eight:

Program Promotion

The Salinas High Agriculture program has created a new recruitment plan and this school year has been the first year it has been implemented. Salinas High is one of three schools in Salinas that offer agriculture courses and FFA. Salinas FFA is known for our livestock program and we are working hard to branch out and focus on our two career pathways.

Our school serves four feeder middle schools; San Benancio, Buena Vista, Washington, and the newest feeder middle school is La Paz. The majority of our students are from San Benancio and Buena Vista Middle Schools. Both of those schools are located outside of town in upscale neighborhoods. This was causing our program to lack diversity and we needed to make a change.

Our recruitment plan this year changed from having counselors talk about the program to some schools, to us visiting all our feeder schools. FFA officers and I went to each feeder school and gave a short presentation and answered questions. We gave out brochures with our course information and our social media contacts. The officer team focused on social media campaigns to spread knowledge about the program to parents and incoming 9th grade students.

After we conducted our school visits, we invited all 8th grade students and parents to our Farm Open House and Showmanship Dress Rehearsal. During our Open House, we displayed SAE projects from all our classes and had activities geared to ag literacy. We had a dress rehearsal showmanship practice and potential new members had the opportunity to talk to FFA members to learn about the program.

Our recruitment plan was successful and we have a larger incoming class than we have had in the previous years. We hope to continue to build an iron clad recruitment plan to help us reach the goal of adding an additional teacher and CDE teams.



In addition to officer visits, Farm Open, and brochures, we attend Incoming Freshman Night and host a booth there. We bring awards, welding samples, and chickens to our booth. We are available to answer questions and we bring our course syllabi with us to give to incoming parents. We also refer them to our website that has all our courses syllabi attached and information about our booster club.



Quality Criteria Nine:

Program Accountability and Planning

Salinas High School has an updated Comprehensive Program on file in our departments Google Drive folder, as well as on file with our regional supervisor, Mr. Beard. Every year the department updates the program plan by dividing it up into sections and making the necessary updates. We recently converted our files to Google Docs and are able to make comments directly on the document to suggest edits.

The department reviews the program plan during our advisor work days in the summer. During our summer work days we review the chart of responsibilities, advisory committee roster and minutes, and AIG report. We also work on the Program of Activities during our officer retreat in July. The review continues into August and September during our collaboration meetings. We use our Fall Advisory meeting to go over our Five Year Acquisition Plan.

The department head is responsible for submitting all necessary forms to Mr. Beard by the due date. Our Comprehensive Program Plan is due by November 15 and is now required to be be uploaded digital. Our AIG expenditures report and R-2 roster are due by October 15th.

Last year we started a graduate follow up survey that seniors must complete before they graduate and it is resent to them the following December after they graduate. The graduate follow up is important to us because it helps validate our program. Last year 70% of our graduates went into an agriculture related field or attended a college for a major related to agriculture. We also use this data to help guide what skills we need to teach our students to prepare them for a career right after graduation.



Quality Criteria Ten:

Student-Teacher Ratio

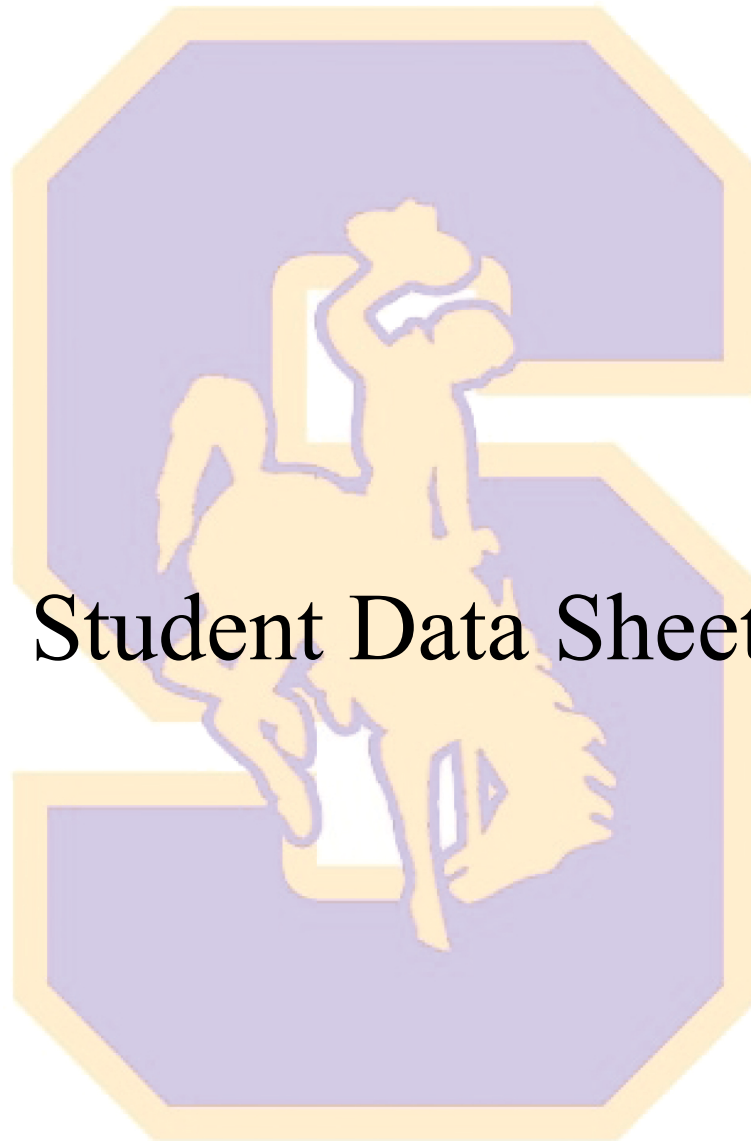
The ratio of student to teachers at Salinas High School is 24:1. The cap for students per class is different in each subject. Industrial technology and lab classes are capped at 27 students per class but that is not the case for the agricultural mechanics and welding classes. The class size ratio is determined by total students the teacher has and not per class. The average student to teacher ratio for agricultural mechanics is 32:1 and in agricultural sciences it is 25:1. Probationary teachers can submit a form to the union if they are over their class size numbers but most new teachers are stuck with large classes. For tenured teachers, the process is easier to limit the class size. Teachers simply email the administrator in charge to remove students from their class. As a department, we try to take all students who want to be in agriculture and we will take as many students as we can safely.



Quality Criteria Eleven:

Full Year Employment

Each full time instructor in the Agriculture Department at Salinas High School has the option to have an extra work agreement for summer to continue projects and supervise student SAE projects. The extended work agreement (EWA) is for 130 hours at the teachers the pay rate of \$44 an hour. The EWA equates to 18.5 extended days that can be used at the teachers discretion during the months of June and July. Every full time instructor also receive an FFA stipend that is either \$3,600 a year for being the lead FFA advisor or \$2,600 a year for being the assistant FFA Advisor.



Student Data Sheets

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

A. Name [REDACTED]

B. Gender: Male 2 Female 2

C. Ethnicity/Race: 2

Are you Hispanic or Latino? (Check one): Yes 2 No 2

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

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

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

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

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

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

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

H. Date: 8/8/17

I. Locator Data

Street Address: [REDACTED]

City, Zip: [REDACTED]

Phone Number: [REDACTED]

Email: [REDACTED]

Parent/Guardian Name: [REDACTED]

Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

J. Program of Instruction

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ Female ☒

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

☒ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

H. Date:

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name

Mr.

Miss/Mrs./Ms.

J. Program of Instruction

Plant & Soil

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ Female ☒

C. Ethnicity/Race:

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

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

☐ American Indian or Alaskan Native

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black or African American

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☐ White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

☐ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☒ Not interested, placed in class.

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

H. Date:

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name:

Mr.

Miss/Mrs./Ms.

J. Program of Instruction

☒ Plant & Soil Science (4010)

☐ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

A. Name [Redacted]

B. Gender: Male ☐ Female ☒

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

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

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

H. Date: 8/16/17

I. Locator Data
 Street Address [Redacted]
 City, Zip: [Redacted]
 Phone Number [Redacted]
 Email: [Redacted]
 Parent/Guardian: [Redacted]
 Mr. [Redacted]
 Miss/Mrs./Ms. [Redacted]

J. Program of Study
☒ Agricultural Mechanics (4050)
☐ Agricultural Business (4040)
☐ Ornamental Horticulture (4050)
☐ Forestry & Natural Resources (4060)
☐ Agriscience (4070)

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

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

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

3. Go Into Military Service

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

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

Are you Hispanic or Latino? (Check one): Yes ☒ No ☐
 The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

I. Locator Data [Redacted]
 J. P [Redacted]
 Plant & Soil Science (4010) ☐
 Animal Science (4020) ☐
 Agricultural Mechanics (4030) ☐
 Agricultural Business (4040) ☐
 Ornamental Horticulture (4050) ☐
 Forestry & Natural Resources (4060) ☒
 Agriscience (4070) ☐

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

D. Year in Agriculture Program: 3
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 11
 (9, 10, 11, 12)
 F. I Am Taking This Course Because: (Select One)

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

A. Name [REDACTED]

Last Name First Name, MI

B. Gender: ☒ Male ☐ Female

C. Ethnicity/Race:

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

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

☐ American Indian or Alaskan Native

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black or African American

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☐ White

D. Year in Agriculture Program: 1

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

E. Grade Level in School: 12

(9, 10, 11, 12)

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

☐ I plan a career in agriculture

☒ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

H. Date: 8/11/17

I. Locator Data

Street

City, Z

Phone

Email:

Parent

Mr.

Miss/M

J. Progra

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☒ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

K Please indicate below your plans after graduation from high :

1. Go to Work Full - Time

☐ No Further Education
☐ Some College Later

2. Go to College

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

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

A. Name [Redacted] H. Date: 8/2/19

B. Gender: Male Female I. Locator Data

C. Ethnicity/Race: Are you Hispanic or Latino? (Check one): Yes No Street Address
 City, Zip: Phone Number Email:
 Parent/Guardian: Mr. Miss/Mrs./Ms.

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

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

J. Program of Interest: Plant & Soil Science (4010) Animal Science (4020) Agricultural Mechanics (4030) Agricultural Business (4040) Ornamental Horticulture (4050) Forestry & Natural Resources (4060) Agriscience (4070)

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

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

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

3. Go Into Military Service

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

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

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

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

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

D. Year in Agriculture Program: 1
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 9
 (9, 10, 11, 12)
 F. I Am Taking This Course Because: (Select One)

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

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

H. Date: 09/12/17
 I. Locator Data
 Street Address: [Redacted]
 City, Zip: [Redacted]
 Phone Number: [Redacted]
 Email: [Redacted]
 Parent/Guardian: [Redacted]
 Mr. [Redacted]
 Miss/Mrs. [Redacted]
 J. Program of Study: [Redacted]

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

A. Name [REDACTED] H. Date: 8/8/17

B. Gender: Male Female I. Locator Data

C. Ethnicity/Race: Female Street Address: [REDACTED]

Are you Hispanic or Latino? (Check one): Yes No City, Zip: [REDACTED]

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

Asian Indian American Indian or Alaskan Native

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

J. Program of Instruction: Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College _____

Community College _____

Four Year College _____

Full-Time Student _____

Part-Time Student _____

Agriculture Major _____

Non-Agriculture Major _____

3. Go Into Military Service _____

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

I plan a career in agriculture _____

Not a career, just an interest in agriculture. _____

Not interested, placed in class. _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

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

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

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

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

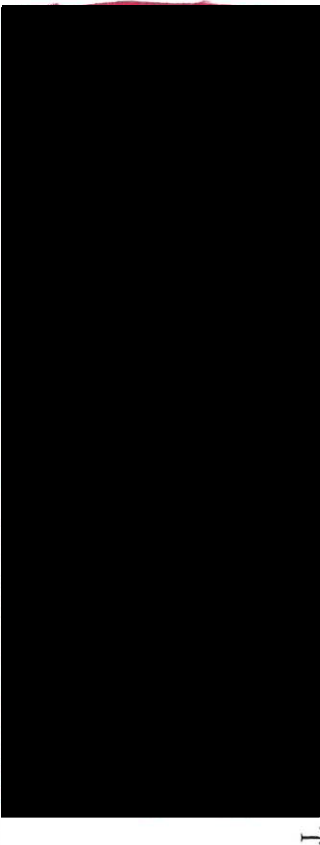
E. Grade Level in School: 10
 (9, 10, 11, 12)

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

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

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

H. Date: 8/7/17
 I. Locator Data



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

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

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



Freshman Career Exploration Data Sheet



Name _____ ID# _____ Date _____ Counselor _____

1. From the Web Site "Career Cruising", name 3 things you learned yesterday

A. _____

B. _____

C. _____

2. From your Career Cruising sheet, choose 3 careers that you might consider for yourself.

3. What Career Pathway does your Career Choice fit under: Choose 2 (see SHS Pathways handout)

1) _____

2) _____

4. What classes are in your pathway? (from the Pathways Sheet)...

10th & 11th, CHOOSE ONE CLASS FOR BOTH 10-11th YEARS: _____

12th _____

5. Circle the level of education or training you would like to attain.

high school 2-year college 4-year college or university private career/technical college

military graduate school certificates at community college (6 months – 18 months)

6. Are you interested in joining the SHS F.A.S.T. or G.R.E.E.N. Academy? YES NO Circle which one



Agricultural Education Student Career Interest Form Summary

School District: SalinasDate: 5/30/18Number of Agricultural Education Instructors: 2

Please indicate the number of unduplicated students enrolled & receiving credit in Agricultural Education and their Career Interest Area/Pathway and gender.

Email &/or send this summary to your state office for Agricultural Education.

	Grade / Gender													
Career Interest Area/Pathway	7th		8th		9th		10th		11th		12th		TOTAL ACROSS	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Agribusiness Systems							1	2	4	3	6	8	11	13
Animal Science						1	2	5	3	3	2	5	7	14
Environmental Service Systems												1		1
Food Products & Processing Systems											1	1	1	1
Natural Resources Systems									1				1	
Plant Systems								2	1	4	2	4	3	10
Power, Structural & Technical Systems									1		1	1	2	1
Total Down						1	3	9	10	10	12	20	25	40

Total Number of Unduplicated Students 65

The information on this form was derived from our records on file in the agriculture department and are accurate and correct to the best of our knowledge.

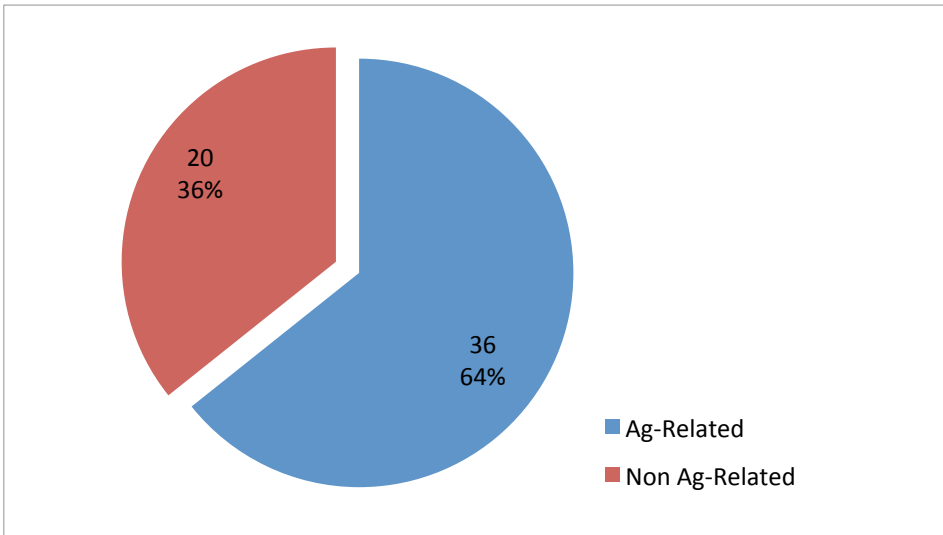
Superintendent or Administrator

Agriculture Instructor(s)

Date

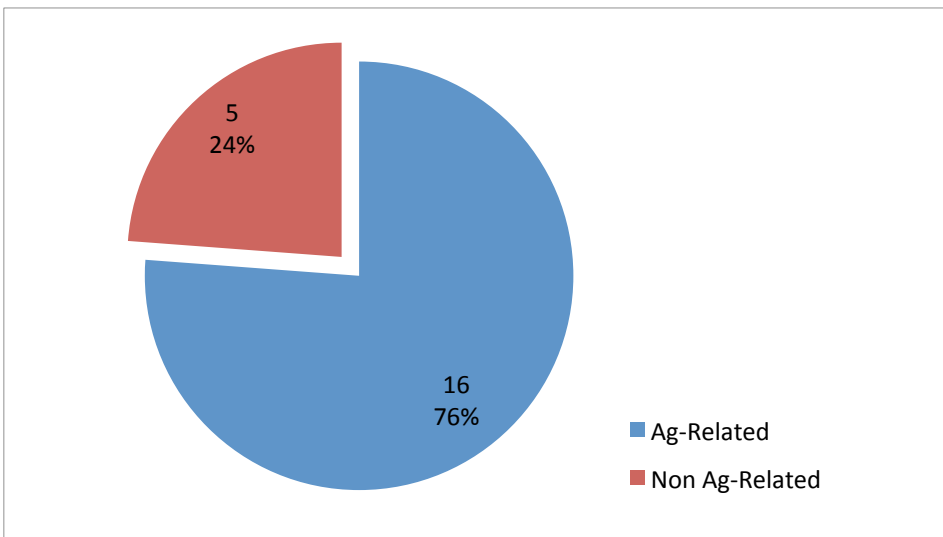
Total Student Educational Interests

Ag-Related	36
Non Ag-Related	20
Total:	56



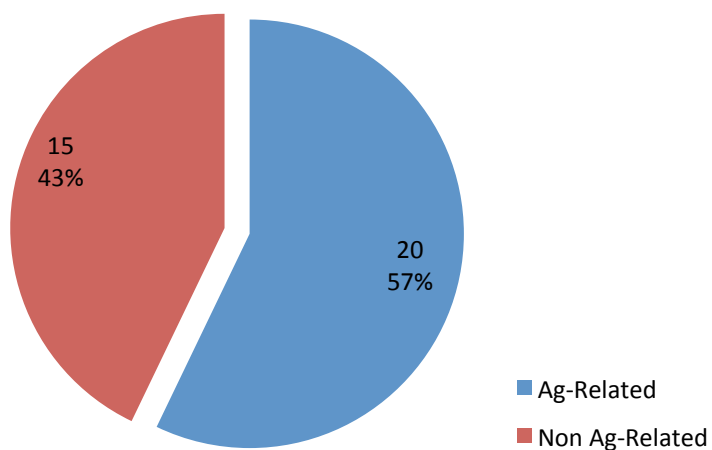
Male Educational Interests





Ag-Related	16
Non Ag-Related	5
Total:	21



Female Educational Interests

Ag-Related	20
Non Ag-Related	15
Total:	35



Grade	Ag-Related	Ag-Unrelated	Total	
7th	0	0	0	
8th	0	0	0	
9th	0	0	0	
10th	9	3	12	
11th	7	6	13	
12th	20	11	31	
Total	36	20	56	

Agriculture, Architecture Communications Technologies/Technicians and Support Se

Communication Area, Ethnic Communication and Media Studies.

Education

Agricultural Zoology/Animal Sciences.

Agriculture, Natural Resources and Conservation

Agriculture, Animal Science Communication, Journalism, and Related Programs

Communication Legal Professions and Studies

Health Professions Health-related Agriculture, Agriculture Operations, and Related Sciences

Agricultural International Plant Sciences.

Crop Production Farm/Farm Agricultural Mechanics and Equipment/Machine Technology

Animal Science Animal Health Agriculture, Agriculture Operations, and Related Sciences

Agricultural Agricultural Agricultural and Domestic Animal Services.

Family and Health-related Physical Sciences

Agriculture, Health Professions and Related Clinical Sciences

Legal Professions Business, Health Professions and Related Clinical Sciences

Applied Horticulture Greenhouse Plant Nursery Operations and Management.

Botany/Plant Biology.

Agricultural Agriculture, Personal and Culinary Services
Agriculture, Agriculture Operations, and Related Sciences

Agricultural Philosophy.

Basic Skills, Baking and Pastry Arts/Baker/Pastry Chef.

Business, M Marketing. Hospitality Administration/Management, General.
Agriculture, Animal Scie Agriculture, General.
Agriculture, Engineering Technologies/Technicians

Agricultural Agribusiness/Agricultural Business Operations.

History, Ge History Teaching Assistants/Aides.

ual Tomas

Medicine (MD).
Agriculture, Agriculture Operations, and Related Sciences

Agriculture, Livestock Management.
Agriculture, Agriculture Operations, and Related Sciences

Animal Sciences.

Health Prof Basic Skills Personal Awareness and Self-Improvement

Engineering Engineering Architecture and Related Services

Biology Tec Zoology/An Veterinary Biomedical and Clinical Sciences (Cert., MS, PhD

n Agriculture, Agriculture Operations, and Related Sciences

Military Tec Psychology Social Sciences

z Foreign Lan; Visual and Personal and Culinary Services

z

Food Scienc Plant Scienc Agriculture, General.

rd

D

Agricultural Mechanical Engineering

Agricultural Agricultural Agricultural Production Operations.

Military Tec Engineering Foreign languages, literatures, and Linguistics

Agriculture, Agricultural Marketing.

Agriculture, Agriculture Operations, and Related Sciences

Agriculture, Animal Scie Journalism.

n Mechanic a Science Tec Education

Agriculture, Business, M Psychology

Legal Profe: Psychology Personal Awareness and Self-Improvement

a

Agriculture, Education Communication, Journalism, and Related Programs

Code	CIP Title	7th Grade		8th G
		Male	Female	Male
1	Agriculture, Agriculture Operations, and Related Sciences	0	0	0
1.01	Agricultural Business and Management.	0	0	0
1.0101	Agricultural Business and Management, General.	0	0	0
1.0304	Crop Production.	0	0	0
1.0601	Applied Horticulture/Horticulture Operations, General.	0	0	0
3.03	Fishing and Fisheries Sciences and Management.	0	0	0
1.08	Agricultural Public Services.	0	0	0
1.09	Animal Sciences.	0	0	0
1.1	Food Science and Technology.	0	0	0
9	Communication, Journalism, and Related Programs	0	0	0
13	Education	0	0	0
14	Engineering	0	0	0
16	Foreign languages, literatures, and Linguistics	0	0	0
19	Family and Consumer Sciences/Human Sciences	0	0	0
22	Legal Professions and Studies	0	0	0
26.0301	Botany/Plant Biology.	0	0	0
29	Military Technologies	0	0	0
41.01	Biology Technician/Biotechnology Laboratory Technician.	0	0	0
42	Psychology	0	0	0
47	Mechanic and Repair Technologies/Technicians	0	0	0
51	Health Professions and Related Clinical Sciences	0	0	0
51.16	Nursing.	0	0	0
54.0101	History, General.	0	0	0
32.0199	Basic Skills, Other.	0	0	0
34.0199	Health-Related Knowledge and Skills, Other.	0	0	0



Permanent Agriculture Student File Description



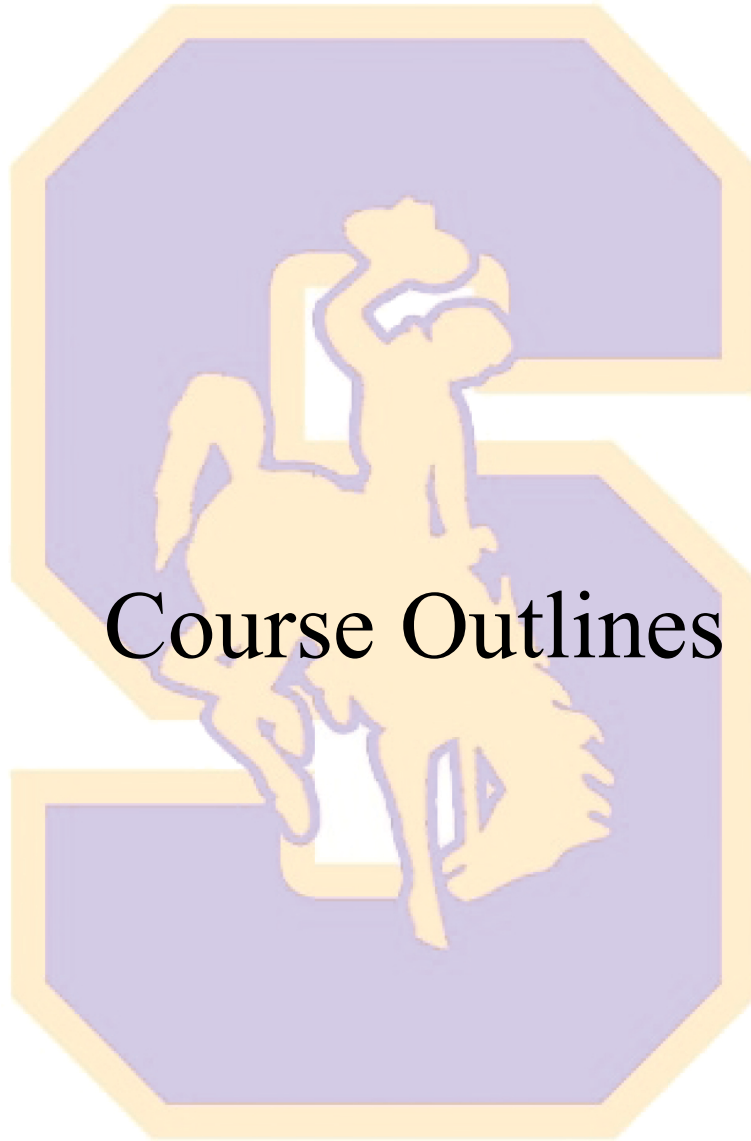
Agriculture Student Files

All Salinas High Agriculture Program files are stored electronically included student files. Last year we converted to the AET record keeping systems for students. Students information is stored online and agriculture teachers have access to their files. Students update their profile every year before October.

The screenshot shows the 'Welcome to the Teacher Dashboard' for The Agricultural Experience Tracker (AET). The dashboard includes a sidebar with navigation links (Inbox, Portfolio, Scoreboard, Explore SAE, Classroom Resources, Sign Off) and a summary of 2017-2018 statistics (SAEs: 218, Jm Entries: 3,691, Jm Hours: 18,400, Fin Entries: 658, Active Students: 177, Badges: 39, Cal. Activities: 256, Award Apps: 51). The main content area features four tiles: Profile (Manage your AET settings), Accounts (Set up new accounts, reset passwords), Tracker (Manage your Program of Activities Calendar), and Reports (Retrieve summarized data). A 'Traditional View' link is also present.

The screenshot shows the 'Student Accounts' page in the AET system. It includes a 'Student Finder' section with filters for Active Status (Active, Inactive, Practice AET, Pending Transfers) and a search box for 'Last Name Starts With:'. A table lists student accounts with columns for Unique #, Name, Username, Grade, and Last Access. A green banner indicates that adding/removing accounts is disabled in AET, as changes synchronize automatically from the State Roster.

Unique #	Name	Username	Grade	Last Access
1946306	Weimer, Ricky	RWeimer21		never
1765649	Aguirre, Arden	AAguirre	9	03/21/2018
1619943	Ahumada, Karla	KAhumada	9	05/21/2018
1237905	Alderete, Tiana	TAlderete	12	04/30/2018
1621211	Anderson, Allison	AAnderson	9	05/03/2018
1764688	Anthony, Allyssa	AAthony	9	05/22/2018
1620127	Arreola, Elizabeth	EArreola21	11	05/23/2018
1766291	Baez, Izabella	IBaez	9	05/23/2018
1262065	Baker, Anika	ABaker	11	05/14/2018



Course Outlines



Title: Advanced Interdisciplinary Science for Sustainable Agriculture

Length of Course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject Area – Discipline: Laboratory Sciences (“d”) – Interdisciplinary

UC Honors designation: Honors

CTE Sector: Agriculture and Natural Resources

CTE Pathway: Agriscience

Grade Level(s): 9-12

Prerequisite(s): Algebra 1 or IM 1; successful completion of life science & physical science

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.

Course Content:

Unit 1: 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.

Unit 1: Key Assignments

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 2: 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.

Unit 2: Key Assignments

1. GMO's/Organic vs. Conventional Farming Debate and 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 3: 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).

Unit 3: Key Assignments

1. Facility Visits – 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 4: 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.

Unit 4: Key Assignments

1. Water Quality

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 5: Food Systems

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 product's production from the raw commodities, preparation, packaging and through storage by the consumer.

Unit 5: Key Assignments

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:

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

A Food Labeling guide

<http://www.fda.gov/downloads/Food/GuidanceRegulation/UCM265446>

California Public Health Department-Prodecure 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

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

National FFA Research Report Template

<https://www.ffa.org/programs/awards/agrisciencefair/Pages/default.aspx>

Grade 12 AG. Economics

Principles of Economics

Big Idea—Scarcity drives decision making

SUHSD Focus Standard: 12.1 Students understand common economic terms and concepts and economic reasoning.

Key People, Places, Events, Ideas:

- economics
- scarcity
- wants
- needs
- entrepreneur
- profits
- choices
- opportunity cost
- incentives
- market economy
- land
- labor
- capital
- Adam Smith
- capitalism

Related CA State Standards: 8th Grade, 10th Grade & 11th Grade
Time:

Objective(s): Students will be able to

- *Understand common economic terms and concepts.*
- *Examine the relationship between scarcity and choices.*
- *Explain the concept of opportunity cost.*
- *Evaluate the role of private property.*
- *Analyze the role of a market economy and how that works with preserving political and personal liberty.*

Essential Question(s) for discussion and essay writing to evaluate objective learned:

- How does capitalism work within a democracy?
- How do companies decide what to produce?
- How do natural resources affect capitalism?

Assessment Sample:

Multiple Choice	Written/Constructed Response
<p>Which of the following resources is scarce in many developing countries?</p> <p>a. sand</p> <p>b. aluminum</p> <p>c. zinc</p> <p>d. water *</p>	<p>How have American politicians used material wants to engage the populace in preserving the “American Way of Life?”</p>

Salinas Union High School District
2009-2010

Big Idea – Scarcity drives decision making

12.1 Skills Required & Skills Practiced

Skills Required	Skills Practiced
<ul style="list-style-type: none"> • understand • examine • explain • evaluate • analyze 	<ul style="list-style-type: none"> • understand common economic terms • examine the relationship between scarcity and need for choices • explain opportunity cost • evaluate the role of private property • analyze the role of a market economy and how that works with preserving political and personal liberty

Effective Strategies and Activities:

Ongoing & Embedded	Culminating Assessment
Cornell Notes Direct Vocabulary Instruction Compare/Contrast Relating the past to present Debate various political theorist points of view Foldable Power Point Presentations Poster Projects Skits Gallery Projects	Essay Test Benchmark Test Write a reflective paper on whether have choices is good or bad for the consumer. Design a poster on showing how Adam Smith's ideas are still with us today. Verbally defend how private property motivates citizens to want more. Multiple Choice Test

Teaching Resources:

Textbook (pages and Ancillary Items)	TCI : History Alive!	Primary Source
12.1 Textbook pages: <i>Glencoe/Economics Today and Tomorrow</i> pgs. 3-8, 12-16, 19, 31-38, 40-45, Adam Smith pg. 45 Glencoe/Reading Essentials and Note Taking Guide pgs. 1-7, 10-19		Excerpts from <i>Wealth of Nations</i> Excerpts from <i>Das Kapital</i> Excerpts from <i>Iron Law of wages</i> , David Ricardo Excerpts from <i>On Population</i> , Thomas Malthus

Websites:

www.archive.gov

Research Possibilities:

Have students individually come up with a post graduate plan. They are to have at least three life options. Then each student is to present the opportunity cost of each decision and they are to discuss how each plan will affect their future.

2009-2010

Grade 12 AG. Economics

Principles of Economics

Big Idea—All actions have consequences

SUHSD Focus Standard: 12.2 Students analyze the elements of America's market economy in a global setting

Key People, Places, Events, Ideas:

- globalism
- supply
- demand
- incentives
- substitutes
- price
- consumer economics
- goods
- services
- competition
- choice
- The World Is Flat
- outsourcing

Related CA State Standards: 8th Grade, 10th Grade & 11th Grade
Time:

Objective(s): Students will be able to

- *Analyze the elements of America's role in a global economy.*
- *Understand the basic relationship between supply and demand.*
- *Understand how scarcity affects supply and demand.*
- *Explain how the market sets prices.*
- *Understand the role competition has in determining market price.*

Essential Question(s) for discussion and essay writing to evaluate objective learned:

- How does supply and demand impact me?
- How is competition good for the consumer?
- How does pricing work?
- How will global scarcity shape the future of economic?

Assessment Sample:

Multiple Choice	Written/Constructed Response
<p>Consumer spending is most likely to fall when?</p> <p>A. unemployment increases *</p> <p>B. the population increases</p> <p>C. interest rates drop</p> <p>D. taxes are reduced</p>	<p>Explain how you decide where to shop, what to buy and how much to spend for a particular product. What impact does your decision have on the environment?</p>

Big Idea –All actions have consequences

12.2 Skills Required & Skills Practiced

Skills Required	Skills Practiced
<ul style="list-style-type: none"> analyze understand discus explain understand 	<ul style="list-style-type: none"> analyze the elements of America's role in a global economy understand the basic relationship between supply and demand discuss the effects of supply and demand explain how the market sets prices understand the process by which competition among buyers and sellers determines a market price

Effective Strategies and Activities:

Ongoing & Embedded	Culminating Assessment
Cornell Notes Direct Vocabulary Instruction Compare/Contrast Relating the past to present Debate various political theorist points of view Foldable Power Point Presentations Poster Projects Skits Gallery Projects	Essay Test Benchmark Test Write a reflective paper on deciding how you choose to buy a type of orange juice. What do you notice about the competition? Prepare a Power Point Presentation on how supply and demand impact your back to school shopping. Design a poster on the various substitutes you have if you were not able to buy Coke. Multiple Choice Test

Teaching Resources:

Textbook (pages and Ancillary Items)	TCI : History Alive!	Primary Source
Textbook (pages and Ancillary Items) Chapter 20: The Global Economy -pages 516-535 Assessment and Activities: pages 534-35; (Questions 1-24) Chapter 7: Demand and Supply -pages 168-203 Assessment and Activities: pages 202-203 (Questions 1-23)		
Videos: <i>Commanding Heights: Episode 1-The Battle of Ideas</i> http://www.pbs.org/wgbh/commandingheights/lo/story/ch_menu.html <i>Is Wal-Mart Good for America? (Available on Frontline:</i> http://www.pbs.org/wgbh/pages/frontline/shows/walmart/ <i>Inside the Global Economy: Multinational Corporations (also available on MCOE portal)</i>		* "An Inquiry into the Nature and Causes of the Wealth of Nations" by Adam Smith * "By what is

<i>Business Basics: Supply and Demand (available on MCOE Portal)</i> <i>Where China Fits in the Global Economy</i> http://www.econedlink.org/lessons/index.php?lesson=EM651&page=teacher <i>Why Does Bret Favre Make 8.5 Million Dollars a Year?</i> http://www.econedlink.org/lessons/index.php?lesson=EM650&page=teacher		<i>the price of a commodity determined?" by Karl Marx</i>
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Websites:

www.ncee.net

www.bls.gov/cps/wlf-table17-2005.pdf

<http://news.bbc.co.uk/2/hi/business/6279679.stm>

<http://www.un.org/>

<http://demonstrations.wolfram.com/BasicSupplyAndDemand/>

Research Possibilities:

Have students look at a chart showing how much money a person earns based on education. What role does supply and demand have creating a market for that job? What kinds of incentives exist to attract a person into this field? How competitive is this field? What conditions would have to exist to make this field more scarce?

Travel Cost Model: Go to Monterey to see where people are from. Distance is cost (downward demand curve), relationship between price and distance. Design a survey that implies cost of time. See Kyle Samuels for lesson plan.

2009-2010

Grade 12 AG. Economics

Principles of Economics

Big Idea—Stability determines prosperity

SUHSD Focus Standard: 12.3 Students analyze the influence of the federal government on the American economy

Key People, Places, Events, Ideas:

- budget
- national defense
- consumer
- consumer rights
- environmental concerns
- enforcing
- property rights
- imminent domain
- government actions
- fiscal policy
- monetary policy
- the Federal Reserve
- John Maynard Keynes

Related CA State Standards: 8th Grade, 10th Grade & 11th Grade Time:

Objective(s): Students will be able to

- *analyze the influence of the federal government on the American economy.*
- *understand the new role of government in a market economy around social issues.*
- *identify the factors that may cause the costs of government actions to outweigh the benefits.*
- *describe the aims of fiscal policy and their influence on production, employment, and price levels.*
- *understand the aims and tools of monetary policy and their influence on economic activity.*

Essential Question(s) for discussion and essay writing to evaluate objective learned:

- What role does and/or should the U.S. government play within the domestic economy?
- What are the effects of economic choices?
- How do financial institutions encourage savings and investing?
- What is the role of the Federal Reserve System in maintaining a stable economy?

Assessment Sample:

Multiple Choice	Written/Constructed Response
<p>The most important function of the Federal Reserve System is</p> <ul style="list-style-type: none">a. issuing currency.b. controlling the money supply. *c. supervising commercial banks.d. lending money to banks.	<p>Analyze a political cartoon and opinion piece on a government policy related to industry. What position is taken by the author and cartoonist? Why do you agree or disagree with their assertion.</p>

Big Idea – Stability determines prosperity

12.3 Skills Required & Skills Practiced

Skills Required	Skills Practiced
<ul style="list-style-type: none"> • analyze • understand • identify • describe • understand 	<ul style="list-style-type: none"> • analyze the influence of the federal government on the American economy • understand the new role of government in a market economy around social issues • identify the factors that may cause the costs of government actions to outweigh the benefits • describe the aims of fiscal policy and their influence on production, employment, and price levels. • understand the aims and tools of monetary policy and their influence on economic activity

Effective Strategies and Activities:

Ongoing & Embedded	Culminating Assessment
Cornell Notes Direct Vocabulary Instruction Compare/Contrast Relating the past to present Debate various political theorist points of view Foldable Power Point Presentations Poster Projects Skits Gallery Projects	Essay Test Benchmark Test Write a paper on whether the Government should abandon its bailout plan and allow companies to “get what is coming to them”? Design a poster on showing how monetary policy differs from fiscal policy. Student then has to write a position paper on the subject. Have a debate on whether the American economy is as socialist as many European economies. Multiple Choice Test

Teaching Resources:

Textbook (pages and Ancillary Items)	TCI : History Alive!	Primary Source
Pages: 71, 81, 248-249, 375, 391-399, 407, 409, 419, 448, 450-451, 454-459.		National Budget for FY 2008 2008 break down of Government Expenditures Copy of The National Decicit

Websites:

www.archive.gov

www.score.rims.k12.ca.gov

Research Possibilities:

Have students individually or in a small group develop and market a product. They are to include a business plan that includes a budget and expenditures.

2009-2010

Grade 12 AG. Economics

Principles of Economics

Big Idea—Work makes the world turn

SUHSD Focus Standard: 12.4 Students analyze the elements of the U.S. labor in a global setting.

Key People, Places, Events, Ideas:

- labor
- labor market
- labor unions
- collective bargaining
- strike
- human capital
- boycott
- minimum wage
- unemployment insurance
- international competition
- outsourcing
- productivity
- international mobility
- union busting
- open shop
- closed shop

Related CA State Standards: 8th Grade, 10th Grade & 11th Grade
Time:

Objective(s): Students will be able to

- *analyze the elements of the U.S. labor in a global setting.*
- *understand the operations of the labor market.*
- *understand the origins of the American labor movement.*
- *understand the tactics used by labor unions to gain benefits for members.*
- *understand the effects of unionization, unemployment insurance, and minimum wage.*
- *describe the current state of labor unions and the impact international competition has had on labor.*
- *discuss how levels of education impact wages.*
- *explain how outsourcing is forcing labor unions to adapt.*

Essential Question(s) for discussion and essay writing to evaluate objective learned:

- Are labor unions good for the economy?
- How do labor unions affect outsourcing?
- What has led to the decline of labor unions?
- How do the laws of supply and demand relate to unionization?

Assessment Sample:

Multiple Choice	Written/Constructed Response
<p>Which statement best describes unions today?</p> <p>a. Union membership is stronger than ever.</p> <p>b. A decline in membership over the last 25 years. *</p> <p>c. Membership has drastically decreased since 1900.</p> <p>d. Unions need to continue to abide by the same strategy.</p>	<p>Watch the documentary <i>The Other Side of Outsourcing</i>. Write a reflection paper describing how your professional career might be impacted if the world continues to flatten.</p> <p>Or, How is outsourcing forcing labor unions to adapt?</p>

Big Idea – Work makes the world

12.4 Skills Required & Skills Practiced

Skills Required	Skills Practiced
<ul style="list-style-type: none">• analyze• understand• describe• discuss• explain	<ul style="list-style-type: none">• analyze the elements of the U.S. labor in a global setting.• understand the operations of the labor market.• understand the origins of the American labor movement.• understand the tactics used by labor unions to gain benefits for members.• understand the effects of unionization, unemployment insurance, and minimum wage.• describe the current state of labor unions and the impact international competition has had on labor.• discuss how levels of education impact wages.• explain how outsourcing is forcing labor unions to adapt.

Effective Strategies and Activities:

Ongoing & Embedded	Culminating Assessment
Cornell Notes Direct Vocabulary Instruction Compare/Contrast Relating the past to present Debate various political theorist points of view Foldable Power Point Presentations Poster Projects Skits Gallery Projects	Essay Test Benchmark Test Write an analysis of a company that has gone on strike. Describe the tactics used by that company. Explain whether those strategies were effective. Design a poster showing the evolution of the American Labor Movement. Underscore the top five events that changed the structure of labor unions. Does education matter? Have a debate discussing whether levels of education will matter as the economy becomes more global. Who stands to lose? Who stands to gain? Read excerpts from <i>The World Is Flat</i> . Have students pull out three important arguments made

	by the author and evaluate whether those arguments are legitimate or not.
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Teaching Resources:

Textbook (pages and Ancillary Items)	TCI : History Alive!	Primary Source
Chapter 12, pages 303-327. Chapter 17, pages 441-446		Rate of inflation & deflation figures for 2008 Department of Labor unemployment numbers U.S job creation rates in 208 Grapes of Wrath

Websites:

www.archive.gov
www.score.rims.k12.ca.gov
aft.org

Videos:

Roger and Me
Norma Rae
FIST
The Salt of the Earth
North Country

Research Possibilities:

Have students identify 20-30 jobs in Salinas that are unionized. Assign a job per student and have the student go out and interview a union member of that profession. The student is to ask 10-15 questions of the employee about that union and ascertain whether that union is worth having.

Research the life of a union activist

- Cesar Chavez
- Bert Corona
- Mother Jones
- John Steinbeck
- Jimmy Hoffa
- Eugene Debbs
- Samuel Gompers
- Asa Philip Randolph

Research recent strikes and analyze how they changed unions.

- Air Traffic Controllers Strike
- United Airlines
- UPS
- Writer's Guild
- Grocery Strike
- Hotel Workers

2009-2010

Grade 12 AG. Economics

Principles of Economics

Big Idea—Small pieces impact the whole

SUHSD Focus Standard: 12.5 Students analyze the aggregate economic behavior of the U.S. economy.

Key People, Places, Events, Ideas:

- data
- unemployment
- statistics
- new jobs
- inflation
- deflation
- rate of economic growth
- interest rates
- economic forecast
- aggregate
- discount rates
- fiscal policy
- monetary policy

Related CA State Standards: 8th Grade, 10th Grade & 11th Grade
Time:

Objective(s): Students will be able to

- *analyze the aggregate economic behavior of the U.S. economy.*
- *define and explain the significance of unemployment.*
- *understand the effects of job creation.*
- *define deflation and inflation.*
- *explain the effects of economic growth.*

Essential Question(s) for discussion and essay writing to evaluate objective learned:

- How does unemployment affect economic growth?
- Why is deflation and inflation bad for the economy?
- Are all jobs created good for the economy?
- What do interest rates signal about the health of the economy?
- What does it mean to be unemployed? Who is included?

Assessment Sample:

Multiple Choice	Written/Constructed Response
<p>An increase in aggregate demand could result from the government reducing</p> <ul style="list-style-type: none">a. transfer payments.b. federal budget deficits.c. tax rates. *d. purchases of goods and services.	<p>Look at the price of gas and other goods that have gone down in price over the last year. Why is this deflationary trend for the economy? Explain why it further slows the growth of the economy</p>

Big Idea – Small pieces impact the whole

12.5 Skills Required & Skills Practiced

Skills Required	Skills Practiced
<ul style="list-style-type: none"> analyze define understand explain 	<ul style="list-style-type: none"> analyze the aggregate economic behavior of the U.S. economy define, calculate and explain the significance of unemployment define deflation and inflation understand the effect of job creation explain the effects of economic growth

Effective Strategies and Activities:

Ongoing & Embedded	Culminating Assessment
Cornell Notes Direct Vocabulary Instruction Compare/Contrast Relating the past to present Debate various political theorist points of view Foldable Power Point Presentations Poster Projects Skits Gallery Projects	Essay Test Benchmark Test Write a position paper on whether creating minimum wage jobs are good in stimulating the US economy. Design a poster showing the causes and effects of inflation or deflation. Then, use a real life industry to emphasize your point. Have a debate on whether the economy will improve based on the three economic indicators we have studied. Be specific with your evidence. Multiple Choice Test

Teaching Resources:

Textbook (pages and Ancillary Items)	TCI : History Alive!	Primary Source
Chapter 13, pages 334-365		Rate of inflation & deflation figures for 2008 Department of Labor unemployment numbers U.S job creation rates in 2008

Websites:

www.archive.gov

www.score.rims.k12.ca.gov

Research Possibilities:

Have students look at job creation, unemployment figures and the rate of inflation in the housing, auto, retail and computer industry over the last year. As each group gathers data, students are to make a prediction as to how those sectors will do in the coming months.

Calculate short term rates such as credit card interest and compare to long term rates for home mortgages. Look at risk v. time. Having a bank guest speaker would be very helpful.

2009-2010

Grade 12 AG. Economics

Principles of Economics

Big Idea—Global interdependence has benefits and consequences

SUHSD Focus Standard: 12.6 Students analyze the issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United State's borders.

Key People, Places, Events, Ideas:

- International trade
- consumption
- production
- trade restrictions
- retaliate
- global economy
- multinationals
- IMF
- World Bank
- Conglomerates
- strong currency
- free trade agreements
- territorial sovereignty
- exchange rate
- devaluation

Related CA State Standards: 8th Grade, 10th Grade & 11th Grade Time:

Objective(s): Students will be able to

- *analyze the issues of international trade.*
- *explain how the US economy affects world economies and how world economies affect the US.*
- *identify the gains in consumption and production efficiency from trade.*
- *compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.*
- *understand the changing role of international political borders and territorial sovereignty in a global economy.*
- *explain foreign exchange rates and the effects of the dollar's gaining (or losing) value relative to other currencies.*

Essential Question(s) for discussion and essay writing to evaluate objective learned:

- Can global equity be achieved through free trade?
- Do we truly have a global economy? Why or why not?
- What is the impact of technological innovation on world trade?
- How is globalization changing the way you prepare for your future?

Assessment Sample:

Multiple Choice	Written/Constructed Response
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In trade, goods shipped abroad for sale are also referred to as

- a. imports.
- b. exports. *
- c. tariffs.
- d. needs.

Watch a documentary on globalization. How is that country affected by international trade? What are the positive and negative effects that globalization has had on that country and the United States? Does globalization treat both countries the same? Explain your response.

Salinas Union High School District
2009-2010

Big Idea – **Take the rough with the smooth**
Anyone can be the top dog

12.6 Skills Required & Skills Practiced

Skills Required	Skills Practiced
<ul style="list-style-type: none"> • analyze • explain • identify • compare • understand 	<ul style="list-style-type: none"> • analyze the issues of international trade • explain how the U.S. economy affects world economies and how world economies affect the U.S. • explain foreign exchange rates and the effects of the dollar's gaining (or losing) value relative to other currencies • identify the gains in consumption and production efficiency from trade • compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans • understand the changing role of international political borders and territorial sovereignty in a global economy

Effective Strategies and Activities:

Ongoing & Embedded	Culminating Assessment
Cornell Notes Direct Vocabulary Instruction Compare/Contrast Relating the past to present Debate various political theorist points of view Foldable Power Point Presentations Poster Projects Skits Gallery Projects	Essay Test Benchmark Test Write a position paper on whether NAFTA has had the effects intended i4 years ago. Design a poster showing the causes and effects of the world bank's involvement in a Brazil. Explain your conclusion to the class. Have a debate on whether the United States will be the world leader in trade in the next century. What is your evidence to support your argument?

Teaching Resources:

Textbook (pages and Ancillary Items)	TCI : History Alive!	Primary Source
Chapters 18-20, pages 464-535		Trade Deficit figures Daily stories in the newspaper Clothes For A Change

Websites:

www.archive.gov

www.score.rims.k12.ca.gov

Videos:

Roger & Me

Life and Debt

Mickey Mouse Goes To Haiti

Wal Mart

Gap and Nike: No Sweat

The Water Is Ours, Damn it!

Research Possibilities:

Have students analyze the port activity at Oakland, Long Beach and Los Angeles. Describe the economic activity that takes place. What does the current trend say about international trade? How might a Shoreman's strike impact trade? What conjectures can you make about foreign trade based the kinds of products that come and go from these ports? Who benefits from this type of system?

Salinas Union High School District – Career Technical Education

AG MECHANICS III-IV

DATE:

INDUSTRY SECTOR: Agriculture and Natural Resources Sector

PATHWAY: Agricultural Mechanics

CALPADS TITLE: Advanced Agricultural Mechanics (Capstone)

CALPADS CODE: 7122

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	40	140

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	51-4122.00	Agricultural Equipment Operators	45-2091.00
Farm Equipment Mechanics and Service Technicians	49-3041.00	Welders, Cutters, and Welder Fitters	51-4121.06
Agricultural Sciences Teachers, Postsecondary	25-1041.00		

COURSE DESCRIPTION:

Year: 2 credit Grade Level: 10, 11, 12 Prerequisite: Ag Mech 1-II Dual Credit: With Hartnells WELD 150

This class is designed to give students the opportunity to learn shop safety skills and prepare them for more advanced welding classes. Students will have the opportunity to learn to ARC weld “stick”, OXY weld “cutting torch”, and TIG weld “aluminum/stainless”. Students will be able to produce several welding projects over the semester that they may keep. Students will also be able to produce small beginning welding projects using the plasma cam. During the second semester students will be able to use a machine to produce ornamental metal projects such as gates, garden trellises, chandeliers, and wall hangings. Students who pass this class can expect to find employment in the field of welding starting at \$12-\$15 per hour out of high school.

A-G APPROVAL: No

ARTICULATION:

College	Course Code
Hartnell	WLD 150

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
Agriculture Mechanics I & II

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Agricultural Mechanics: Fundamentals & Applications, 7th Edition, Ray V. Herren
- Welding Skills, 4th Edition , Moniz and Miller
- Modern Welding; Althouse, Bowditch

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
10, 11, 12				Capstone	Ag Mechanics III-IV
10, 11, 12				Concentrator	Ag Mechanics III-IV

I.	INTRODUCTION	CR	Lab/ CC	Standards
	<p>A.</p> <p>Agricultural Welding courses provides students an opportunity to learn the practices and technical practice of welding processes used in agricultural fields. Students will be exposed to mechanical, electrical and thermal power that are associated with the field of agricultural welding. Applied activities develop an understanding and skill development in metal joining and fabrication processes. Instruction will prepare students to select, operate, repair, fabricate and maintain a variety of agricultural machinery and equipment.</p> <p>Processes covered may include: Oxyfuel Cutting/Heating/Welding, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux-cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Air-carbon Arc Cutting, Plasma Arc Cutting, Safety and Metal Fabrication. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.</p>	8	2	<p>Academic: ETS: ETS2, ETS2.A, ETS2.B</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.5, 3.6, 3.7 Technology: 4.1, 4.7 Health and Safety: 6.6, 6.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p>CTE Pathway: B1.1, B1.3, B1.2, B7.1, B8.1, B9.1, B11.1</p>
II.	METALLURGY	CR	Lab/ CC	Standards
	<p>A. Study of physical metallurgy encompasses the relationships between the composition, structure, processing history and properties of metallic materials. In this unit introduction to metallurgy in "physical" way. We will do a little blacksmithing, metal casting, machining, and welding, using both traditional and modern methods. Some materials science and engineering in the laboratory work. Students will begin by completing some specified projects and progress to designing and fabricating one forged and one cast piece.</p>	5	20	<p>Academic: RLST: 11-12.4, 9-10.3 WS: 11-12.9 SEP: 1</p> <p>CTE Anchor: Technology: 4.1, 4.2, 4.7 Problem Solving and Critical Thinking: 5.2 Health and Safety: 6.6, 6.7 Responsibility and Flexibility: 7.8 Ethics and Legal Responsibilities: 8.7 Leadership and Teamwork: 9.7, 9.8, 9.9, 9.10 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.6, 10.8 Demonstration and Application: 11.1, 11.5</p> <p>CTE Pathway:</p>

				B1.1, B1.2
III.	SMAW	CR	Lab/ CC	Standards
	A.This unit will introduce the welding student to various welding systems; the advantages and disadvantages when comparing the many welding systems and the tools involved in each sysytem. Safety will be stressed when ever a new system is introduced. Inspection devises for weld quality may be introduced in this unit.	5	20	Academic: RLST: 9-10.3 CTE Anchor: Career Planning and Management: 3.4, 3.5, 3.6 Technology: 4.7 Leadership and Teamwork: 9.9 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Demonstration and Application: 11.4, 11.5 CTE Pathway: B1.1, B1.2, B8.1, B8.2, B8.3, B8.4, B9.7, B9.1, B9.2, B9.3, B9.4, B9.5, B9.6, B11.2, B11.6, B12.7
IV.	GMAW	CR	Lab/ CC	Standards
	A.Gas-Metal-Arc Welding (GMAW) evolved from CAW when it was realized that a consumable electrode - eliminating any need for a welding rod, could replace the carbon electrode. To reduce oxidation, the electrode wire is coated with materials such as fluorides, oxides, carbonates, metal alloys, and binders to stabilize the arc, to produce gases to shield the weld from oxygen and atmospheric contaminants, and to introduce metal alloy to weld. GMAW is used principally with nickel and ferrous base metals	5	20	Academic: RLST: 11-12.3 ETS: ETS1.A CTE Anchor: Career Planning and Management: 3.4 Technology: 4.5, 4.7 Problem Solving and Critical Thinking: 5.2 Health and Safety: 6.6, 6.7 Ethics and Legal Responsibilities: 8.7 Leadership and Teamwork: 9.8, 9.9, 9.10, 9.13 Technical Knowledge and Skills: 10.7, 10.8 CTE Pathway: B1.2, B1.1, B8.1, B8.4, B8.2, B8.3
V.	GTAW	CR	Lab/ CC	Standards

	<p>A.Gas Tungsten Arc Welding (GTAW) is frequently referred to as TIG welding. TIG welding is a commonly used high quality welding process. TIG welding has become a popular choice of welding processes when high quality, precision welding is required. TIG welding an arc is formed between a nonconsumable tungsten electrode and the metal being welded. Gas is fed through the torch to shield the electrode and molten weld pool. If filler wire is used, it is added to the weld pool separately.</p>	5	35	<p>Academic: G-MG: 2 PS: PS2.A</p> <p>CTE Anchor: Communications: 2.3 Technology: 4.7 Problem Solving and Critical Thinking: 5.3 Health and Safety: 6.6, 6.7 Responsibility and Flexibility: 7.7, 7.8 Leadership and Teamwork: 9.9, 9.11, 9.13 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p>CTE Pathway: B1.2, B1.1, B8.1, B8.2, B8.3, B8.4, B9.5, B9.7, B9.6, B9.3, B9.4, B9.2</p>
VI.	OXY-ACETYLENE WELDING AND CUTTING	CR	Lab/CC	Standards
	<p>A.Oxy-fuel welding (commonly called oxyacetylene welding, oxy welding, or gas welding in the U.S.) and oxy-fuel cutting are processes that use fuel gases and oxygen to weld and cut metals, respectively. In oxy-fuel welding, a welding torch is used to weld metals. Welding metal results when two pieces are heated to a temperature that produces a shared pool of molten metal. The molten pool is generally supplied with additional metal called filler. Filler material depends upon the metals to be welded. In oxy-fuel cutting, a cutting torch is used to heat metal to kindling temperature. A stream of oxygen then trained on the metal combines with the metal which then flows out of the cut (kerf) as an oxide slag</p>	7	23	<p>Academic: RLST: 9-10.5 G-CO: 12 PS: PS1, PS1.B, PS3, PS3.D ESS: ESS3.B, ESS3 ETS: ETS2.B</p> <p>CTE Anchor: Communications: 2.3 Career Planning and Management: 3.5 Technology: 4.4 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.8 Ethics and Legal Responsibilities: 8.7 Leadership and</p>

				Teamwork: 9.8, 9.9 Technical Knowledge and Skills: 10.4, 10.8 Demonstration and Application: 11.1, 11.3, 11.4, 11.5 CTE Pathway: B1.1, B1.2, B7.1, B7.2, B7.3, B7.4, B7.5, B9.2, B9.4, B9.5, B9.1, B9.3, B9.6, B12.7
VII.	FCAW	CR	Lab/CC	Standards
	AFCAW Flux Core Arc Welding. The unit on FCAW includes the identification of the welding machine and parts along with the safe and proper use of the machine in the lab environment. Lessons will include the use of the machine to weld test coupons and construct welded projects.	5	20	Academic: RLST: 11-12.3 WS: 9-10.8 PS: PS3, PS3.A, PS3.D ETS: ETS2.A CTE Anchor: Career Planning and Management: 3.4 Technology: 4.7 Health and Safety: 6.2, 6.3, 6.6, 6.7 Technical Knowledge and Skills: 10.8 Demonstration and Application: 11.5 CTE Pathway: B1.2, B1.1, B8.1, B8.4, B8.2, B8.3, B9.1, B9.6, B9.7, B9.4, B9.5, B9.2, B9.3

Entered by:

District: Salinas Union High School District
Contact: Bruce Pirl, Vo-Ag teacher
Phone: 8317967536
Email: Bruce.Pirl@salinasuhd.org

Agricultural Mechanics Technology I 9-12

Agricultural Mechanics courses are designed to reinforce and extend students' understanding of applied mechanical applications by associating scientific principles and concepts with relevant applications in fields associated with mechanics. Students will be exposed to mechanical, fluid, electrical, and thermal power that are associated with the field of agriculture. Course sequence is designed to provide students with applied activities which may include: metal fusion (welding), structures, surveying, electrical wiring principles, agricultural power and equipment, plumbing, electric motors and controls, CNC, robotics, CADD, Lasers, GIS and GPS systems. Leadership development and supervised agricultural experiences are integral to these courses.

Agricultural Mechanics II (Welding and Fabrication) 10-12 (Prerequisite -Agricultural Mechanics Technology)

This course provides students in agriculture an opportunity to reinforce and extend understanding of applied mechanical applications. Students will be exposed to mechanical, electrical and thermal power that are associated with the field of agricultural welding. Applied activities develop an understanding and skill development in metal joining and fabrication processes. Instruction will prepare students to select, operate, repair, fabricate and maintain a variety of agricultural machinery and equipment. Processes covered may include: Oxyfuel Cutting/Heating/Welding, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux-cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Air-carbon Arc Cutting, Plasma Arc Cutting, Safety and Metal Fabrication. In addition, record keeping, communication skills, employability and human relation skills will be covered. Leadership development and Supervised Agricultural Experiences (SAE's) are also integral to this course

Agricultural Mechanics III (Advanced Ag Welding and Fabrication 10-12)

(Prerequisite-Agricultural Welding and Fabrication)

This course provides students in agriculture an additional opportunity to reinforce and extend understanding of applied mechanical applications. Advance applications will further develop knowledge and skill development in metal joining and fabrication processes. Instruction will prepare students to select, operate, repair, fabricate and maintain a variety of agricultural machinery and equipment. Processes covered may include: Oxyfuel Cutting/Heating/Welding, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux-cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Air-carbon Arc Cutting, Plasma Arc Cutting, Safety and Metal Fabrication projects. In addition, record keeping, communication skills, employability and human relation skills will be covered. Leadership development and Supervised Agricultural Experiences (SAE's) are also integral to this course.

CTE

Agricultural Mechanics program. In the first sample program, an individual teacher must cover the most important standards in the entire Agricultural Mechanics industry. Agricultural
Agricultural Science Mechanics pathway pathway Related Grade Foundation standards
standards pathway Course level standards emphasis (C) (B) (Other topics) Agricultural 9–10
Academics 1.1, ANR ANR (small wood Mechanics I Algebra I (8–12) C1.0; C2.0; B1.0; B2.0;
and metal (introduction) 10.0; C3.0; C13.0 B3.0; B4.0; project Communications 2.2, B5.0; B6.0;
construction) Writing Strategies B7.0; B8.0 and Applications (9–10) 2.5; Technology 4.6; Health
and Safety 6.4–6.6; Technical Knowledge and Skills 10.1 Agricultural 10–12 Academics 1.2,
ANR ANR MPD (Welding): Mechanics II Investigation and C13.0 B1.0; B2.0; D1.0; D2.0;
(concentration) Experimentation B5.0; B7.0; D4.0; D5.0; (9–12) 1.d; B8.0; B12.0 D6.0
Communications 2.1, ED Reading (Engineering Comprehension Design): (9–10) 2.2; C2.0;
C3.0; Career Planning and C4.0; C5.0; Management 3.2; C6.0 Responsibility and (larger wood
and metal proj- Flexibility 7.5; ects) Technical Knowledge and Skills 10.3 Advanced 11–12
Communications 2.3, ANR ANR Agricultural English–Language C13.0 B1.0; B2.0; Mechanics
Conventions (11–12) B3.0; B4.0; (ROP or 2+2 1.1; B6.0; B7.0; Tech Prep) B8.0; B9.0; Problem
Solving and Critical Thinking 5.1; B12.0 Ethics and Legal Responsibility 8.1; Leadership and
Teamwork 9.3 MPD (Welding): D3.0; D5.0; D6.0; D8.0 ED (Engineering Design): C7.0; C8.0;
C10.0; C11.0 (increasingly more complex wood and metal fabrication)

Salinas Union High School District – Career Technical Education

ANIMAL CARE

DATE:

INDUSTRY SECTOR: Agriculture and Natural Resources Sector

PATHWAY: Animal Science

CALPADS TITLE: Intermediate Animal Science (Concentrator)

CALPADS CODE: 7141

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	100	80

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Animal Breeders	45-2021.00	Animal Scientists	19-1011.00
Nonfarm Animal Caretakers	39-2021.00	Veterinary Assistants and Laboratory Animal Caretakers	31-9096.00
Veterinary Technologists and Technicians	29-2056.00	First-Line Supervisors of Animal Husbandry and Animal Care Workers	45-1011.08

COURSE DESCRIPTION:

This course will provide students with training and skills for the targeted job classifications related to livestock production. This course expands training for students that are enrolled in an agriculture class at their home school. The course requires a Supervised Agricultural Experience (SAE).

A-G APPROVAL:	No
ARTICULATION:	None
DUAL ENROLLMENT:	None
PREREQUISITES:	None

METHODS OF INSTRUCTION

- Direct instruction
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Observation record of student performance

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Veterinary Assisting Fundamentals and Applications

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12				Concentrator	Animal Care
9, 10, 11, 12				Capstone	Animal Care 3-4

I.	FFA AND SAE	CR	Lab/ CC	Standards
	<p>1. Terms to know: species names, genus, sex, and gestation</p> <p>2. History of Companion Animals</p> <p>3. The Small Animal Industry</p> <p>4. Classification of Animals</p> <p>5. Animal Rights and Animal Welfare</p> <p>Example Assignments/Projects: Students will complete an evolution time line of domestication and history for the companion animal of their choice. Time lines will be presented to the class. Students will create an intro presentation to cover the main species being covered in class. Presentations will include: Kingdom, Class, Genus, sample breeds within species (5), and general facts including diet and care. Students will complete a poster presentation on the animal issue of their choice. The presentation will address the issue and explain both the animal rights and animal welfare perceptions for the issue addressed.</p> <p>Guest Speaker: Students will hear from a local pet shop to understand the costs and regulations associated with owning a business.</p> <p>Lab: Students will ID and sex the major species of animals.</p> <p>Lab: Students will complete a survey of their peers collecting information about number, species of pets, and money spent on pets per month to gather an introductory set of data to compare to introduce the small animal industry.</p>	20	10	<p>Academic: SEP: 1, 4, 8 CC: 4</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1 Leadership and Teamwork: 9.8, 9.9</p> <p>CTE Pathway: D1.1</p>
II.	COMPANION AND LIVESTOCK ANIMAL SAFETY	CR	Lab/ CC	Standards
	<p>Companion Animal Safety</p> <p>1. Equipment ID for Restraining Small Animals: for example - cat bag</p> <p>2. Zoonotic Diseases in Small Animals</p> <p>3. Restraint of Small Animals and Livestock</p> <p>4. Disinfectant of Facilities</p> <p>Example of Assignments/Activities: Students will ID tools/equipment used to restrain small animals including but not limited to collars, leashes, Elizabethan collar, muzzles, cat bags, etc. Students will ID common zoonotic pests that can be an issue for companion animals. Students will complete an informative video on the passage of the disease of their choice. The video must include vector, prevention and treatment of the disease or pest.</p> <p>Lab: Microscopic ID of Zoonotic Disease (viral, bacterial, and microbial)</p> <p>Lab: Students will demonstrate the proper way to apply a gauze muzzle on a canine.</p> <p>Lab: Students will demonstrate the proper way to remove a feline from a cage.</p> <p>Lab: Students will demonstrate the proper way to restrain a rabbit to tattoo for identification</p>	20	10	<p>Academic: WS: 9-10.4 SEP: 3, 6</p> <p>CTE Anchor: Communications: 2.3</p> <p>CTE Pathway: D6.4, D6.5, D6.6, D8.1</p>
III.	DISEASES	CR	Lab/ CC	Standards

	1. Swine 2. Poultry 3. Sheer 4. Cattle 5. Bio Security and Bio Hazards 6. Sanitation	10	20	Academic: RLST: 9-10.4 SEP: 5 CC: 3 LS: LS1.B, LS1, LS2, LS2.C CTE Anchor: Technology: 4.1, 4.4 CTE Pathway: D1.2, D6.1, D6.2, D6.3, D6.4, D6.7, D6.5, D6.6
IV.	SWINE	CR	Lab/CC	Standards
	1. Breeds 2. Handling and Housing 3. Health 4. Showmanship 5. Breeding Systems 6. Meat Cuts	15	15	Academic: S-IC: 1 LS: LS3, LS3.A, LS3.B CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1 Ethics and Legal Responsibilities: 8.1 CTE Pathway: D1.1, D1.2, D2.1, D2.2, D3.1, D5.1, D5.2, D5.3, D5.4, D5.5
V.	SHEEP	CR	Lab/CC	Standards
	1. Breeds 2. Handling and Housing 3. Health 4. Showmanship 5. Breeding Systems 6. Meat Cuts	20	10	Academic: WS: 9-10.7, 9-10.9 CTE Anchor: Problem Solving and Critical Thinking: 5.4 CTE Pathway: D1.3, D1.4, D2.3, D2.4, D6.5, D7.1, D7.2
VI.	CATTLE	CR	Lab/CC	Standards
	1. Breeds 2. Handling and Housing 3. Health 4. Showmanship 5. Breeding Systems 6. Meat Cuts	15	15	Academic: SEP: 4, 7 CC: 2 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.3, 6.4

				Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 CTE Pathway: D9.1, D10.1, D10.2, D12.1
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Entered by:

District: Salinas Union High School District
Contact: Rachel Martinez, Agriculture Teacher
Phone: 831-796-7400
Email: rachel.martinez@salinasuhd.org

ART AND HISTORY OF FLORAL DESIGN

DATE:

INDUSTRY SECTOR: Agriculture and Natural Resources Sector

PATHWAY: Ornamental Horticulture

CALPADS TITLE: Introduction to Ornamental Horticulture

CALPADS CODE: 7160

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	100	80

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Nursery and Greenhouse Managers	11-9013.01	Floral Designers	27-1023.00
Funeral Attendants	39-4021.00	First-Line Supervisors of Retail Sales Workers	41-1011.00

COURSE DESCRIPTION:

This class 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. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records.

A-G APPROVAL: F

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
NONE

METHODS OF INSTRUCTION

- Direct instruction
- Demonstration

STUDENT EVALUATION:

- Student projects
- Written work
- Exams

INDUSTRY CERTIFICATION:

- iCEV Floral Design

RECOMMENDED TEXTS:

- Art History if Floral Design

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
10, 11, 12				Introductory	Art and History of Floral Design
11, 12				Concentrator	Environmental Horticulture 3-4

I.	PLANT STRUCTURE	CR	Lab/ CC	Standards
	A.PLANT STRUCTURE Main Parts of Plants Flower Parts	5	10	Academic: RLST: 9-10.3, 9-10.4 WS: 9-10.4, 9-10.7 CTE Anchor: Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 CTE Pathway: F1.2, F1.3, F1.4, F1.5, F1.1
II.	GENERAL FLORAL DESIGN	CR	Lab/ CC	Standards
	A.GENERAL FLORAL DESIGN Floral Materials Floral Tools and Their Uses	10	10	Academic: RLST: 11-12.3, 11-12.4 CC: 3 CTE Anchor: Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 CTE Pathway: F11.1
III.	CUT FLOWERS	CR	Lab/ CC	Standards
	A.CUT FLOWERS Proper Storage Facilities-Refrigeration Preparation for Storage-Care and Conditioning Organic or locally sourced products	10	5	Academic: G-SRT: 8, 8.1 SEP: 3, 4 ESS: ESS3.A, ESS3 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.3, 6.4, 6.6 CTE Pathway: F11.1, F11.3
IV.	INTRODUCTION TO ART	CR	Lab/ CC	Standards
	A.Introduction to Art Artistic Perception Aesthetic Valuing Artistic Analysis Art Evaluation Art Appreciation Artistic Inspiration Floral Symbolism	10	5	Academic: RLST: 11-12.3, 9-10.3 WS: 11-12.4, 11-12.7, 11-12.9, 9-10.4, 9-10.7, 9-10.8, 9-10.9 SEP: 8 CC: 3 CTE Anchor: Technology: 4.1,

	Floral Symbolism			4.2, 4.3, 4.4 Problem Solving and Critical Thinking: 5.1, 5.2 Leadership and Teamwork: 9.2, 9.3 CTE Pathway: F11.4
V.	ART HISTORY AND FLORAL DESIGN	CR	Lab/CC	Standards
	A.Art History/History of Floral Design Historical and Cultural Context Floral Art Designs of Ancient Civilizations Design Styles and their Origination Time periods in Floral Art History Historal Style and Periods Influences of Floral Artists	10	5	Academic: RLST: 11-12.3, 9-10.4 SEP: 8 PE: 12.2, 12.2.3, 12.2.4, 12.2.5 CTE Anchor: Communications: 2.1, 2.2, 2.6 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.3 CTE Pathway: F11.1, F11.1
VI.	FLOWER ARRANGMENT	CR	Lab/CC	Standards
	A.FLOWER ARRANGING Principles and elements of design Harmony and Unity Balance, Proportion and Scale Emphasis, Focal Point and Rhythm Line, Form, Space and Depth Color, Value and Contrast Texture Floral mechanics Flowers categories Designing western arrangements European and world influenced designs.	10	5	Academic: RLST: 9-10.3, 9-10.4 WS: 9-10.7 SEP: 1, 2 CTE Anchor: Problem Solving and Critical Thinking: 5.2, 5.3 Ethics and Legal Responsibilities: 8.1, 8.2, 8.4 CTE Pathway: F11.1
VII.	ARRANGEMENT TYPES	CR	Lab/CC	Standards
	A.ARRANGEMENT TYPES Round Radiating Triangles Horizontal Vertical Topiary	10	15	Academic: RLST: 11-12.3, 9-10.3 WS: 9-10.4 G-CO: 12 G-SRT: 8, 8.1 SEP: 1, 2 CTE Anchor: Technical Knowledge and

	Crescent Hogarth Curve Landscape			Skills: 10.1, 10.3 CTE Pathway: F11.1
VIII.	WEDDING FLOWERS	CR	Lab/ CC	Standards
	A.WEDDING FLOWERS Bouquets Altar Pieces Hair Pieces	5	10	Academic: RLST: 11-12.3, 9-10.3 WS: 11-12.9 SEP: 1, 2 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3 CTE Pathway: F11.1, F11.2, F11.3
IX.	WHOLESALE FLOWERS AND CAREERS	CR	Lab/ CC	Standards
	A.WHOLESALE FLOWERS Ordering from wholesaler Wholesale packaging B. EXPLORING CAREERS IN FLORISTRY Career paths Speciality markets	10	5	Academic: WS: 11-12.4 PE: 12.2.3, 12.2.4 CTE Anchor: Career Planning and Management: 3.1, 3.2 Technology: 4.1, 4.2 Responsibility and Flexibility: 7.4, 7.5 CTE Pathway: F11.2, F11.1
X.	CUSTOMER SERVICE AND BUSINESS SKILLS	CR	Lab/ CC	Standards
	A.CUSTOMER SERVICE How to Use Order Forms Customer Approach Closing the Sale Proper Use of the Telephone Handling Complaints B. BUSINESS SKILLS Use of Cash Register Wire Services Ordering From Wholesaler Pricing and Profiting Computer skills	10	5	Academic: S-IC: 1 CTE Anchor: Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 CTE Pathway: F11.1, F11.2

	Aspects of Social Media			
XI.	JOB SEARCH UNIT	CR	Lab/ CC	Standards
	A..JOB SEARCH INSTRUCTION Selecting a job Preparing for job interviews Job interview techniques Career ladders Keeping and advancing on the job Finding employment openings	10	5	Academic: PE: 12.2.4, 12.2.7, 12.6.4 CTE Anchor: Demonstration and Application: 11.1, 11.2, 11.3 CTE Pathway: F11.4

Entered by:

District: Salinas Union High School District
Contact: Rachel Martinez, Agriculture Teacher
Phone: 831-796-7400
Email: rachel.martinez@salinasuhd.org



Title: Biology and Sustainable Agriculture

Length of Course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject Area – Discipline: Laboratory Sciences ("d") – Biology

UC Honors designation: No

CTE Sector: Agriculture and Natural Resources

CTE Pathway: Agriscience

Grade Level(s): 9-12

Prerequisite(s): Algebra 1 or IM 1

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, How does 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.

Course Content:

Unit 1: 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.

Unit 1: Key Assignments

1. “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.

2. “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.

3. 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 predetermined 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 2: 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.

Unit 2: Key Assignments

1. "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.

2. “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.

3. “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.).

4. "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.

5. "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 2. 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 3: 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.

Unit 3: Key Assignments

1. "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.

2. "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.

3. "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 3. 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, hypotheses, 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 4: Driving Question:How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem?

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.

Unit 4: Key Assignments

1. "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.

2. “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 also compare cost of fertilizer to effectiveness to determine final recommendations in their lab report.

3. “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.

4. “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.

5. 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. 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.

<https://www.glbrc.org/education/classroom-materials>

Unit 4. 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:

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?
<https://epa.gov/sustainability/basicinfo.html>. Washington D.C.



Title: Chemistry and Agriscience

Length of Course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject Area – Discipline: Laboratory Sciences ("d") – Chemistry

UC Honors designation: No

CTE Sector: Agriculture and Natural Resources

CTE Pathway: Agriscience

Grade Level(s): 9-12

Prerequisite(s): Algebra 1 or IM 1

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.

Course Content:

Unit 1: Agriscience Practices

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.

Unit 1: Key Assignments

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.

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.

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.

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.

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.

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 2: The Nature of Soil

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.

Unit 2: Key Assignments

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>)

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.

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.

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.

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.

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.

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 3: Water and Soil Management

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.

Unit 3: Key Assignments

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.

2. 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.

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.

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.

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.

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.

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 4: Plants and Soil Management

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.

Unit 4: Key Assignments

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.

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.

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 5: Animals and Soil Management

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.

Unit 5: Key Assignments

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.

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.

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.

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.

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 6: Soil Sustainability

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.

Unit 6: Key Assignments

1.Phytoremediation Lab

Students will learn the 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.

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.

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.

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.

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. Rick Parker. Delmar Cengage Learning.

Principles of Soil Chemistry. 4th edition. 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

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

History of Floral Design

Salinas High School

Agriculture

A. Course Description:

History of 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.

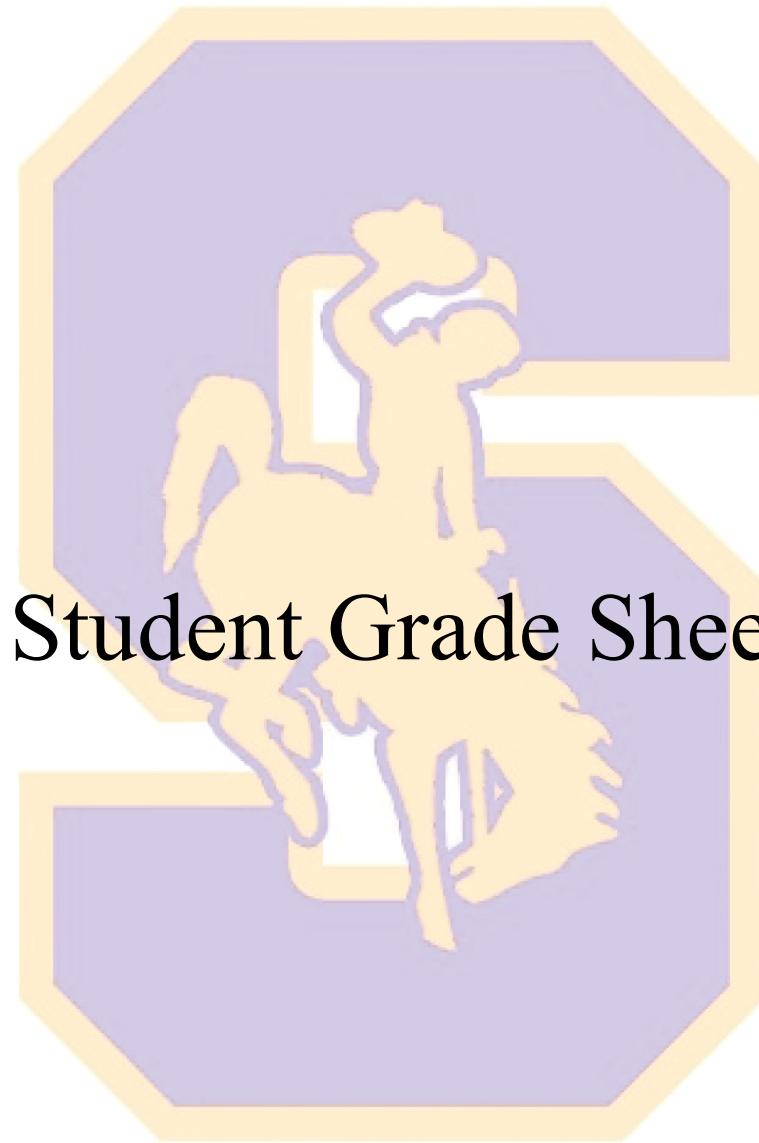
B. Topics of Instruction: (See Course Outline for specific units, activities, and state standards.)

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

Examples of Hands-On Projects and Labs:

Wiring and Taping
Flower Pens
Tissue Paper Flowers
Bow Construction
Boutonnieres and Corsages
Floral History Posters and Presentations
Balloon Arch
Chaplet Construction and Sales
Thanksgiving Arrangements and Sales
Winter Wreaths
Valentine's Day Arrangement
Valentine's Day Rose Sale
Spring Arrangement
Piñata Construction
Mother's Day Arrangement
FFA Banquet and Centerpieces

C. Textbook: The Art of Floral Design, Second Edition, Delmar Thompson Learning.



Student Grade Sheets

Course:	2619S-1 (Adv Intrdisc Sci Sustain AG S)	Period:	5
Teacher:	Martinez, Rachel N	Marking Period:	Q4 (3/12/2018 - 5/24/2018)
Gradebook Category:	All Categories		

		5/22 CLSWK Pts: 0.00 Wgt: 1.00 Extra Credit	5/22 PRJCT Pts: 110.00 Wgt: 1.00 SAE final and AET	5/21 LABS Pts: 10.00 Wgt: 1.00 Predicting Pest Pop	5/4 CLSWK Pts: 20.00 Wgt: 1.00 Week 17	5/2 PART Pts: 3.00 Wgt: 1.00 FFA Points Q4	5/1 CLSWK Pts: 10.00 Wgt: 1.00 IPM Plan	4/30 CLSWK Pts: 50.00 Wgt: 1.00 Week 15	4/26 LABS Pts: 20.00 Wgt: 1.00 Pest Poster Presentations	4/20 CLSWK Pts: 10.00 Wgt: 1.00 Gattaca
e			83.00	10.00	20.00	3.00	5.00	50.00	20.00	10.00
			26.00	10.00	40.00	0.00	10.00	35.00	20.00	10.00
			92.00	10.00	20.00		10.00	40.00	20.00	10.00
			99.00	10.00	40.00	3.00	10.00	40.00	20.00	5.00
			100.00	10.00	18.00	1.00		50.00	20.00	10.00
			100.00	10.00	20.00	4.00	10.00	50.00	20.00	30.00
			101.00	10.00	10.00	1.00		50.00	20.00	10.00
			94.00	10.00	10.00	3.00		35.00		
			104.00	10.00	20.00	6.00	10.00	50.00	EX	10.00
			105.00	10.00	20.00	3.00	10.00	50.00	20.00	10.00
		10.00	94.00	10.00	20.00	3.00	10.00	50.00	20.00	10.00
			86.00	10.00	20.00	2.00		50.00	20.00	
			110.00	10.00	20.00	4.00	10.00	50.00	20.00	5.00
			106.00	10.00	20.00	3.00	10.00	50.00	20.00	10.00
			103.00	10.00	20.00	3.00	10.00	50.00	20.00	10.00
		10.00	82.00	10.00	20.00	3.00	5.00	40.00	20.00	EX
			99.00	10.00	15.00	3.00	10.00	40.00	20.00	10.00
			106.00	10.00	20.00	4.00	10.00	50.00	20.00	10.00
		10.00	103.00	10.00	20.00	6.00	5.00		EX	10.00
		10.00	97.00	10.00	20.00	4.00	10.00	50.00	20.00	5.00
			107.00	10.00	10.00	6.00	10.00	50.00	EX	10.00
			87.00	10.00	20.00	3.00		50.00	20.00	
			99.00	10.00	30.00	6.00		45.00		
	%	0.00%	86.28%	100.00%	102.83%	112.12%	91.18%	93.18%	100.00%	102.78%
		10.00	94.91	10.00	20.57	3.36	9.12	46.59	20.00	10.28

Course:	2619S-1 (Adv Intrdisc Sci Sustain AG S)	Period:	5
Teacher:	Martinez, Rachel N	Marking Period:	Q4 (3/12/2018 - 5/24/2018)
Gradebook Category:	All Categories		

	4/18 LABS Pts: 50.00 Wgt: 1.00 MO ebate ideo	4/11 PART Pts: 30.00 Wgt: 1.00 AET Hours	3/23 CLSWK Pts: 15.00 Wgt: 1.00 FFA Etiquette	3/22 CLSWK Pts: 15.00 Wgt: 1.00 Week 8 & 9	3/21 LABS Pts: 15.00 Wgt: 1.00 Organic vs Convention al	3/21 LABS Pts: 10.00 Wgt: 1.00 Flower Dissection Questions	3/16 LABS Pts: 15.00 Wgt: 1.00 Flower Chart	3/12 CLSWK Pts: 5.00 Wgt: 1.00 CFU 1 and Plant Observatio ns	3/12 CLSWK Pts: 30.00 Wgt: 1.00 Plant 3D Model
	25.00	30.00	15.00	10.00	15.00	10.00	15.00	5.00	30.00
	45.00	3.00		15.00	15.00	5.00		5.00	15.00
	45.00	30.00	15.00	15.00	15.00		8.00	5.00	30.00
	45.00	24.00	15.00	15.00	15.00	10.00	15.00	5.00	30.00
	45.00	30.00		15.00	15.00	10.00	15.00	5.00	20.00
	45.00	30.00	15.00	15.00	15.00	10.00	15.00	5.00	30.00
	45.00	30.00			15.00	10.00		5.00	30.00
	45.00	21.00	15.00	15.00	15.00	10.00	15.00	5.00	15.00
	45.00	30.00	8.00	15.00	15.00		15.00	5.00	30.00
	48.00	30.00	15.00	15.00	15.00	10.00	15.00	5.00	25.00
	45.00	15.00	15.00	15.00	15.00	10.00	15.00	5.00	30.00
	48.00	30.00	15.00	15.00	15.00	10.00	15.00	5.00	30.00
	45.00	30.00	15.00	15.00	15.00	5.00	15.00	5.00	30.00
	45.00	30.00	15.00	15.00	15.00	10.00	15.00	5.00	30.00
	45.00	30.00	15.00	15.00	15.00	10.00	15.00	5.00	30.00
	EX	30.00	15.00					5.00	25.00
	45.00	30.00	15.00	15.00	15.00	10.00	15.00	5.00	
	45.00	30.00	15.00	15.00	15.00	10.00	15.00	5.00	30.00
	45.00	12.00	15.00	15.00	15.00	10.00	15.00	5.00	30.00
	45.00	0.00	8.00	8.00	15.00	5.00		5.00	10.00
	45.00	30.00	15.00	15.00	15.00	8.00	15.00	5.00	27.00
	25.00	30.00	15.00	15.00	15.00	5.00		5.00	15.00
	25.00	0.00		15.00	15.00		15.00	5.00	20.00
	.09%	80.43%	95.09%	96.19%	100.00%	88.42%	97.41%	100.00%	85.15%
	2.55	24.13	14.26	14.43	15.00	8.84	14.61	5.00	25.55

Course: 2619S-1 (Adv Intrdisc Sci Sustain AG S)**Period:** 5**Teacher:** Martinez, Rachel N**Marking Period:** Q4 (3/12/2018 - 5/24/2018)**Gradebook Category:** All Categories

Student ID	Average	3/8 LABS Pts: 47.00 Wgt: 1.00 iCEV Final	3/6 LABS Pts: 10.00 Wgt: 1.00 Mini Leaf Lab	3/5 PART Pts: 3.00 Wgt: 1.00 FFA Points Q3	3/1 CLSWK Pts: 0.00 Wgt: 1.00 EC	2/23 CLSWK Pts: 15.00 Wgt: 1.00 Week 7	2/23 CLSWK Pts: 10.00 Wgt: 1.00 Plant Survey	2/16 CLSWK Pts: 15.00 Wgt: 1.00 1.1.2 Plant Bus.	2/12 LABS Pts: 50.00 Wgt: 1.00 Parasite Final Project	2/9 PRJCT Pts: 20.00 Wgt: 1.00 Proposal SAE
1000580	82.78%	45.00	10.00	2.00		15.00	10.00	15.00	40.00	17.00
1001227	45.60%		10.00	0.00		5.00		15.00		10.00
1002886	87.26%	41.00	10.00			15.00	10.00	13.00	50.00	17.00
1002897	92.50%	43.00	10.00	4.00		15.00	10.00		47.00	19.00
1006572	76.20%	36.00	10.00	1.00		15.00				19.00
1006578	98.66%	41.00	10.00	3.00		15.00	10.00	15.00	48.00	20.00
1006586	78.84%	43.00	10.00	3.00		13.00	10.00		35.00	18.00
1006605	80.96%	45.00	10.00	3.00		15.00	10.00	13.00	45.00	20.00
1006629	90.70%	42.00	10.00	6.00		15.00		14.00	30.00	20.00
1006645	94.52%	46.00	10.00	3.00		15.00	10.00	15.00	EX	20.00
1009045	90.92%	42.00	10.00	3.00		15.00	10.00	15.00	38.00	19.00
1009049	90.58%	43.00	10.00	2.00		15.00	10.00	15.00	47.00	20.00
1009060	96.61%	42.00	10.00	3.00		15.00	10.00	15.00	46.00	15.00
1009062	98.31%	43.00	10.00	3.00		15.00	10.00	15.00	50.00	20.00
1009063	98.21%	47.00	10.00	3.00		15.00	10.00	15.00	50.00	20.00
1009068	74.53%	42.00	10.00	3.00		EX	10.00	15.00		10.00
1009077	91.60%	42.00	10.00	2.00		15.00	10.00	15.00	45.00	20.00
1009143	98.01%	44.00	10.00	4.00		15.00	10.00	15.00	48.00	18.00
1009149	88.49%	43.00	10.00	6.00	20.00	13.00	10.00	15.00	46.00	20.00
1009166	61.05%	0.00	10.00	3.00		15.00		14.00		13.00
1009169	95.38%	44.00	10.00	6.00		15.00	10.00	14.00	48.00	18.00
1009187	82.41%	43.00	10.00	2.00		15.00		15.00	40.00	18.00
1009208	73.15%	46.00	10.00	5.00		15.00	10.00	15.00	30.00	18.00
Class Average Percentage	85.53%	87.33%	100.00%	106.06%	0.00%	95.76%	100.00%	97.67%	87.00%	88.91%
Class Average Points		41.05	10.00	3.18	20.00	14.36	10.00	14.65	43.50	17.78

Course: 2619S-1 (Adv Intrdisc Sci Sustain AG S)**Period:** 5**Teacher:** Martinez, Rachel N**Marking Period:** Q4 (3/12/2018 - 5/24/2018)**Gradebook Category:** All Categories

	2/7 CLSWK Pts: 33.00 Wgt: 1.00 iCEV	2/6 CLSWK Pts: 10.00 Wgt: 1.00 iCEV 1	2/5 LABS Pts: 30.00 Wgt: 1.00 Practicum Videos	1/26 CLSWK Pts: 20.00 Wgt: 1.00 Week 2 & 3	1/22 CLSWK Pts: 15.00 Wgt: 1.00 Parasite Foldable	1/18 CLSWK Pts: 10.00 Wgt: 1.00 Movie Notes	1/16 LABS Pts: 25.00 Wgt: 1.00 Pet Brochure	1/12 CLSWK Pts: 10.00 Wgt: 1.00 Pet Portfolio Research
	18.00	10.00	20.00	15.00	7.00	10.00	12.50	10.00
	24.00	6.00	20.00		12.00		13.00	
	36.00	9.00	20.00	15.00	15.00	8.00	20.00	10.00
	33.00	10.00	30.00	20.00	15.00	5.00	25.00	
	36.00	10.00	30.00	15.00		10.00		10.00
	33.00	10.00	30.00	20.00	15.00	10.00	23.00	10.00
	36.00	8.00	30.00	15.00				10.00
	36.00	10.00	30.00		15.00	10.00	22.00	
	36.00	9.00	30.00	20.00		10.00	20.00	10.00
	24.00	10.00	30.00		13.00	5.00	25.00	10.00
	36.00	10.00	30.00	20.00	15.00	10.00	25.00	5.00
	36.00	7.00	30.00	20.00	15.00	10.00	12.00	10.00
	36.00	10.00	30.00	20.00	15.00	10.00	25.00	10.00
	36.00	10.00	30.00	20.00	15.00	9.00	25.00	10.00
	33.00	10.00	30.00	20.00	15.00	10.00	25.00	10.00
	36.00	10.00	30.00	20.00	8.00	10.00	25.00	10.00
	36.00	10.00	30.00	20.00	15.00	10.00	25.00	10.00
	36.00	10.00	30.00	20.00	15.00	10.00	25.00	5.00
	33.00	9.00	30.00	20.00	8.00	5.00	25.00	
	27.00	10.00	30.00	15.00	8.00	10.00		
	15.00	9.00	30.00	20.00	15.00	7.00	25.00	10.00
	36.00	10.00	30.00	20.00	10.00	10.00	23.00	10.00
	33.00	10.00	30.00	20.00	12.00	10.00	13.00	
	97.63%	94.35%	95.65%	93.75%	86.00%	90.00%	86.70%	94.12%
	32.22	9.43	28.70	18.75	12.90	9.00	21.68	9.41

Course:	2612S-2 (Biology & Sustainable AG (S))	Period:	2
Teacher:	Martinez, Rachel N	Marking Period:	Q4 (3/12/2018 - 5/24/2018)
Gradebook Category:	All Categories		

	5/23 PRJCT Pts: 110.00 Wgt: 1.00 SAE and AET Final	5/2 PART Pts: 3.00 Wgt: 1.00 FFA Points Q4	5/1 LABS Pts: 20.00 Wgt: 1.00 Digestion System Model	4/17 CLSWK Pts: 45.00 Wgt: 1.00 Week 14	4/13 CLSWK Pts: 30.00 Wgt: 1.00 Week 13	4/13 LABS Pts: 30.00 Wgt: 1.00 Edible Long Bone	4/11 PRJCT Pts: 30.00 Wgt: 1.00 AET	4/11 CLSWK Pts: 20.00 Wgt: 1.00 PBA Review	3/23 CLSWK Pts: 15.00 Wgt: 1.00 FFA Etiquette
	0.00		20.00	45.00	27.00		33.00		
			20.00	43.00	30.00	20.00	0.00	20.00	
%	105.00	4.00	20.00	45.00	11.00	30.00	21.00	20.00	EX
		0.00	20.00	35.00	22.00		6.00	20.00	15.00
	82.00		20.00	27.00	28.00	20.00	3.00	20.00	15.00
	47.00		20.00		26.00	15.00	0.00	20.00	
%	97.00	4.00	20.00	53.00	30.00	28.00	24.00	20.00	15.00
	61.00			27.00			0.00		15.00
	86.00	0.00	20.00		27.00	20.00	0.00	20.00	
	101.00	5.00	20.00	37.00	26.00	28.00	9.00		15.00
	106.00	3.00	20.00	45.00	27.00	28.00	30.00	20.00	15.00
	99.00	3.00	20.00	42.00	30.00	28.00	3.00	10.00	15.00
	104.00	3.00	17.00	35.00	18.00	28.00	30.00	20.00	15.00
	80.00		20.00		27.00		0.00	20.00	15.00
	104.00	4.00	20.00	43.00	30.00	30.00	6.00	20.00	
	98.00	2.00	20.00	35.00	13.00	28.00	30.00		15.00
	91.00	4.00	20.00	50.00	23.00	28.00	6.00		
	103.00	3.00	17.00	35.00	27.00	28.00	33.00	20.00	15.00
	104.00	4.00	20.00	45.00	30.00	28.00	30.00	20.00	EX
%	104.00	6.00	20.00	45.00	27.00	28.00	27.00	20.00	15.00
	104.00	3.00	20.00		19.00	28.00	30.00		15.00
	94.00	4.00	20.00	45.00	17.00	28.00	0.00	20.00	15.00
%	80.45%	108.33%	98.57%	90.37%	81.75%	87.22%	48.64%	96.88%	100.00%
	88.50	3.25	19.71	40.67	24.52	26.17	14.59	19.38	15.00

Course:	2612S-2 (Biology & Sustainable AG (S))	Period:	2
Teacher:	Martinez, Rachel N	Marking Period:	Q4 (3/12/2018 - 5/24/2018)
Gradebook Category:	All Categories		

		3/22 CLSWK Pts: 20.00 Wgt: 1.00 Week 9 & 10	3/16 CLSWK Pts: 15.00 Wgt: 1.00 The Work of Gregor Mendel	3/15 CLSWK Pts: 6.00 Wgt: 1.00 News Article Analysis Worksheet	3/15 CLSWK Pts: 10.00 Wgt: 1.00 Punnett Square Worksheet	3/6 LABS Pts: 20.00 Wgt: 1.00 ICEV Final	3/5 PART Pts: 3.00 Wgt: 1.00 FFA Points Q3	3/2 CLSWK Pts: 23.00 Wgt: 1.00 DNA and RNA Study Guide	3/1 CLSWK Pts: 0.00 Wgt: 1.00 EC	2/26 CLSWK Pts: 10.00 Wgt: 1.00 FFA Sub Work
	%	20.00		6.00	10.00	20.00	0.00			
	%	20.00			10.00	20.00	0.00	21.00		10.00
	%	20.00	15.00	6.00	10.00	20.00	5.00	EX	25.00	10.00
	%	20.00	7.00		10.00	10.00	0.00			
	%	20.00	9.00	6.00	10.00	20.00	0.00	22.00		10.00
	%				10.00	20.00	0.00			10.00
	%	20.00	15.00	6.00	10.00	20.00	3.00	23.00	25.00	10.00
	%					10.00	0.00	22.00		
	%	20.00	15.00	6.00	10.00	20.00	1.00	21.00		10.00
	%	20.00	15.00	6.00	10.00	20.00	3.00			10.00
	%	20.00	15.00	6.00	10.00	20.00	3.00	23.00	5.00	10.00
	%	20.00	10.00	6.00	5.00	20.00	2.00	23.00		EX
	%	20.00		6.00	10.00	20.00	4.00			EX
	%	20.00			10.00	13.00	0.00			10.00
	%	20.00	15.00		10.00	20.00	3.00	15.00	5.00	
	%	20.00			10.00	0.00	2.00	21.00	5.00	10.00
	%	20.00	15.00	6.00	10.00	20.00	2.00	20.00		10.00
	%	20.00		6.00	10.00	20.00	3.00	23.00	5.00	10.00
	%	20.00	15.00	6.00	10.00	20.00	3.00	23.00		10.00
	%	20.00	15.00	6.00	10.00	20.00	6.00	EX	25.00	10.00
	%	20.00	15.00	6.00		20.00	3.00	6.00	50.00	
	%	20.00	15.00		10.00	20.00	3.00	23.00	5.00	10.00
	%	100.00%	90.95%	100.00%	97.50%	89.32%	69.70%	88.82%	0.00%	100.00%
		20.00	13.64	6.00	9.75	17.86	2.09	20.43	16.67	10.00

Course: 2612S-2 (Biology & Sustainable AG (S))**Period:** 2**Teacher:** Martinez, Rachel N**Marking Period:** Q4 (3/12/2018 - 5/24/2018)**Gradebook Category:** All Categories

2/16 CLSWK Pts: 25.00 Wgt: 1.00 Week 6	2/13 LABS Pts: 15.00 Wgt: 1.00 Strawberry DNA Lab	2/12 PRJCT Pts: 50.00 Wgt: 1.00 DNA Model	2/9 CLSWK Pts: 25.00 Wgt: 1.00 Week 4 & 5	2/9 PRJCT Pts: 20.00 Wgt: 1.00 Proposal SAE	2/2 CLSWK Pts: 10.00 Wgt: 1.00 Paper Helix	1/29 CLSWK Pts: 15.00 Wgt: 1.00 Week 2 & 3	1/26 LABS Pts: 10.00 Wgt: 1.00 Chromo Lab	1/22 LABS Pts: 10.00 Wgt: 1.00 Screencasti fy Project
25.00	15.00		23.00	0.00		12.00	8.00	10.00
25.00	15.00	39.00		0.00		12.00	5.00	10.00
25.00	13.00	50.00	25.00	20.00	7.00	15.00	10.00	10.00
15.00		35.00		0.00		12.00	10.00	10.00
25.00	15.00	37.00	20.00	10.00		12.00	EX	10.00
	10.00	48.00		0.00		15.00	10.00	
25.00	15.00	50.00	25.00	20.00	7.00	15.00	10.00	10.00
20.00	5.00	37.00		AB		6.00	10.00	10.00
25.00	5.00	48.00	15.00	13.00	10.00		10.00	10.00
25.00	13.00	40.25	20.00	10.00	7.00	15.00	10.00	10.00
25.00	15.00	48.50	25.00	20.00	10.00	14.00	10.00	10.00
25.00	15.00	44.50	25.00	0.00		12.00	10.00	10.00
25.00	13.00	44.50		10.00	7.00	7.00	10.00	10.00
20.00	13.00	48.00	25.00	0.00	7.00	14.00	10.00	10.00
25.00	13.00	48.50	25.00	10.00		15.00	8.00	10.00
20.00	13.00	42.00		10.00		12.00	8.00	10.00
25.00	13.00	48.00	15.00	10.00	2.00	5.00	EX	10.00
25.00	13.00	42.00	23.00	15.00	7.00	12.00	10.00	10.00
25.00	15.00	50.00	25.00	20.00	7.00	15.00	10.00	10.00
25.00	EX	42.00	25.00	20.00	10.00	12.00	8.00	10.00
25.00	12.00	48.50	25.00	0.00		13.00	5.00	10.00
25.00	13.00	42.00	25.00	20.00	7.00	15.00	10.00	10.00
95.24%	84.67%	88.83%	91.50%	47.27%	73.33%	82.54%	91.00%	100.00%
23.81	12.70	44.42	22.88	9.45	7.33	12.38	9.10	10.00

Course: 2612S-2 (Biology & Sustainable AG (S))

Teacher: Martinez, Rachel N

Gradebook Category: All Categories

Period: 2

Marking Period: Q4 (3/12/2018 - 5/24/2018)

		1/18 CLSWK Pts: 10.00 Wgt: 1.00 Movie Notes	1/12 LABS Pts: 10.00 Wgt: 1.00 Microscope Cell Lab	1/12 CLSWK Pts: 20.00 Wgt: 1.00 Week 1
	ge			
	%		10.00	
	%		10.00	20.00
	%	10.00	10.00	20.00
	%	8.00	10.00	20.00
	%	3.00	10.00	20.00
	%	6.00	10.00	15.00
	%	5.00	10.00	20.00
	%	6.00	10.00	20.00
	%	EX	10.00	15.00
	%		10.00	15.00
	%	6.00	10.00	20.00
	%		10.00	20.00
	%		10.00	20.00
	%		10.00	20.00
	%		10.00	16.00
	%	6.00	10.00	17.00
	%	EX	10.00	20.00
	%	3.00	10.00	20.00
	%	5.00	10.00	20.00
	%	5.00	10.00	20.00
	%		10.00	17.00
	%	EX	10.00	20.00
	%	57.27%	100.00%	94.05%
		5.73	10.00	18.81

Course:	2630S-1 (AG Econ)	Period:	3
Teacher:	Martinez, Rachel N	Marking Period:	Q4 (3/12/2018 - 5/24/2018)
Gradebook Category:	All Categories		

		5/21 CLSWK Pts: 0.00 Wgt: 1.00 Extra Credit	5/14 ASMT Pts: 100.00 Wgt: 1.00 Life Simulation	5/14 ASMT Pts: 110.00 Wgt: 1.00 SAE Final and AET	5/8 ASMT Pts: 40.00 Wgt: 1.00 Children's Books	5/2 PART Pts: 3.00 Wgt: 1.00 FFA Points Q4	4/26 CLSWK Pts: 20.00 Wgt: 1.00 10 Stocks	4/13 CLSWK Pts: 45.00 Wgt: 1.00 Week 13 Packet	4/11 PART Pts: 30.00 Wgt: 1.00 AET Hours	4/6 ASMT Pts: 19.00 Wgt: 1.00 Ch. 7 Test
e			90.00	91.00	37.00	2.00	20.00	45.00	30.00	13.00
			100.00	90.00		5.00		43.00	30.00	15.00
			50.00	101.00	18.50	3.00	20.00	45.00	30.00	10.00
			0.00	76.00		4.00		30.00	18.00	14.00
	20.00	90.00	78.00	32.00	2.00	20.00	45.00	30.00	16.00	
		90.00	111.00	39.00	3.00	20.00	45.00	30.00	16.00	
		0.00	83.00		0.00	20.00	45.00	21.00	17.00	
		0.00	0.00			20.00		30.00		
		70.00	102.00	32.00	3.00	20.00	45.00	30.00	17.00	
		70.00	101.00	36.00	4.00	20.00	45.00	24.00	14.00	
		100.00	107.00	40.00	3.00	20.00	45.00	30.00	12.00	
		90.00	95.00	35.00	3.00	20.00	45.00	30.00	13.00	
		100.00	98.00	20.00	2.00	20.00	45.00	15.00	17.00	
		90.00	69.00	40.00	2.00	20.00	45.00	30.00	10.00	
		85.00	99.00	36.00	6.00	EX	45.00	30.00	12.00	
		95.00	105.00	39.00	4.00	20.00	45.00	30.00	19.00	
		70.00	100.00	39.00	1.00		45.00	30.00	16.00	
		85.00	74.00	38.00	3.00		45.00	30.00	15.00	
		100.00	117.00	30.00	6.00	EX	45.00	30.00	14.00	
		100.00	92.00	39.00	6.00	EX	45.00	30.00	16.00	
		50.00	93.00	32.00	5.00		45.00	30.00	15.00	
%	0.00%	72.62%	81.47%	85.66%	111.67%	100.00%	98.11%	93.33%	76.58%	
	20.00	72.62	89.62	34.26	3.35	20.00	44.15	28.00	14.55	

Course:	2630S-1 (AG Econ)	Period:	3
Teacher:	Martinez, Rachel N	Marking Period:	Q4 (3/12/2018 - 5/24/2018)
Gradebook Category:	All Categories		

		4/5 ASMT Pts: 10.00 Wgt: 1.00 Demand Activity	4/4 CLSWK Pts: 20.00 Wgt: 1.00 Demand Packet	3/23 ASMT Pts: 50.00 Wgt: 1.00 Shark Tank Project	3/23 PRJCT Pts: 10.00 Wgt: 1.00 Shark Tank Notes	3/23 CLSWK Pts: 15.00 Wgt: 1.00 FFA Etiquette	3/12 CLSWK Pts: 5.00 Wgt: 1.00 Shark Tank Brain Storm	3/8 ASMT Pts: 25.00 Wgt: 1.00 iCEV Final	3/7 CLSWK Pts: 15.00 Wgt: 1.00 Week 9	3/7 CLSWK Pts: 30.00 Wgt: 1.00 Supply and Supply Shifter Packet
			20.00	40.00	5.00	15.00	5.00	25.00	15.00	30.00
		10.00	20.00	45.00		15.00	5.00	25.00	15.00	30.00
		10.00	20.00	43.00		8.00	5.00	25.00		30.00
		10.00	20.00	40.00			5.00	25.00	14.00	20.00
		10.00	15.00	40.00	10.00	15.00	5.00	0.00	15.00	30.00
		10.00	17.00	40.00	10.00	15.00	5.00	25.00	15.00	30.00
			20.00	44.00	10.00	15.00	5.00	25.00	15.00	30.00
							5.00		15.00	30.00
		10.00	20.00	44.00	10.00	15.00	5.00	25.00	15.00	30.00
		10.00	17.00	40.00	10.00	15.00	5.00	0.00	15.00	30.00
			20.00	43.00	10.00	15.00	5.00	25.00	15.00	30.00
		10.00	17.00	45.00	10.00	15.00	5.00	25.00	15.00	30.00
		10.00	17.00	43.00	10.00	15.00	5.00	25.00	15.00	30.00
		10.00	17.00	40.00	10.00	8.00	5.00	25.00		30.00
		10.00	15.00	40.00	10.00		5.00	25.00		30.00
		10.00	20.00	45.00	10.00	15.00	5.00	25.00	15.00	30.00
		10.00		38.00	10.00		5.00	25.00	15.00	30.00
		10.00		43.00		15.00	5.00	0.00	15.00	30.00
		10.00	20.00	45.00	10.00	15.00	5.00	25.00		30.00
		10.00	20.00	38.00	10.00		5.00	25.00	15.00	20.00
		10.00	10.00	25.00		8.00	5.00	25.00		30.00
		100.00%	90.28%	82.10%	96.67%	91.25%	100.00%	85.00%	99.58%	96.83%
		10.00	18.06	41.05	9.67	13.69	5.00	21.25	14.94	29.05

Course: 2630S-1 (AG Econ)**Period:** 3**Teacher:** Martinez, Rachel N**Marking Period:** Q4 (3/12/2018 - 5/24/2018)**Gradebook Category:** All Categories

3/5 PART Pts: 3.00 Wgt: 1.00 FFA Points	2/27 ASMT Pts: 20.00 Wgt: 1.00 Supply Lab	2/26 CLSWK Pts: 10.00 Wgt: 1.00 FFA Sub Work	2/22 CLSWK Pts: 10.00 Wgt: 1.00 Garlic Documenta ry	2/20 PRJCT Pts: 50.00 Wgt: 1.00 Econ Project #2	2/20 CLSWK Pts: 15.00 Wgt: 1.00 Week 6	2/12 CLSWK Pts: 0.00 Wgt: 1.00 EC	2/9 PRJCT Pts: 20.00 Wgt: 1.00 Proposal SAE	2/6 CLSWK Pts: 30.00 Wgt: 1.00 iCEV
3.00	20.00	10.00	10.00	45.00	15.00	5.00	17.00	35.00
3.00	EX	10.00	10.00	40.00	10.00	5.00	0.00	32.00
4.00	20.00	10.00	10.00	45.00	12.00	5.00	0.00	25.00
4.00	20.00	10.00	10.00	40.00	7.00	30.00	0.00	30.00
							15.00	30.00
2.00	20.00	10.00	10.00	45.00	15.00	5.00	15.00	32.00
1.00	20.00	10.00	10.00	50.00	15.00	5.00	20.00	35.00
	20.00		10.00	40.00			0.00	30.00
3.00	20.00	10.00	10.00	50.00	13.00	5.00	20.00	35.00
4.00	20.00	10.00	10.00	30.00	15.00	5.00	15.00	30.00
3.00	20.00		10.00	48.00		5.00	0.00	25.00
3.00	20.00	10.00	10.00	40.00	15.00	5.00	20.00	30.00
2.00	20.00	10.00	10.00	45.00	15.00	5.00	17.00	35.00
4.00	20.00		10.00	30.00		5.00	18.00	28.00
6.00	20.00	10.00	10.00	30.00		5.00	17.00	25.00
3.00	20.00	10.00	10.00	45.00	15.00	5.00	20.00	30.00
1.00	20.00	10.00	10.00	40.00	7.00		0.00	30.00
4.00	20.00	10.00	10.00	45.00		5.00	16.00	30.00
3.00	20.00	10.00	10.00	48.00	10.00	5.00	20.00	28.00
6.00	20.00	10.00	10.00	48.00	15.00	25.00	20.00	30.00
4.00	20.00		10.00	40.00	0.00	50.00	15.00	30.00
110.53%	100.00%	100.00%	100.00%	84.40%	79.56%	0.00%	63.10%	100.79%
3.32	20.00	10.00	10.00	42.20	11.93	10.00	12.62	30.24

Course: 2630S-1 (AG Econ)

Teacher: Martinez, Rachel N

Period: 3

Marking Period: Q4 (3/12/2018 - 5/24/2018)

All Categories

	2/2 ASMT Pts: 5.00 Wgt: 1.00 CH 1 Exam part 2	2/2 ASMT Pts: 18.00 Wgt: 1.00 CH. 1 Exam	2/2 Readg Pts: 50.00 Wgt: 1.00 Current Event Presentatio n	1/29 PRJCT Pts: 40.00 Wgt: 1.00 Build a School Presentatio n	1/26 CLSWK Pts: 25.00 Wgt: 1.00 Note Book Check	1/22 CLSWK Pts: 30.00 Wgt: 1.00 Week 1 & 2	1/18 CLSWK Pts: 10.00 Wgt: 1.00 Movie Notes
ge							
%	5.00	12.00	42.00	AB	22.00	30.00	10.00
%	5.00	10.00	50.00	32.00	10.00	27.00	
%	5.00	14.00	10.00	32.00		30.00	5.00
%	5.00	16.00	45.00	AB	12.00		
%	2.00	14.00	0.00				
%	5.00	16.00	50.00	38.00	22.00	30.00	10.00
%	3.00	16.00	45.00	38.00	26.00	28.00	7.00
%	4.00	12.00		37.00	20.00		8.00
%	4.00	16.00	50.00	38.00	25.00	28.00	10.00
%	5.00	14.00	35.00	30.00	23.00	30.00	10.00
%	1.00	12.00	45.00	38.00	22.00		
%	5.00	14.00	40.00	37.00	26.00	30.00	10.00
%	5.00	18.00	47.00	40.00	25.00	30.00	10.00
%	3.00	18.00	30.00	38.00	20.00	30.00	10.00
%	3.00	14.00	40.00	38.00	26.00	27.00	9.00
%	2.00	16.00	42.00	38.00	26.00	30.00	10.00
%	3.00	14.00	0.00	37.00	22.00	28.00	10.00
%	2.00	8.00		38.00	22.00	20.00	
%	EX	20.00	50.00	38.00	25.00	30.00	10.00
%	4.00	14.00	30.00	38.00	20.00	25.00	10.00
%	5.00	20.00	AB	35.00	7.00	30.00	
7%	76.00%	81.48%	68.53%	82.50%	84.42%	94.71%	92.67%
s	3.80	14.67	34.26	33.00	21.11	28.41	9.27

Course: 2605S-1 (Chemistry and Agriscience (S))**Period:** 4**Teacher:** Martinez, Rachel N**Marking Period:** Q4 (3/12/2018 - 5/24/2018)**Gradebook Category:** All Categories

5/23 CLSWK Pts: 0.00 Wgt: 1.00 Extra Credit	5/23 LABS Pts: 110.00 Wgt: 1.00 AET and SAE Final	5/21 CLSWK Pts: 0.00 Wgt: 1.00 Debate Notes	5/3 PART Pts: 3.00 Wgt: 1.00 FFA Points Q4	4/27 CLSWK Pts: 35.00 Wgt: 1.00 Week 14 and 15	4/26 CLSWK Pts: 5.00 Wgt: 1.00 Macro and Micro Research	4/26 CLSWK Pts: 10.00 Wgt: 1.00 Micro and Macro Slide Show	4/25 LABS Pts: 20.00 Wgt: 1.00 Soil Testing Book	4/13 CLSWK Pts: 30.00 Wgt: 1.00 Week 13 Packet
	91.00	10.00	2.00	35.00	5.00	10.00	20.00	30.00
	104.00	10.00	2.00	32.00	5.00	10.00	20.00	30.00
	98.00	10.00	2.00	35.00	5.00	10.00	20.00	25.00
	101.00	10.00	5.00	35.00	5.00	10.00	20.00	30.00
	103.00	10.00	5.00	35.00	5.00	10.00	20.00	30.00
10.00	81.00	10.00	2.00		5.00	5.00	15.00	30.00
		10.00	2.00		0.00	10.00		
	99.00	10.00	4.00	30.00	5.00	5.00	20.00	30.00
	104.00	10.00	3.00	35.00	5.00	10.00	20.00	30.00
	105.00	10.00	3.00	35.00	5.00	10.00	25.00	30.00
	105.00	10.00	3.00	35.00	5.00	10.00	20.00	30.00
	80.00	10.00	3.00	35.00	5.00	10.00	20.00	30.00
	99.00	10.00	3.00	35.00	5.00	10.00	20.00	30.00
	106.00	10.00	4.00	35.00	5.00	10.00	20.00	30.00
	99.00	10.00	4.00	35.00	5.00	10.00	20.00	30.00
10.00	103.00	10.00	4.00	25.00	5.00	10.00	20.00	30.00
10.00	105.00	10.00	3.00	35.00	5.00	10.00	20.00	30.00
	102.00	10.00	3.00	35.00	5.00	10.00	20.00	30.00
	106.00	10.00	4.00	35.00			20.00	30.00
	101.00	10.00	3.00	30.00	5.00	10.00	20.00	30.00
	94.00	10.00	5.00	35.00	5.00	10.00	20.00	30.00
10.00	104.00	10.00	4.00	35.00	5.00	10.00	20.00	30.00
	104.00	10.00	6.00	35.00	5.00	10.00	20.00	30.00
	97.00	10.00	3.00	35.00	5.00	10.00	20.00	30.00
	102.00	10.00	5.00	35.00	5.00	10.00	20.00	30.00
0.00%	90.64%	0.00%	116.00%	97.14%	95.83%	95.83%	100.00%	99.31%
10.00	99.71	10.00	3.48	34.00	4.79	9.58	20.00	29.79

Course: 2605S-1 (Chemistry and Agriscience (S))**Period:** 4**Teacher:** Martinez, Rachel N**Marking Period:** Q4 (3/12/2018 - 5/24/2018)**Gradebook Category:** All Categories

		4/11 CLSWK Pts: 25.00 Wgt: 1.00 PBA Review	4/11 PART Pts: 30.00 Wgt: 1.00 AET Hours	4/5 LABS Pts: 28.00 Wgt: 1.00 PBA #2	3/23 CLSWK Pts: 15.00 Wgt: 1.00 FFA Etiquette	3/21 LABS Pts: 10.00 Wgt: 1.00 Concentrati on on the Solution	3/16 CLSWK Pts: 30.00 Wgt: 1.00 Week 10 Packet	3/6 LABS Pts: 20.00 Wgt: 1.00 ICEV Final	3/5 PART Pts: 3.00 Wgt: 1.00 FFA Points Q3	3/2 LABS Pts: 20.00 Wgt: 1.00 Groundwat er and Soils Pollution Lab
		25.00	0.00	20.00	15.00	10.00	30.00	20.00	3.00	20.00
		25.00	21.00	22.00	15.00	10.00	30.00	20.00	2.00	20.00
		25.00	30.00	22.00	15.00	10.00	30.00	20.00	2.00	20.00
		25.00	30.00	28.00	15.00	10.00	25.00	20.00	2.00	20.00
		25.00	30.00	28.00	15.00	10.00	30.00	20.00	3.00	20.00
		25.00	30.00	12.00	8.00	10.00	30.00	20.00	0.00	20.00
		25.00	0.00	24.00	15.00	10.00	20.00	20.00	0.00	20.00
		25.00	30.00	20.00	8.00	10.00	27.00	20.00		20.00
		25.00	30.00	28.00	15.00	9.00	30.00	20.00	0.00	20.00
		25.00	30.00	28.00	15.00	10.00	30.00	20.00	0.00	20.00
		25.00	30.00	18.00	15.00	10.00	30.00	20.00	3.00	20.00
		25.00	12.00	14.00	15.00	10.00	30.00	20.00	3.00	20.00
		25.00	18.00	20.00	8.00	10.00	30.00	20.00	2.00	20.00
		25.00	30.00	26.00	15.00	10.00	30.00	20.00	4.00	20.00
		25.00	30.00	26.00	15.00	10.00	30.00	20.00	3.00	20.00
		25.00	30.00	20.00	15.00	10.00	30.00	20.00	3.00	20.00
		25.00	30.00	14.00	15.00	10.00	30.00	20.00	3.00	20.00
		25.00	30.00	22.00	15.00		30.00	20.00	3.00	20.00
		25.00	30.00	28.00	EX	10.00	30.00	20.00	4.00	20.00
		25.00	30.00	28.00	15.00	10.00	30.00	20.00	3.00	20.00
		13.00	30.00	26.00	15.00	10.00	30.00	20.00	3.00	20.00
		25.00	30.00	24.00	15.00	10.00	30.00	20.00	2.00	20.00
		25.00	30.00	30.00	EX	10.00	30.00	20.00	6.00	20.00
		25.00	30.00	18.00	15.00	10.00	30.00	20.00	3.00	20.00
		25.00	30.00	26.00	15.00	10.00	30.00	20.00	3.00	20.00
		98.08%	86.80%	81.71%	93.91%	99.58%	97.60%	100.00%	83.33%	100.00%
		24.52	26.04	22.88	14.09	9.96	29.28	20.00	2.50	20.00

Course: 2605S-1 (Chemistry and Agriscience (S))**Period:** 4**Teacher:** Martinez, Rachel N**Marking Period:** Q4 (3/12/2018 - 5/24/2018)**Gradebook Category:** All Categories

	3/2 CLSWK Pts: 10.00 Wgt: 1.00 Ground Water Notes	2/27 CLSWK Pts: 12.00 Wgt: 1.00 Carbon Creations Lab	2/23 CLSWK Pts: 25.00 Wgt: 1.00 Chemical Reactions Packet	2/23 CLSWK Pts: 10.00 Wgt: 1.00 Chemical Reaction Worksheet	2/9 CLSWK Pts: 50.00 Wgt: 1.00 Week 4 and 5 Packet	2/9 PRJCT Pts: 20.00 Wgt: 1.00 Proposal SAE	2/2 CLSWK Pts: 10.00 Wgt: 1.00 Ch 15 Notes	1/26 CLSWK Pts: 25.00 Wgt: 1.00 Week 2 & 3	1/24 LABS Pts: 5.00 Wgt: 1.00 Balance Color By Num. Quiz
	5.00	12.00	20.00	10.00	20.00	10.00	10.00	18.00	5.00
	10.00	12.00	15.00	10.00	50.00	20.00	10.00	25.00	5.00
	10.00	12.00	25.00	10.00	50.00	20.00	10.00	15.00	5.00
	10.00	12.00	25.00	10.00	50.00	17.00	10.00	25.00	5.00
	10.00	12.00	25.00	10.00	50.00	20.00	10.00	25.00	5.00
		12.00	25.00		30.00	0.00	10.00	25.00	5.00
		9.00	20.00	10.00	10.00	15.00	10.00		5.00
			25.00		50.00	0.00	10.00	23.00	5.00
	10.00	12.00	25.00	10.00	34.00	20.00		25.00	5.00
	10.00	12.00	25.00	10.00	50.00	20.00	10.00	25.00	5.00
	10.00	10.00	25.00	10.00	50.00	17.00	10.00	22.00	5.00
	10.00	9.00	25.00	10.00	30.00	AB	10.00	20.00	5.00
	10.00	12.00	25.00	10.00	40.00	10.00	10.00	21.00	5.00
	10.00	12.00	25.00	10.00	50.00	18.00	10.00	25.00	5.00
	10.00	12.00	25.00	10.00	50.00	20.00	10.00	25.00	5.00
	10.00	12.00	5.00	10.00	40.00	20.00	10.00	25.00	5.00
		12.00	25.00		50.00	20.00	10.00		5.00
	5.00	12.00	25.00	10.00	50.00	18.00	10.00	25.00	5.00
	10.00	12.00	25.00	10.00	30.00	18.00	10.00	15.00	5.00
	10.00	12.00	20.00	10.00	50.00	16.00	10.00	25.00	5.00
	10.00	12.00	25.00	10.00	50.00	20.00	10.00	25.00	5.00
	10.00	12.00	25.00	10.00	40.00	17.00	10.00	25.00	5.00
	10.00	12.00	25.00	EX	50.00	20.00	10.00	25.00	5.00
	10.00	12.00	25.00	10.00	50.00	20.00	10.00	25.00	5.00
	10.00	12.00	25.00	10.00	50.00	10.00	10.00	25.00	5.00
	95.24%	97.22%	92.80%	100.00%	85.92%	77.20%	100.00%	92.87%	100.00%
	9.52	11.67	23.20	10.00	42.96	15.44	10.00	23.22	5.00

Course: 2605S-1 (Chemistry and Agriscience (S))

Teacher: Martinez, Rachel N

Gradebook Category: All Categories

Period: 4

Marking Period: Q4 (3/12/2018 - 5/24/2018)

		1/19 LABS Pts: 10.00 Wgt: 1.00 Balancing Quiz (SUB)	1/12 CLSWK Pts: 25.00 Wgt: 1.00 Week 1	1/11 LABS Pts: 10.00 Wgt: 1.00 Candy Compound Lab
	Average			
	100.00%	10.00	25.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%	10.00	24.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%		25.00	10.00
	100.00%	7.00	25.00	10.00
	100.00%		25.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%	10.00	24.00	10.00
	100.00%	10.00	23.00	10.00
	100.00%	7.00	25.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%	10.00	19.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%	5.00	25.00	10.00
	100.00%	10.00	24.00	10.00
	100.00%	7.00	25.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%	10.00	19.00	9.00
	100.00%	7.00	25.00	10.00
	100.00%	10.00	25.00	10.00
	100.00%	10.00	25.00	10.00
	99.14%	92.61%	97.28%	99.60%
	Average	9.26	24.32	9.96



SAE Supervision Forms

Salinas High School

Agriculture Department Project Supervision Form



Name of student: _____

Project: swine / chicken

Size/ Scope: 2

Record Book Verification on AET

HS1

Yes

No

/

Clean Pen

/

Feed

/

Animal Clean

/

Wormed

Date: _____

/

Clean Water

/

Healthy Animal

N/A

Halter Broken

/

Student Present

Weight	<u>200</u>	ADG	<u>1.5</u>
-Previous Weight	<u>175</u>	X _____ Days to Fair	
=Total Gain	<u>25</u>	+Today's Weight	
/ # days from last weight=ADG		=Projected Fair Weight	

Recommended feed ration: _____

stay on same feed

Recommended exercise program: _____ minutes per day

Recommended washing schedule: _____ times per week

Overall recommendations: _____

cough -> treat with baytril and vit B
if no improvement call PR Frostad

Advisor Signature

Date

Salinas High School

Agriculture Department Project Supervision Form



Name of student: [REDACTED]

Project: Swine

Size/ Scope: 1

Record Book Verification on AET <u>good</u> ✓
--

Yes	No	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clean Pen
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Feed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Animal Clean
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Wormed
Date: <u>2/10/18</u>	<u>worm</u>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clean Water
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Healthy Animal
<u>NIA</u>	<input type="checkbox"/>	Halter Broken
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Present

Weight	170	ADG	
-Previous Weight	170	X ____ Days to Fair	
=Total Gain	20	+Today's Weight	
/ # days from last weight=ADG	1.5	=Projected Fair Weight	

Recommended feed ration: switch to a higher protein feed

Recommended exercise program: 30-45 minutes per day

Recommended washing schedule: 1 times per week

Overall recommendations:

☒ Stay on worming schedule
☒ walk up hill & practice chawmanship

Student Signature

Date

[REDACTED]

Advisor Signature

Date

[Signature]

Salinas High School

Agriculture Department Project Supervision Form



Name of student: _____

Project: Poultry

Size/ Scope: 1: 6 bantams

Record Book Verification on AET

NO -
1st year needs
tutorial

Yes

No

Clean Pen

Feed

Animal Clean

Wormed

Date: _____

Clean Water

Healthy Animal

Halter Broken

Student Present

Weight

ADG

-Previous Weight

X _____ Days to
Fair

=Total Gain

+Today's
Weight

/ # days from last
weight=ADG

=Projected Fair
Weight

Recommended feed ration:

continue to feed chicks starter medicated

Recommended exercise program:

let outside
loop minutes per day

Recommended washing schedule:

0 times per week

Overall recommendations:

chicks are growing well. Keep water clean &
watch for fighting. If visible wounds
call me.

Student Signature

Date

Advisor Signature

Date

Salinas High School

Agriculture Department Project Supervision Form



Name of student: _____

Project: Swine

Size/ Scope: 1

Record Book Verification on AET

YES!
American degree candidate

Yes

No

Clean Pen

Feed

Animal Clean

Wormed

Clean Water

Healthy Animal

Halter Broken

Student Present

Date: 1/10/18

Weight		ADG	<u>2.2</u>
-Previous Weight	<u>150</u>	X ____ Days to Fair	
=Total Gain	<u>165</u>	+Today's Weight	
/ # days from last weight=ADG	<u>15</u>	=Projected Fair Weight	

Recommended feed ration:

show rate grower

Recommended exercise program: 45 minutes per day

Recommended washing schedule: 1 times per week

Overall recommendations:

skin should be kept moisturized to prevent flakes. use head & shoulders and apply coconut oil.

Student Signature

Date

Advisor Signature

Date

Salinas High School



Agriculture Department Project Supervision Form

Name of student: [REDACTED]

Project: Rabbit

Size/ Scope: 1

Record Book Verification on AET

Initial needed → see me on Thurs.

Yes

No

☒

☐

Clean Pen

☒

☐

Feed

☒

☐

Animal Clean

☐

N/A

☐

Wormed

Date: ☒

☐

Clean Water

☒

☐

Healthy Animal

☒

☐

Halter Broken

☒

☐

Student Present

Weight		ADG	
-Previous Weight		X ____ Days to Fair	
=Total Gain		+Today's Weight	
/ # days from last weight=ADG		=Projected Fair Weight	

Recommended feed ration:

stay the same

Recommended exercise program: _____ minutes per day

Recommended washing schedule: _____ times per week

practice showmanship every day!

Overall recommendations:

Student Signature

Date

[REDACTED]

Advisor Signature

Date

[Signature]

Salinas High School

Agriculture Department Project Supervision Form



Name of student: _____

Project: Dairy / Boer goats

Size/ Scope: 25

Record Book Verification on AET

All good!

Yes

No

X

Clean Pen

X

Feed

X

Animal Clean

X

Wormed

Date: _____

Clean Water

X

Healthy Animal

X

Halter Broken

X

Student Present

X

Weight

ADG

-Previous Weight

X _____ Days to Fair

=Total Gain

+Today's Weight

/ # days from last weight=ADG

=Projected Fair Weight

Recommended feed ration:

alfalfa / Dairy goat feed for show dairy

Recommended exercise program: _____ minutes per day

Recommended washing schedule: 3 times per week

medicated shampoo

Overall recommendations:

The herd must be wormed & treated for lice. sprinkle D.E in bedding.

Advisor Signature

Date

Salinas High School

Agriculture Department Project Supervision Form



Name of student: _____

Project: Steer

Size/ Scope: 1

Record Book Verification on AET

NO → Tutorial
needed

Yes

No

☒
☒
☒
☒

☐
☐
☐
☐

Clean Pen

Feed

Animal Clean

Wormed

Date: 11/1/18

☒
☒
☐
☒

☐
☐
☒
☐

Clean Water

Healthy Animal

Halter Broken

Student Present

Monterey fair 2018

Weight		ADG	
-Previous Weight		X ____ Days to Fair	
=Total Gain		+Today's Weight	
/ # days from last weight=ADG		=Projected Fair Weight	

Recommended feed ration:

stay the same but add fat supplement

Recommended exercise program: 45 minutes per day

Recommended washing schedule: same times per week

Overall recommendations:

work on tying him up in the grooming
chute & walking him in arena keep
lead on him.

Advisor Signature

Date

Salinas High School

Agriculture Department Project Supervision Form



Name of student: _____

Project: Swine

Size/ Scope: 1

Record Book Verification on AET

started 2018 book
update classes

Yes

No

/

/

Clean Pen

/

Feed

/

Animal Clean

/

Wormed

/

Date: 11/8/18

Clean Water

/

/

Healthy Animal

/

Halter Broken

/

Student Present

Weight	<u>140</u>	ADG	
-Previous Weight	<u>135</u>	X _____ Days to Fair	
=Total Gain	<u>5</u>	+Today's Weight	
/ # days from last weight=ADG		=Projected Fair Weight	

Recommended feed ration:

Grower Feed Vit B for appetite

Recommended exercise program: 30 minutes per day

Recommended washing schedule: 1 times per week

Overall recommendations:

Keep an eye on skin infection, apply
Neotycin every day

Student Signature

Date

Advisor Signature

Date

Salinas High School

Agriculture Department Project Supervision Form



Name of student: _____

Project: swine

Size/ Scope: 1

Record Book Verification on AET

yes
2018 needs to be started

Yes

No

Clean Pen

Feed

Animal Clean

Wormed

Date: 1/8/18

Clean Water

Healthy Animal

Halter Broken

Student Present

N/A

Weight	134	ADG	
-Previous Weight	120	X _____ Days to Fair	
=Total Gain	14	+Today's Weight	
/ # days from last weight=ADG	2	=Projected Fair Weight	

Recommended feed ration:

Grower feed

Recommended exercise program: 30 minutes per day

Recommended washing schedule: 1 times per week

Overall recommendations:


Student Signature

Date

Advisor Signature

Date

1/10/18



Board Policy- FFA and SAE

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Board of Trustees recognizes that extracurricular and co-curricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The District shall encourage and support student participation in extracurricular and co-curricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 - Use of School Facilities)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)
(cf. 5148.2 - Before/After School Programs)

No extracurricular or co-curricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or co-curricular activity be required or refused on those bases. Prerequisites for student participation in extracurricular and co-curricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. (5 CCR 4925)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 6145.5 - Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the District's extracurricular or co-curricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Unless specifically authorized by law, no fee shall be charged to students for participation in extracurricular and co-curricular activities related to the educational program, including materials or equipment related to the activity.

(cf. 3260 - Fees and Charges)
(cf. 3452 - Student Activity Funds)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Eligibility Requirements

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of any child in foster care or a child of an active duty military family for extracurricular or co-curricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Co-curricular Events

When attending or participating in extracurricular and co-curricular activities on or off campus, District students are subject to District policies and regulations relating to student conduct. Students who violate District policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference:

EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

48850 Participation of foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49024 Activity Supervisor Clearance Certificate

49700-49704 Education of children of military families

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CSBA PUBLICATIONS

Student Fees Litigation Update, ELA Advisory, May 20, 2011

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, or Other Charges, Fiscal Management Advisory 11-01, November 9, 2011

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES

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

California Association of Directors of Activities: <http://www.cadal.org>

California Department of Education: <http://www.cde.ca.gov>

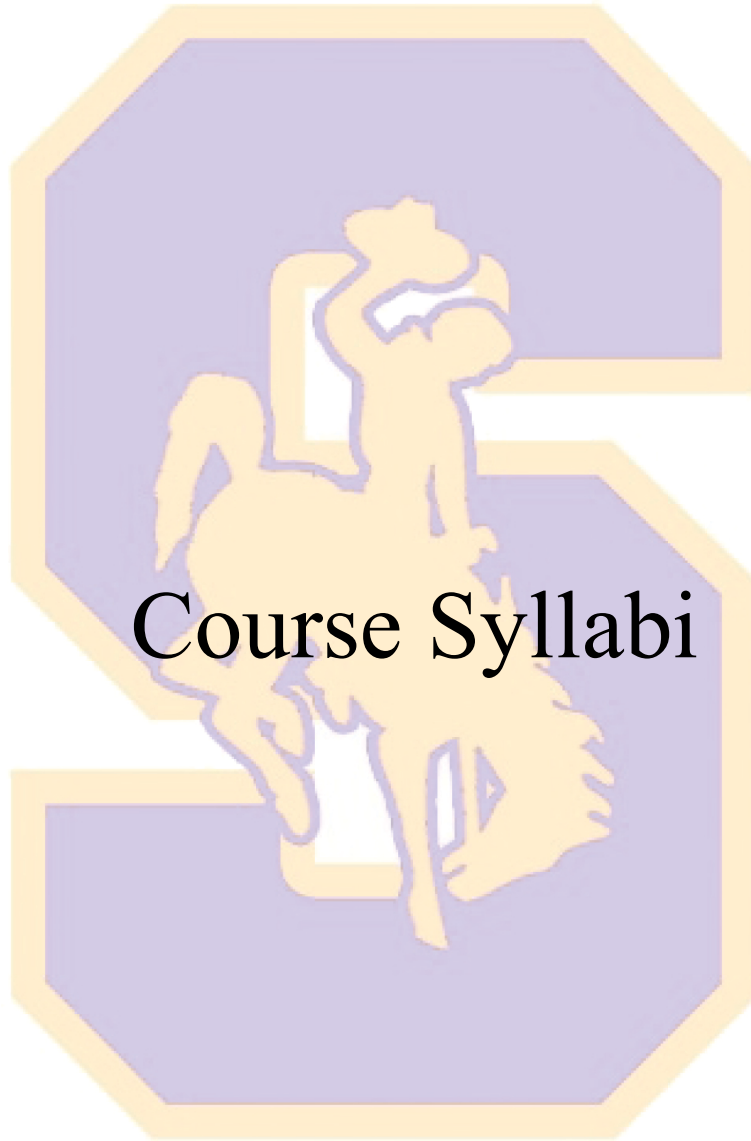
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy adopted: 8/24/89

Renumbered from 6145.1: 6/14/90

Revised 3/21/00

Adopted: September 23, 2003



Course Syllabi



Sustainable Agriculture

Salinas High School Agriculture Department



Teacher: Ms. Martinez

Email: rachelmartinez@salinasuhsd.org

Phone: 831-796-3400

Office Hours: 7:30-8:00am and by appointment

Course Description:

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.

Topics Covered:

All topics are covered through an agricultural approach.

- ☐ FFA and California Agriculture
- ☐ Experimentation and Investigation, and Research Project
- ☐ Ecology
- ☐ Cell Biology
- ☐ DNA
- ☐ Natural Selection
- ☐ Genetics
- ☐ Physiology with dissections*

Grading Scale

The following scale is used to determine letter students' letter grade in the class:

A= 90% - 100%

B= 89% - 80%

C= 79% - 70%

D= 69% - 60%

F= 59% - 0%



Grades are based upon the following weighted categories:

- | | |
|---|-----|
| 1. Lab, Assessments (Quizzes and Tests) | 40% |
| 2. FFA Participation, SAE Project, Agriscience research project | 30% |
| 3. Homework, Classwork, and Small Assignments | 30% |

Citizenship:

I reserve the right to determine your citizenship grade based on your character, efforts, participation, simple kindness, patience, maturity, etc.

Supplies Needed

- ☐ CHROMEBOOK CHARGED AND READY Every day - Failure to bring or have a charged Chromebook will result in 5 points marked off each day on your weekly packet.
- ☐ Pencils- Pen should not be used!
- ☐ Binder to keep work organized or a section in your binder
- ☐ Colored Pencils or Crayons are very helpful!
- ☐ Closed toe Shoes (Lab days)
- ☐ Pants (Preferably jeans on lab days)

Absence & Late work

- ☐ Makeup/Absent work: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed work only if the absence was verified and excused.
- ☐ Students must use Google Classroom for makeup assignments.
- ☐ Makeup Tests- Makeup tests from excused absences must be scheduled ASAP when the student returns
- ☐ **LATE WORK:** The last Friday of every month will be Pardon Day. Students may turn in late assignments with the appropriate cover sheet attached. All assignments must be 100% completed to be accepted late. The first assignment can be turned in for full credit, all others will be ½ credit.
 - ☐ Pardon Days will be posted in the classroom and on the FFA Calendar.

No Name assignments, tests, projects

If a name is not written on an assignment it will be put into the "NO NAME" bin. Students may collect the assignment and resubmit as a late assignment.

Tardy Policy

A tardy is when a student is not in their assigned seat when bell rings. On the student's 5th tardy, the student will receive a "U" in Citizenship for the grading period. Students may make up tardies at the teacher's discretion.

Plagiarism Policy

Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in essays or other written work "borrowed" from outside sources or fellow students are subject to the consequences listed below. Cheating will not be tolerated. Students who either provide or accept answer from fellow students on quizzes or tests will be subject to the following consequences:

1st offense- Parent contact and forfeit of all points

2nd offense- Parent contact and 10% deduction from semester grade

General Rules:

- ☐ Respect of others right to learn
- ☐ Respect of others property
- ☐ Use time wisely
- ☐ Strive for excellence and understanding

Specific Rules

- ☐ Be in your seat when the bell rings daily
- ☐ Bring materials necessary for class

- ❑ No personal grooming during class time...EVER!
- ❑ Sit in your assigned seat everyday
- ❑ Listen to directions the first time they are given
- ❑ Be cooperative and respectful at all times

Photo and Video Clearance:

- ❑ The Salinas High School Agriculture Department & FFA would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in various capacities: bulletin boards, FFA Newsletter, community presentations, staff training, recruitment, social media and the Salinas FFA website.
- ❑ You may change your mind at any time by rescinding your permission in writing.

Cell Phones, Headphones, and Other Electronic Devices:

All personal electronic devices and their accessories, except calculators, are prohibited during instructional time. This includes cell phones, mp3 players, headphones, etc. Any personal electronic device **VISIBLE OR AUDIBLE** in the classroom will be confiscated. I may allow phone use during independent work at my discretion.

Salinas High School Agriculture Department Grading Policy

The following grading is a statewide agriculture education program requirement for all agriculture classes

Class.....70 %

Points earned on class assignments, quizzes, homework, tests, class participation, and projects.

FFA Participation.....10 %

Participation in Salinas FFA, leadership, and cooperative activities. All students are a member of the National FFA program when enrolled in an agriculture class. The SHS Agriculture Department pays membership fees for each individual student to be a nationally recognized member. Being as FFA membership is considered **inter-curricular** and not extra-curricular, **all students are required** to participate in at least **SIX ACTIVITIES** per semester. Example activities are: Fundraisers, meetings, contests, judging teams.

S. A. E Project/ Record Book and Agriscience Fair Project.....20 %

The S.A.E. project is a "Supervised Agriculture Experience" project. This is an organized activity or project **usually completed outside of class time** with supervision from one agriculture department instructors/FFA advisers. These projects help students apply actual concepts and principles learned in agriculture education. Projects can be in **any of the approved 52 areas** and managed through the FFA RECORD BOOK. Students will be given ideas, opportunities, and support from advisers both in and out of class to accomplish this. Parent assistance is highly encouraged. The first Agriculture Boosters meeting is a place for parents to become more familiar or ask questions about this expectation.

Agriculture Booster Club

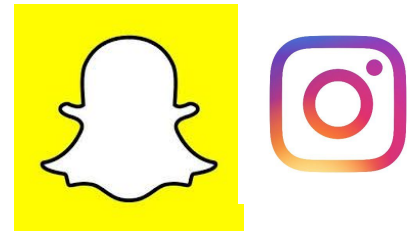
The booster club is a group of parents, alumni, and community members that support Salinas FFA. Our booster program is very important to us and it provides the chapter with financial support. Without the support of our booster club we would not be able to attend the numerous leadership conferences, career development contests, and events that we participate in every year. I strongly encourage parents to become involved. A form will be passed out in class and emailed out.



Social Media

Salinas FFA uses a wide variety of social media to keep our members informed.

- ❑ Instagram: @salinasffa
- ❑ Website: salinasffa.weebly.com
- ❑ Snapchat: salinasffa



Remind App:

The remind app is a communication tool used by teachers to send mass messages to parents and students.

My goal is for all students and parents to be enrolled in the app. I will send out important information about major assignments and FFA activities. Communication is key for student's success and parent involvement.

How to enroll:

Text our class code: @cowboyffa To: 81010

or use this link: remind.com/join/cowboyffa

You can choose to use your cell phone number or email for notifications

Keep this syllabus for reference and return only the last 2 pages with appropriate signatures.

The booster membership can be returned with or without dues. I highly encourage becoming a booster if you want to be involved.

Signature Page 1 of 2

Student Name:_____ Period:_____

Please return this page signed by:_____

- ☐ I have read and fully understand the expectations, rules, grading procedures, and make-up regulations for the Salinas High School Agriculture Department. In addition, I am granting "Photo Clearance" and "Video Clearance" for this student as outlined above. Both parent/guardian and student should read this form together and then sign. **Please return the last page of this form to the instructor.**

I have read the above information, understand the policies and procedures, and will adhere to them. Please sign in ink.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email:_____ Cell:_____

WELCOME TO THE SALINAS HIGH SCHOOL FFA AG BOOSTER CLUB (Signature page 2 of 2)

Welcome to the 2017-2018 school year! The Salinas High School FFA Ag Booster Club is a non-profit organization comprised of parent & community volunteers who support the education of our FFA students. Proceeds of our fundraising efforts support the Chapter in many areas; we provide scholarships for graduating seniors, support the Chapter's judging team & leadership activities, and support the maintenance and materials for our Farm. We hope that you will choose to get involved!

Please join us in helping with the leadership and agricultural education of our FFA students by becoming a **MEMBER** of the **SALINAS HIGH SCHOOL FFA AG BOOSTER CLUB**. **Membership dues** are **\$10/individual, \$20/ family, or \$50/Company/Organization**. **Only paid members can vote (1 vote per Company/Organization)** on agenda items presented at the FFA Ag Booster Club meetings.

Please make your check payable to: SALINAS HIGH FFA AG BOOSTERS.

➤ Name(s) of Salinas High School FFA Student(s):

➤ Parent/Guardian Members:

1) Parent/Guardian Name:

2) Parent/Guardian Name:

➤ Address: _____

City & Zip Code: _____ Home Phone: _____

➤ Cell Phone: _____ Cell Phone: _____

➤ Email: _____ Email: _____

➤ Please check any volunteer opportunities below that you are interested in helping with:

- | | |
|--|---|
| <input type="checkbox"/> Working at events & activities | <input type="checkbox"/> Baking/cooking for FFA functions |
| <input type="checkbox"/> Driving FFA students to events | <input type="checkbox"/> Transporting livestock to fairs & events |
| <input type="checkbox"/> FFA Scholarship Committee | <input type="checkbox"/> Annual Budget/Audit Committee |
| <input type="checkbox"/> SHS FFA Booster Social Media | <input type="checkbox"/> Silent Auction (<i>in conjunction with Awards Banquet, May 2018</i>) |
| <input type="checkbox"/> Apple bee's Scholarship Fundraisers (Dates TBD) | <input type="checkbox"/> Salinas Valley Fair (King City) Cowboy Food Camp (<i>May 2018</i>) |
| <input type="checkbox"/> Help with the Trap Shoot Fundraiser | <input type="checkbox"/> I can donate items/acquire donations (paper goods, produce, etc.) |
| <input type="checkbox"/> Livestock (e.g., shots, showmanship class) | <input type="checkbox"/> Other: |

➤ Special skills (related to Ag/FFA) that I can offer to the program (optional):

By signing this form, you agree to accept and abide by all Behavior, Conflict of Interest, and other rules as stated in the Booster Club Bylaws.

Signature: 1) _____ 2) _____

We look forward to meeting you at our Ag Booster meetings. Our meetings are usually held in conjunction with the FFA Student meetings for your convenience. They are usually held on Wednesdays at 5:45pm in the Agricultural Department classroom. For more information, please feel free to contact us:

*Lesleigh Schmidt, President: (408) 529-5353
Stefanie Burgess, Secretary: (831) 682-0914*

Cyndee Piini, Treasurer: (831) 320-8027



Agriculture Government/ Economics

Salinas High School Agriculture Department



Teacher: Ms. Martinez

Email: rachelmartinez@salinasuhsd.org

Phone: 831-796-3400

Office Hours: 7:30-8:00am and by appointment

Course Description:

Agriculture Government is an UC Approved college preparatory course. Government is an understanding of the institutions of American Government. In addition, we must learn American History and other societies to compare different systems of government in the world. This course should be thought of as the culmination of the civic literacy strand that prepares people to vote, judge political efforts and participate in their communities as leaders. Such study is applicable to your everyday life and especially our food and fiber production and supply. Topics of study include, The Constitution and Bill of Rights, Courts, Federalism, and especially Current Issues, all using agriculture related topics and examples. The students will communicate their learning to me by reading textbook content, newspaper and magazine articles. Students will use textbook assignments, essays, research papers/projects and prepare and give presentations for assignments. Students will be assessed of their knowledge through quizzes and tests, which will often include essay questions. Each student will give individual and group presentations requiring outside class research and materials/visual aids. Students will also be required to be active in the FFA.

Grading Scale

The following scale is used to determine letter students' letter grade in the class:

A= 90% - 100%

B= 89% - 80%

C= 79% - 70%

D= 69% - 60%

F= 59% - 0%

Grades are based upon the following weighted categories:

- | | |
|---|-----|
| 1. Assessments (Quizzes, Projects and Tests) | 40% |
| 2. FFA Participation , SAE Project | 20% |
| 3. Current Events | 10% |
| 4. Classwork, and Small Assignments, Weekly packets | 30% |

Citizenship:

I reserve the right to determine your citizenship grade based on your character, efforts, participation, simple kindness, patience, maturity, etc.

Supplies Needed

- ☐ Notebook dedicated to AG Gov and Econ



- ☐ CHROMEBOOK CHARGED AND READY Every day - Failure to bring or have a charged Chromebook will result in 5 points marked off each day on your weekly packet.
- ☐ Pencils- Pen should not be used!
- ☐ Binder to keep work organized
- ☐ Colored Pencils or Crayons are very helpful!

Absence & Late work

- ☐ Makeup/Absent work: It is the **STUDENT'S RESPONSIBILITY** to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed work only if the absence was verified and excused.
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- ☐ **LATE WORK:** The last Friday of every month will be Pardon Day. Students may turn in late assignments with the appropriate cover sheet attached. All assignments must be 100% completed to be accepted late. The first assignment can be turned in for full credit, all others will be ½ credit.
 - ☐ Pardon Days will be posted in the classroom and on the FFA Calendar.

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General Rules:

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- ☐ Respect of others property
- ☐ Use time wisely
- ☐ Strive for excellence and understanding

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- ☐ Be in your seat when the bell rings daily
- ☐ Bring materials necessary for class
- ☐ No personal grooming during class time...EVER!
- ☐ Sit in your assigned seat everyday
- ☐ Listen to directions the first time they are given
- ☐ Be cooperative and respectful at all times

Photo and Video Clearance:

- ❑ The Salinas High School Agriculture Department & FFA would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in various capacities: bulletin boards, FFA Newsletter, community presentations, staff training, recruitment, social media and the Salinas FFA website.
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Cell Phones, Headphones, and Other Electronic Devices:

All personal electronic devices and their accessories, except calculators, are prohibited during instructional time. This includes cell phones, mp3 players, headphones, etc. Any personal electronic device **VISIBLE OR AUDIBLE** in the classroom will be confiscated. I may allow phone use during independent work at my discretion.

Salinas High School Agriculture Department Grading Policy

The following grading is a statewide agriculture education program requirement for all agriculture classes

Class.....80 %

Points earned on class assignments, quizzes, homework, tests, class participation, and projects.

FFA Participation.....10 %

Participation in Salinas FFA, leadership, and cooperative activities. All students are a member of the National FFA program when enrolled in an agriculture class. The SHS Agriculture Department pays membership fees for each individual student to be a nationally recognized member. Being as FFA membership is considered **inter-curricular** and not extra-curricular, **all students are required** to participate in at least **SIX ACTIVITIES** per semester. Example activities are: Fundraisers, meetings, contests, judging teams.

S. A. E Project/ Record Book10 %

The S.A.E. project is a "Supervised Agriculture Experience" project. This is an organized activity or project **usually completed outside of class time** with supervision from one agriculture department instructors/FFA advisers. These projects help students apply actual concepts and principles learned in agriculture education. Projects can be in **any of the approved 52 areas** and managed through the FFA RECORD BOOK. Students will be given ideas, opportunities, and support from advisers both in and out of class to accomplish this. Parent assistance is highly encouraged. The first Agriculture Boosters meeting is a place for parents to become more familiar or ask questions about this expectation.

Agriculture Booster Club

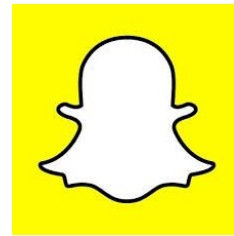
The booster club is a group of parents, alumni, and community members that support Salinas FFA. Our booster program is very important to us and it provides the chapter with financial support. Without the support of our booster club we would not be able to attend the numerous leadership conferences, career development contests, and events that we participate in every year. I strongly encourage parents to become involved. A form is attached to this syllabus. Please fill it out as a part of the syllabus and if you would like to be a member please send cash or check with the form.



Social Media

Salinas FFA uses a wide variety of social media to keep our members informed.

- ❑ Instagram: @salinasffa
- ❑ Website: salinasffa.weebly.com
- ❑ Snapchat: salinasffa



Remind App:

The remind app is a communication tool used by teachers to send mass messages to parents and students.

My goal is for all students and parents to be enrolled in the app. I will send out important information about major assignments and FFA activities. Communication is key for student's success and parent involvement.

How to enroll:

Text our class code: @cowboyffa To: 81010

or use this link: remind.com/join/cowboyffa

You can choose to use your cell phone number or email for notifications

Keep this syllabus for reference and return only the last 2 pages with appropriate signatures.

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Signature Page 1 of 2

Student Name: _____ Period: _____

Please return this page signed by: _____

- ☐ I have read and fully understand the expectations, rules, grading procedures, and make-up regulations for the Salinas High School Agriculture Department. In addition, I am granting "Photo Clearance" and "Video Clearance" for this student as outlined above. Both parent/guardian and student should read this form together and then sign. **Please return the last page of this form to the instructor.**

I have read the above information, understand the policies and procedures, and will adhere to them. Please sign in ink.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____ Cell: _____

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Please join us in helping with the leadership and agricultural education of our FFA students by becoming a **MEMBER** of the **SALINAS HIGH SCHOOL FFA AG BOOSTER CLUB**. **Membership dues** are **\$10/individual, \$20/ family, or \$50/Company/Organization**. **Only paid members can vote (1 vote per Company/Organization)** on agenda items presented at the FFA Ag Booster Club meetings.

Please make your check payable to: SALINAS HIGH FFA AG BOOSTERS.

➤ Name(s) of Salinas High School FFA Student(s):

➤ Parent/Guardian Members:

1) Parent/Guardian Name:

2) Parent/Guardian Name:

➤ Address: _____

City & Zip Code: _____ Home Phone: _____

➤ Cell Phone: _____ Cell Phone: _____

➤ Email: _____ Email: _____

➤ Please check any volunteer opportunities below that you are interested in helping with:

☐ Working at events & activities

☐ Baking/cooking for FFA functions

☐ Driving FFA students to events

☐ Transporting livestock to fairs & events

☐ FFA Scholarship Committee

☐ Annual Budget/Audit Committee

☐ SHS FFA Booster Social Media

☐ Silent Auction (*in conjunction with Awards Banquet, May 2018*)

☐ Apple bee's Scholarship Fundraisers (Dates TBD)

☐ Salinas Valley Fair (King City) Cowboy Food Camp (*May 2018*)

☐ Help with the Trap Shoot Fundraiser

☐ I can donate items/acquire donations (paper goods, produce, etc.)

☐ Livestock (e.g., shots, showmanship class)

☐ Other:

➤ Special skills (related to Ag/FFA) that I can offer to the program (optional):

By signing this form, you agree to accept and abide by all Behavior, Conflict of Interest, and other rules as stated in the Booster Club Bylaws.

Signature: 1) _____ 2) _____

We look forward to meeting you at our Ag Booster meetings. Our meetings are usually held in conjunction with the FFA Student meetings for your convenience. They are usually held on Wednesdays at 5:45pm in the Agricultural Department classroom. For more information, please feel free to contact us:

*Lesleigh Schmidt, President: (408) 529-5353
Stefanie Burgess, Secretary: (831) 682-0914*

Cyndee Piini, Treasurer: (831) 320-8027



Advanced Interdisciplinary Science for Sustainable Ag- Honors

Salinas High School Agriculture Department



Teacher: Ms. Martinez

Phone: 831-796-3400

Email: rachelmartinez@salinasuhsd.org

Office Hours: 7:30-8:00am and by appointment

Course Description:

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.

Topics Covered:

- ☐ Plant Systems
- ☐ Animal Systems
- ☐ Food Science
- ☐ Natural Resources
- ☐ Agriscience Fair Project
- ☐ SAE

Grading Scale

The following scale is used to determine letter students' letter grade in the class:

A= 90% - 100%

B= 89% - 80%

C= 79% - 70%

D= 69% - 60%

F= 59% - 0%



Grades are based upon the following weighted categories:

- | | |
|--|-----|
| 1. Lab, Assessments (Quizzes and Tests) | 40% |
| 2. FFA Participation , SAE Project, Agriscience research project | 30% |
| 3. Homework, Classwork, and Small Assignments | 30% |

Citizenship:

I reserve the right to determine your citizenship grade based on your character, efforts, participation, simple kindness, patience, maturity, etc.

Supplies Needed

- ☐ CHROMEBOOK CHARGED AND READY Every day - Failure to bring or have a charged Chromebook will result in 5 points marked off each day on your weekly packet.
- ☐ Pencils- Pen should not be used!
- ☐ Binder to keep work organized
- ☐ Colored Pencils or Crayons are very helpful!
- ☐ Closed toe Shoes (Lab days)
- ☐ Pants (Preferably jeans on lab days)

Absence & Late work

- ☐ Makeup/Absent work: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed work only if the absence was verified and excused.
- ☐ Students must use Google Classroom for makeup assignments.
- ☐ Makeup Tests- Makeup tests from excused absences must be scheduled ASAP when the student returns
- ☐ **LATE WORK:** The last Friday of every month will be Pardon Day. Students may turn in late assignments with the appropriate cover sheet attached. All assignments must be 100% completed to be accepted late. The first assignment can be turned in for full credit, all others will be ½ credit.
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Tardy Policy

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1st offense- Parent contact and forfeit of all points

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General Rules:

- ☐ Respect of others right to learn
- ☐ Respect of others property
- ☐ Use time wisely
- ☐ Strive for excellence and understanding

Specific Rules

- ☐ Be in your seat when the bell rings daily
- ☐ Bring materials necessary for class
- ☐ No personal grooming during class time..EVER!

- ☐ Sit in your assigned seat everyday
- ☐ Listen to directions the first time they are given
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Photo and Video Clearance:

- ☐ The Salinas High School Agriculture Department & FFA would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in various capacities: bulletin boards, FFA Newsletter, community presentations, staff training, recruitment, social media and the Salinas FFA website.
- ☐ You may change your mind at any time by rescinding your permission in writing.

Cell Phones, Headphones, and Other Electronic Devices:

All personal electronic devices and their accessories, except calculators, are prohibited during instructional time. This includes cell phones, mp3 players, headphones, etc. Any personal electronic device **VISIBLE OR AUDIBLE** in the classroom will be confiscated. I may allow phone use during independent work at my discretion.

Salinas High School Agriculture Department Grading Policy

The following grading is a statewide agriculture education program requirement for all agriculture classes

Class.....70 %

Points earned on class assignments, quizzes, homework, tests, class participation, and projects.

FFA Participation.....10 %

Participation in Salinas FFA, leadership, and cooperative activities. All students are a member of the National FFA program when enrolled in an agriculture class. The SHS Agriculture Department pays membership fees for each individual student to be a nationally recognized member. Being as FFA membership is considered **inter-curricular** and not extra-curricular, **all students are required** to participate in at least **SIX ACTIVITIES** per semester. Example activities are: Fundraisers, meetings, contests, judging teams.

S. A. E Project/ Record Book and Agriscience Fair Project.....20 %

The S.A.E. project is a "Supervised Agriculture Experience" project. This is an organized activity or project **usually completed outside of class time** with supervision from one agriculture department instructors/FFA advisers. These projects help students apply actual concepts and principles learned in agriculture education. Projects can be in **any of the approved 52 areas** and managed through the FFA RECORD BOOK. Students will be given ideas, opportunities, and support from advisers both in and out of class to accomplish this. Parent assistance is highly encouraged. The first Agriculture Boosters meeting is a place for parents to become more familiar or ask questions about this expectation.

Agriculture Booster Club

The booster club is a group of parents, alumni, and community members that support Salinas FFA. Our booster program is very important to us and it provides the chapter with financial support. Without the support of our booster club we would not be able to attend the numerous leadership conferences, career development contests, and events that we participate in every year. I strongly



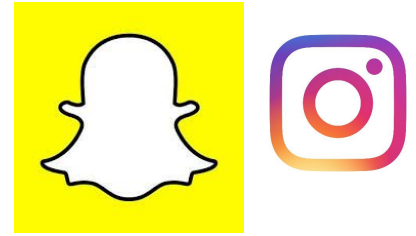
Advanced Ag Honors 2017-2018

encourage parents to become involved. A form will be passed out in class and emailed out.

Social Media

Salinas FFA uses a wide variety of social media to keep our members informed.

- ❑ Instagram: @salinasffa
- ❑ Website: salinasffa.weebly.com
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Remind App:

The remind app is a communication tool used by teachers to send mass messages to parents and students.

My goal is for all students and parents to be enrolled in the app. I will send out important information about major assignments and FFA activities. Communication is key for student's success and parent involvement.

How to enroll:

Text our class code: @cowboyffa To: 81010

or use this link: remind.com/join/cowboyffa

You can chose to use your cell phone number or email for notifications

Keep this syllabus for reference and return only the last 2 pages with appropriate signatures.

The booster membership can be returned with or without dues. I highly encourage becoming a booster if you want to be involved.

Student Name:_____ Period:_____

Please return this page signed by:_____

- ☐ I have read and fully understand the expectations, rules, grading procedures, and make-up regulations for the Salinas High School Agriculture Department. In addition, I am granting "Photo Clearance" and "Video Clearance" for this student as outlined above. Both parent/guardian and student should read this form together and then sign. **Please return the last page of this form to the instructor.**

I have read the above information, understand the policies and procedures, and will adhere to them. Please sign in ink.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email:_____ Cell:_____

WELCOME TO THE SALINAS HIGH SCHOOL FFA AG BOOSTER CLUB (Signature page 2 of 2)

Welcome to the 2017-2018 school year! The Salinas High School FFA Ag Booster Club is a non-profit organization comprised of parent & community volunteers who support the education of our FFA students. Proceeds of our fundraising efforts support the Chapter in many areas; we provide scholarships for graduating seniors, support the Chapter's judging team & leadership activities, and support the maintenance and materials for our Farm. We hope that you will choose to get involved!

Please join us in helping with the leadership and agricultural education of our FFA students by becoming a **MEMBER** of the **SALINAS HIGH SCHOOL FFA AG BOOSTER CLUB**. **Membership dues** are **\$10/individual, \$20/ family, or \$50/Company/Organization**. **Only paid members can vote (1 vote per Company/Organization)** on agenda items presented at the FFA Ag Booster Club meetings.

Please make your check payable to: SALINAS HIGH FFA AG BOOSTERS.

➤ Name(s) of Salinas High School FFA Student(s):

➤ Parent/Guardian Members:

1) Parent/Guardian Name:

2) Parent/Guardian Name:

➤ Address: _____

City & Zip Code: _____ Home Phone: _____

➤ Cell Phone: _____ Cell Phone: _____

➤ Email: _____ Email: _____

➤ Please check any volunteer opportunities below that you are interested in helping with:

☐ Working at events & activities

☐ Baking/cooking for FFA functions

☐ Driving FFA students to events

☐ Transporting livestock to fairs & events

☐ FFA Scholarship Committee

☐ Annual Budget/Audit Committee

☐ SHS FFA Booster Social Media

☐ Silent Auction (*in conjunction with Awards Banquet, May 2018*)

☐ Apple bee's Scholarship Fundraisers (Dates TBD)

☐ Salinas Valley Fair (King City) Cowboy Food Camp (*May 2018*)

☐ Help with the Trap Shoot Fundraiser

☐ I can donate items/acquire donations (paper goods, produce, etc.)

☐ Livestock (e.g., shots, showmanship class)

☐ Other:

➤ Special skills (related to Ag/FFA) that I can offer to the program (optional):

By signing this form, you agree to accept and abide by all Behavior, Conflict of Interest, and other rules as stated in the Booster Club Bylaws.

Signature: 1) _____ 2) _____

We look forward to meeting you at our Ag Booster meetings. Our meetings are usually held in conjunction with the FFA Student meetings for your convenience. They are usually held on Wednesdays at 5:45pm in the Agricultural Department classroom. For more information, please feel free to contact us:

*Lesleigh Schmidt, President: (408) 529-5353
Stefanie Burgess, Secretary: (831) 682-0914*

Cyndee Piini, Treasurer: (831) 320-8027



Agriculture and Soil Chemistry

Salinas High School Agriculture Department



Teacher: Ms. Martinez

Email: rachel.martinez@salinasuhd.org

Phone: 831-796-3400

Office Hours: 7:30-8:00 AM and by appointment

Course Description:

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.

Grading Scale

The following scale is used to determine letter students' letter grade in the class:

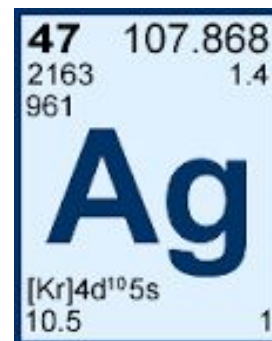
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Agriculture Booster Club

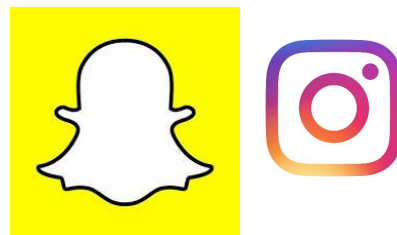
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- ❑ Website: salinasffa.weebly.com
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Text our class code: @cowboyffa To: 81010

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➤ Name(s) of Salinas High School FFA Student(s):

➤ Parent/Guardian Members:

1) Parent/Guardian Name:

2) Parent/Guardian Name:

➤ Address: _____

City & Zip Code: _____ Home Phone: _____

➤ Cell Phone: _____ Cell Phone: _____

➤ Email: _____ Email: _____

➤ Please check any volunteer opportunities below that you are interested in helping with:

- | | |
|--|---|
| <input type="checkbox"/> Working at events & activities | <input type="checkbox"/> Baking/cooking for FFA functions |
| <input type="checkbox"/> Driving FFA students to events | <input type="checkbox"/> Transporting livestock to fairs & events |
| <input type="checkbox"/> FFA Scholarship Committee | <input type="checkbox"/> Annual Budget/Audit Committee |
| <input type="checkbox"/> SHS FFA Booster Social Media | <input type="checkbox"/> Silent Auction (<i>in conjunction with Awards Banquet, May 2018</i>) |
| <input type="checkbox"/> Apple bee's Scholarship Fundraisers (Dates TBD) | <input type="checkbox"/> Salinas Valley Fair (King City) Cowboy Food Camp (<i>May 2018</i>) |
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➤ Special skills (related to Ag/FFA) that I can offer to the program (optional):

By signing this form, you agree to accept and abide by all Behavior, Conflict of Interest, and other rules as stated in the Booster Club Bylaws.

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We look forward to meeting you at our Ag Booster meetings. Our meetings are usually held in conjunction with the FFA Student meetings for your convenience. They are usually held on Wednesdays at 5:45pm in the Agricultural Department classroom. For more information, please feel free to contact us:

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Cyndee Piini, Treasurer: (831) 320-8027



Salinas FFA Program of Activities

SALINAS FFA



PROGRAM OF WORK



2016-2017

The Table of Contents

Item:	Page:
President's Message	2
Advisor's Message	3
Introduction of Officers	4
Current Officers	7
Duties and Responsibilities of Officers	9
Calendar of Events	12
Chapter Budget	15
SAE Project Guidelines	16
SAE Fair Project Plans	28
Chapter Projects	33
Chapter Goals	37
Chapter History	44
FFA Motto	46
FFA Colors	46
FFA Emblem	46
FFA Dress Code	47
FFA Creed	49
Salinas High School Chapter Constitution	50
FFA History	53
Salinas High School Administration	54

President's Message

Six members waited anxiously at the 2016 Salinas FFA Chapter banquet for their names to be called for the new chapter officer team. Each had campaigned for a week to gain members votes and were excited to serve Salinas FFA's 350 members in the upcoming year. As their names were called they knew that the friendship they would form and the goals they had would help bring together the chapter and the officers working towards success. Over the summer, the team worked diligently to add new events, brainstorm fundraising ideas, and bond as a team at their officer retreat. They also discussed theme ideas to encourage members to branch out and expand their horizons during the next school year. The team was excited as they creatively named different theme ideas based on everything from plants to superheroes and old hollywood movies. With these new viewpoints, the team wanted to reflect the challenges the chapter had overcome in the last year and celebrate our new attitude of starting fresh and taking risks. Our new CDE team, the Veterinary Science team, and a slew of new public speaking competitors were bringing a fresh face to the chapter. The vet science team placed 6th in the state without even having the opportunity to take a class and spent their afternoons the past spring learning practicums, knowledge tests, and identification. This led to the idea of growing not only as officers, but as a cohesive chapter. Our theme reflects the ideals we wish to uphold as we... GROW. Salinas FFA wants to GROW with our members in this organization and in our community.

Sincerely,

Megan Wasson

Salinas FFA President 2016-2017

Advisor's Message

Dear Salinas FFA Chapter Members,

As the advisors of Salinas FFA, we would like to welcome you to the chapter for the 2016-2017 school year. Your Salinas FFA Officers have a great year planned for you.

We hope to inspire you to become a leader in our chapter and in our community. The Salinas Agriculture Program will give you the tools to develop career skills, prepare you for college, make friends, and find a family within FFA. Salinas FFA is truly a family and you are always welcome. We will help guide you and coach you to be your best.

We hope you will take advantage of all the opportunities within Salinas FFA. Whether that is learning how to weld for the first time, fine tuning your public speaking skills, or competing with your Agriscience Fair Project at Salinas High. The opportunities are endless.

Sincerely,

Rachel Martinez

Lindsay Almond

Salinas High Agriculture Department Instructors



Introduction of Officers

President:

██████████ is our chapter president for a second year in a row. As a senior, it is her third year on the officer team, fourth year in the organization, and she is super excited about all of the changes they've made to the program, especially our new events. She raises lambs for both Salinas Valley Fair and Monterey County Fair, and loves learning about vet science on our CDE team. She is also an avid public speaker with a passion for agriculture which has led her to double major in agriculture education and animal science as she applies for colleges this year. Her love of agriculture stems from her 6 years in 4-H, where she's held numerous officer positions and taken over 20 projects. Whether she's swing dancing or giving a speech, she loves meeting new people and making the most of every moment!



Vice Presidents:

██████████ is our Salinas High FFA Vice President of Assistance for the 2016-2017 school year, as well as a sophomore. Her duties as VP are to preside over the meetings in the absences of our president whenever she is unable to. She assists the Vice President of activities, Julia Bell, whenever she is planning an event as well as help all officers when they need it. Alex also serves as the Vice President of the recently opened 4-H club, Hilltown. She has been showing swine through 4-H at 3 county fairs a year since she was 9 years old. In total, she has shown 21 market hogs and hopes to be dabbling in beef in coming years. She has played number 3 on the Salinas High JV tennis team for two years. This year she hopes to help our chapter and its members grow!



██████████ is the Vice President of Activities for Salinas FFA. She enjoys public speaking and leadership through FFA, and is excited to work on the officer team this year. She also serves as the President of San Benancio 4-H, and has held numerous other officer positions in the organization including Monterey County 4-H Teen Ambassador. She has raised goats through 4-H for the past four years. Julia also plays on the varsity tennis team for the school and qualified for Central Coast Section finals this year.



Secretary:

██████████ is currently a senior and is serving as our 2016-2017 FFA Secretary. This is her fourth year in FFA. Through this organization she has been able to grow over the years as an individual due to the countless opportunities that it offers. She has participated in multiple public speaking competitions and also enjoys showing hogs for Salinas Valley Fair and Monterey County Fair. In addition, this will also be her second year on the veterinary science team and looks forward to the upcoming season. Along with FFA, she also enjoys volunteering at the Salinas Valley Memorial Hospital. As her high school journey comes to an end, she wants to thank Salinas FFA for the learning opportunities and wishes this chapter the best of luck for future years.



Treasurer:

██████████ is serving as our chapter treasurer. She is also part of the vet science team and has been competing for the past two years. In her free time she enjoys working with her dairy heifer, Quincey, who



she is training for fairs and jackpot shows. Being a part of the FFA has taught her many valuable life lessons that she would have not learned anywhere else. Once she graduates, she plans on attending Cal Poly to study Ag. Education and become an Ag. teacher, so she can teach students how important agriculture is in our country and community.

Reporter:

██████████ is currently serving as our Salinas FFA Reporter. She shows dairy goats through Salinas FFA and is also apart of the Salinas FFA Veterinary Science Team. She is currently a sophomore at Salinas high school and this is her second year of FFA. She dedicates her life to the program, and also is apart of the District 4 High School Rodeo Team for her third year. She loves geeking out on Star Wars and cuddling with her little dog, Scuddles. She is very excited for this upcoming year and is pumped to see everyone in our chapter succeed!



Sentinel:

██████████ is a junior and is currently serving as the Salinas FFA Sentinel for a second year. He enjoys interacting with members and preparing the meeting room for fun activities and bonding events. For his SAE project, Andrew started raising market hogs for the Salinas Valley Fair. He really enjoys being an active member and learning new techniques to better himself and the chapter. He plans to continue being involved and encouraging others to do their best.



Current Officers

Salinas FFA - Chapter Officers:

President	Megan Wasson
Vice President	Alex Burgess
Vice President of Activities	Julia Bell
Secretary	Ana Padilla
Treasurer	Peyton Jeffries
Reporter	Maddy Black
Sentinel	Andrew Meza

Salinas FFA - Chapter Advisors

FFA Advisor	Ms. Rachel Martinez
FFA Advisor	Mrs. Lindsay Almond

Monterey Bay Section Officers

President	Anyssa Trujillo (King City FFA)
Vice President	Gissel Neri Corcoles (Greenfield FFA)
Secretary	Caine Valdez (Soledad FFA)
Treasurer	Juan Perez (Everett Alvarez FFA)
Reporter	Anthony Camacho (Greenfield FFA)
Sentinel	Alfredo Hernandez (King City FFA)
Historian	Naizah Hernandez (Soledad FFA)

South Coast Region Officers

President	Kalena Cirone (San Luis Obispo FFA)
Vice Presidents	<u>Santa Clara</u> Mark Scalmanini (Hollister FFA)
	<u>Los Angeles</u> Elizabeth Gosa (Canoga Park FFA)
	<u>Monterey Bay</u> Megan Wasson (Salinas FFA)
	<u>Ventura</u> Isabel Valle (Santa Paula FFA)
	<u>San Luis Obispo</u> Brent Hill (Templeton FFA)
	<u>Santa Barbara</u> Daniel Segura (Pioneer Valley FFA)
Secretary	Erica Bowles (Nipomo FFA)
Treasurer	Matthew Umbarger (King City FFA)
Reporter	Mariana De Leon (Santa Maria FFA)
Sentinel	Kyler Vernon (Nipomo FFA)

California State FFA Officers

President	Andrew Skidmore (Atwater FFA)
Vice President	Lauren Millang (Woodland-Pioneer FFA)

Secretary
Treasurer
Reporter
Sentinel

Amanda Skidmore (Atwater FFA)
Samuel Looper (Apple Valley FFA)
Connor Vernon (Nipomo FFA)
Jace Neugebauer (McArthur-Fall River FFA)

Duties and Responsibilities of Officers

I. Chapter officers serve a vital function in the FFA organization. The general duties for each officer include but are not limited to the following:

A. The *President* is symbolized by the rising sun. The President's duties include:

1. Appointing special committees and serving on them as ex-officio member.
2. Coordinating chapter activities.
3. Evaluating the progress of the POA (program of activities) committee.
4. Representing the chapter in official and public relation events.
5. Agenda for meetings (both) to be e-mailed to Advisor at least the day before meeting.

B. The *Vice-President* is symbolized by the plow. This officer's duties are to:

1. Assume all duties of the president if necessary.
2. Develop the POA and serves as ex-officio member on all committees.
3. Coordinate all committee work.
4. Establish a Salinas FFA Website with the Reporter and VP of Activities
5. Recruit new members
6. Responsible for apply for sectional chapter and advisor awards

C. The *VP of Activities* is symbolized by the plow. This officer's duties are to:

1. Greenhand Week Activities
2. National FFA Week Activities
3. Outreach Program designed, planned, and executed
4. Coordinate all FFA activities
5. Lead activity reflections
6. Banquet planning and Chapter Degrees
7. Assist the reporter with the scrapbook, photography, and website

D. The *Secretary* is symbolized by the ear of corn. The Secretary's duties include:

1. Preparing and sending meeting agenda to the advisor 2 days prior to the meeting (via email)
2. Preparing, presenting and posting meeting minutes (chapter and/or exec.) Hole punches them and puts into officer mailboxes within two days of meeting.
3. Writing all thank you notes for the chapter
4. Being responsible for chapter correspondence.
5. Maintaining member attendance and activity records.
Maintain the FFA Points System via Google spreadsheet
6. Keeping POA wall calendar updated in Marti's room

7. Preparing materials for each meeting.
8. Examples of Correspondence: Sends thank you letters to:
 - Administration that came to our meeting
 - State officer visits
 - Banquet dignitaries in attendance

E. The *Treasurer* is symbolized by the bust of Washington. This officer's duties are to:

1. Gets FFA balance from Vicky at least a day before the FFA meetings.
2. Present monthly Treasurer's reports at meetings.
3. Assists the Advisor with preparing and submitting membership roster.
4. Keep track of bills and payments
5. Fill out check or PO requests for the chapter
6. Maintains the budget

F. The *Reporter* is symbolized by the American Flag. The Reporter's duties are to:

1. Plan public information programs with radio, TV, and news media.
2. Send news releases to local and regional media.
3. Publish a chapter newsletter each quarter. Focus on what we are doing.
4. Prepare and maintain a chapter scrapbook.
5. Send stories to area, district, and state FFA reporters.
6. Serve as chapter photographer.
7. Salinas FFA Website and all Social Media-Updated and current

G. The *Sentinel* is symbolized by the handshake. The Sentinel's responsibilities include:

1. Assisting the president in maintaining order.
2. Keeping the meeting room, chapter equipment and supplies in proper condition. The FFA CLOSET must be maintained and have an accurate inventory at all times. The sentinel is responsible for make a shopping list and notifying the advisor of what needs to be bought.
3. Greeting guests and visitors.
4. Keeping the meeting room comfortable.
5. Taking charge of candidates for degree ceremonies.
6. Assisting with special features and refreshments.
7. Set up and take down/clean up of all chapter events (CDE's , Picnics, Open Houses)
8. Following up the next day- Example: If something needs to be washed the next day
9. Set up for FFA meetings- setting up, handing out agendas, setting out the officer plaques.

I. The Advisor

1. Is the liaison between the officer team and Salinas High School
2. Supports the officer team when needed
3. Keeps track of dates of events and meetings- reminds team of calendar
4. Plans the summer officer training
5. Supports the nominating committee

Calendar of Events

August:

2	Teacher Breakfast (First Teacher Day at SHS)
3	First Day of School
13	Tanimura and Antle Family Day
19	Welcome Back Lunch in the shop
20	Officer Pictures
22	National's Final Payment Due
25	FFA Meeting at 6pm
27	Kick Off BBQ-Monterey Fair
31	Monterey Fair Begins

September:

5	MFE/ALA Registrations for February 2017 Monterey Fair
17-18	Vet Team Retreat
22	Cowboy Way Day-Carmel Valley
24	Section Blue and Gold Games - Toro Park
29	FFA Meeting at 6pm

October

5	Opening & Closing Contest- Alvarez
7	Gizdich Ranch Field Trip- Plant Science
8-9	COLC- Hollister (Officers only)**
14	Livestock apps due
17-23	National FFA Convention- Indianapolis
24-28	Greenhand Week
26	Greenhand Auction and FFA Meeting* Parents attend
27	Bowling for Greenhands
28	Pizza Party for Greenhands

*Start State Degrees for 3rd and 4th year members

November

2	Section BIG and COOPS Contest in Soledad
4	Prepared Speaking Manuscripts Due
6	Applebee's Flapjack Fundraiser (livestock kids)
7	Pie Handout after school
8-9	State Degree Workshop for Juniors and Seniors
17-18	New Professionals- Martinez gone

19/20 Cowboy Poetry- Community service*
22 Tree of Peace- Steinbeck Center
30 FFA Meeting at 6pm

*Vet practice begins

December

1 Pig money due
3 Farm work day*
7 Sectional Speaking Contest @ King City
13 Advisory Meeting
15 FFA Lunch Meeting
19 Roadshow- Advisors Only

*Farm Clean up TBD

* UC Davis Registration

*Chico Registration

*Record Book Workshop for State Degrees TBD

January

11 Farm Work Day*
18 State Degree Scoring- Watsonville
20-21 MFE and ALA in Monterey
24 First ROP meeting at 4:30pm @farm
25 Job Interview Resumes due
26 FFA Meeting
28 Hartnell Field Day

*Animals for SVF

February

1 Job Interview Contest- King City
4 Arbuckle Field Day- Vet Team
8 FFA Hockey Night
16 Tulare Farm Show
18 Elementary School Farm Day!
20-24 National FFA Week and Career Week
23 FFA Meeting

March

4	UC Davis Field Day- Vet team
11	Chico Field Day- Vet Team
17	Regional Meeting and Regional Contests
20	Fresno State and Harris Ranch Field Trip- Plant Sci
25	MJC Field Day- Vet team
30	FFA Meeting

*Dinuba Field Day TBD

April

1	All livestock entries due to Martinez
2	State Degree Banquet- Clarks Center in Arroyo Grande
8	Clovis Field Day- Vet Team
15	Reedley Field Day- Vet team
18	Pre- SVF meeting*
22	Fresno Field Day- Vet Team
21-25	State FFA Conference- Fresno
27	FFA Meeting
28	Record Books due for livestock kids

*Farm Clean up TBD

May

1	ALL STILL EXHIBITS DUE TO MARTINEZ
3	FFA Awards Banquet & Auction
5-6	State FFA Finals- Cal Poly- Vet Team
10	Sectional Elections
13	Salinas Valley Fair Set-up
16	Tack unloading
17-21	Salinas Valley Fair
23/24	Farm clean up***
25	Last Day of School and Graduation
31	Top 20 Trip

*Banquet and Silent Auction TBD

Chapter Budget

On August 25, 2016, our chapter had a beginning balance of \$2,300.74.

Projected Income:

Tanimura and Antle Day Donations:	\$1,000
Rita's Fundraiser:	\$2,000
Greenhand Auction:	\$3,000
Gizdich Pie Fundraiser:	\$2,000
Chapter T-Shirts Sales:	\$600
Applebee's Pancake Breakfast Fundraiser:	\$1,000
Livestock Show Team Shirt Sales:	\$600
Floral Sales:	\$3,000
Livestock Sales:	\$9,000
Veterinary Science Team Fee:	<u>\$600</u>
Our projected revenue is:	\$22,800

Projected Expenses:

FFA Meetings:	\$700
CATA Advisors:	\$200
Top 20 Trip:	\$700
Miscellaneous Supplies:	\$300
Elementary Day:	\$250
Monterey Bay Section Dues:	\$100
Sectional Events:	\$150
Officer Polos:	\$300
COLC:	\$150
Scrapbook:	\$200
Conference Scholarships:	\$400
Hockey Game:	\$200
Chapter T-Shirts:	\$600
Movie Night:	\$100
Greenhand Week:	\$600
National FFA Week:	\$300
Banquet Awards:	\$500
Station Markers:	\$200
Jacket Scholarships:	\$120
Livestock Purchase:	\$9,000
Veterinary Supplies:	\$150
CDE Registration:	<u>\$400</u>
Our projected expenses are:	\$14,900

SAE Project Guidelines

Livestock Exhibitor Process:

1. All students interested in being an exhibitor for Salinas FFA must attend a mandatory meeting with their parent in October for Salinas Valley Fair and April for Monterey County Fair.
2. An SAE Plan must be completed
3. All livestock paperwork must be completed and turned in on time
 - a. Livestock Application
 - b. Livestock Exhibitor Contract
 - c. Farm Contract- only for students who plan on housing their animal at the Buena Vista Farm
4. Students must meet eligibility to make the show team
5. The show team is posted in both AG classrooms.
6. Students must enroll in ROP Animal Care and attend the class once a week.
 - a. The ROP Animal Care class is held once a week after school at the farm.
7. Students must keep an up-to-date AET FFA Record Book
8. Students must enter quality still exhibits
9. To stay eligible, exhibitors must attend mandatory events, stay active in FFA, and maintain all other eligibility requirements set in the livestock contract.



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Lindsay Almond and Rachel Martinez

Livestock Contract

Student Behavior: As both a member of the National FFA Organization and the Salinas Union High School District, the students are required to conform to the rules, policies and expectations that are detailed in the FFA Code of Conduct and the SHS Student Handbook. Students in violation of the rules and policies, including dress code at all events, will be subject to the disciplinary process outlined in the SHS Handbook in addition to possibly losing their eligibility to show as an exhibitor of Salinas FFA.

Eligibility: Every student must be eligible to participate in a school activity per the district and schools requirements, including but not limited to:

- i. Acceptable citizenship and grades are required in order to purchase animals and must be maintained in order to show and sell animals (no unsatisfactory citizenship, attendance eligibility, and a minimum 2.0 grade point average).
- ii. Students must be passing their Ag class.
- iii. Student's academic eligibility will be checked many times prior to each fair via weekly progress reports and student's submission of grade reports. Additional Grade checks will be:
 1. Prior to the initial purchase of the livestock project.
 - a. **Students that fail to meet the Fall Semester academic eligibility will not be allowed to purchase an animal for showing with Salinas FFA**
 2. Prior to Fair entry Forms with the quarter three grade report.
 - a. Students that do not meet academic eligibility at the Qtr. 3 check will be put on a probationary contract in which the student must have the GPA raised to 2.0 by the next check or the student will not be allowed to show/sell.
 3. Approx. one week prior to the start of each fair, for SVF this will be the 4th Qtr. progress.

- a. Students who do not meet the academic eligibility are not allowed to be exhibitors with the Salinas FFA for the current fair and must find alternate way of selling project.
- iv. The school must have record that the student attended a school given drug contract signing, prior to getting their animal.

Class Enrollment: All students, including graduates, must be enrolled in the MTROP Animal Care Course. They must be present at 80% (8/10) of the class meetings in order to maintain eligibility as a Salinas FFA Exhibitor. Students must attend the class meeting with their market animal FFA Advisor.

Students must also be enrolled in at least one core Agriculture class at Salinas High School, (unless they are a graduate of the program).

Communication: These livestock projects are student owned projects. It is the program's goal to have students completely manage their own project. All communication of a project must be started by a student e-mailing or speaking to an advisor in person. Advisor's cell phones are not distinct provided, and therefore should only be used in emergencies. In an extreme emergency and the advisor cannot be reached, a vet should be called.

Livestock Insurance: Must be purchased within 1 week of purchasing your animal(s) and proof provided to FFA Advisors. Note: this is a SUHSD wide rule and only applies to smaller market animals. Beef and Dairy projects are exempt but highly encouraged.

FFA Leadership: Students must meet "Ag-tivity" participation requirements for the semester. In the spring, they must have all 6 "Ag-tivities" met by May 8th (prior to fair).

Showmanship: Student must attend at least 80% of showmanship practices prior to the fair.

Weight Management: Students must weigh livestock animals weekly and calculate average daily gain. Weights and ADG are due weekly in ROP animal care. Offsite students may bring their animal to the farm to weigh or scales may be checked out when available.

Livestock Purchasing: Prior to the purchase of a student's project the following must be met.

1. Semester Eligibility

2. Livestock Exhibitor Application and Contract signed and submitted to Advisors by Oct 14th.
3. Fees Paid
4. All livestock projects must have the approval of the FFA Advisor. Animals purchased without the approval of the FFA Advisor will not be exhibited as a member of the FFA.
5. Students wanting the FFA Advisor to purchase the animal for them must be paid in full by December 1st to the ASB Bookkeeper and submit the receipt to your advisor.
 1. Lambs minimum \$350
 2. Hogs minimum \$350
 3. Goats minimum \$300
 4. Steers minimum \$1200
 5. Replacement Heifers min \$1200
 6. Chicken minimum \$25
 7. Rabbits minimum \$30

Livestock Entries: All students will use paper Entries. Entries must be properly filled out with proper payment attached in the form of Check or Money Order and given to the advisor to sign and take to the fair. Entries will be due to advisors by: March 21st.

Non Livestock Entries: *QUALITY* Non Livestock Exhibits are required by the fair. Each SHS exhibitor must enter at least **TWO** still exhibits within the Agriculture area of the premium book. One of these two must be either a Welding Bead Pad or a Floral Wreath. Home arts and crafts are not allowed. All Entries must be properly and completely filled out with proper payment attached. Your livestock advisor reserves the right to determine whether the project is of quality or not. Non-quality projects will not be submitted. All projects need to be given to the advisor by May 1st. Your Livestock Advisor **MUST** be the one to drop off at least one of the projects.

Animal Care: Students are expected to provide the utmost care to their animal. This includes:

1. Animal being fed properly
 - a. Correct amount of quality feed
 - b. at least twice daily (if not automatic)
 - c. Consistent timing of feeding
2. A clean and constant supply of water
3. Regular exercise

4. Appropriate shelter
5. Clean bedding
6. Clean stalls/pens
7. At a minimum students should check on their own livestock this often:
 - a. Pigs & Poultry – every other day and cannot go two days consecutive days without being checked on.
 - b. Lambs, goats & beef – animals must be checked on daily.
8. Appropriate treatment for disease, infections, & fungus
 - a. Seek advisor help and then Vet assistance if needed.

When Animals Need Medical Attention: The advisor must be notified of any sick animals. Advisors will do their best to help the student with the sick animals and will give advice to the best of their knowledge. If further medical attention is needed, it is the student/parents responsibility for any veterinary fees from the treatment of the student's animal.

Animal Presentation: Prior to the fair, all animals should be in good health and properly cleaned. They should be fitted when arriving to the fair. Animals that are not in good health, dirty, or not properly fitted will not be allowed to be exhibited. This includes extreme external wounds, such as fight marks. Animals house off the farm must come to the fair washed and clipped/shorn.

Beef Projects: To raise a beef project with Salinas FFA the exhibitor must have shown at two prior fairs in either FFA or 4-H.

Off Site Exhibitors: Students must attend 8 out of 10 ROP meetings. Students are responsible for transporting their animals. This includes to and from the fair and farm.

Project Visits: Advisors will make every effort to visit your animal at least one time. If an animal needs medical attention it is likely the advisor will be unable to assist and a vet should be called.

Pre- Fair Items:

1. It is highly encouraged that students purchase their own FFA Jacket. Also, students will need to have all parts of the official FFA show uniform.
2. All Record Books and Thank you letter drafts must be up to date as of April 30th and submitted through Google Classroom to your advisor by May 1st. Failure to meet this deadline will result in your entry being pulled from the fair. **This will be strictly enforced.**

3. Must submit at least 5 addressed professional, business format, typed letters with stamped envelopes to advisor by the assigned date - TBD.
4. Students must attend the Pre-fair parent meeting
5. Students must participate in **one** of the following committees
 - a. Decoration Creation at the school farm
 - b. Tack loading at the school farm
 - c. Tack unloading at the Fair

At Fair Policies: During the fair students will meet the following expectations. If the student fails to meet the following expectations students will be given a “strike” for each violation. If it is their third strike they may be pulled from the livestock auction or have their check donated back to the fair. All students will participate in the creation, installation and deconstruction at the fair decorations.

1. All students will participate in the cleaning, loading and unloading of tack and equipment at the fair.
2. Students are not allowed to have personal tack at the fair which includes tables, tack boxes, feed bags and waters, any tack stored without the approval of the advisor must be removed from the area immediately. Beef and Dairy exhibits may have exceptions to this with the approval of the advisor.
3. Students will participate in barn duty as outlined by the individual advisors. Students are expected to supervise the appropriate area for the entirety of the assigned shift.
4. Each student will have their animal fed and watered, pen cleaned, and aisle swept by **7:00 am and 5:20 pm daily.**
5. Each student must attend and be on time to the daily Salinas FFA exhibitor meeting at **5:30 pm, or after the last exhibitor shows.** Everyone is expected to stay for the entire meeting. This will be strictly enforced and all meetings are mandatory. **A missed meeting at fair can result in your animal being pulled from the auction and/or your check being donated back to the fair.**
6. It is highly encouraged that you stay in King City for the days of the fair. Students will not be allowed to “sign-out” from the field trip until after the nightly meeting and will sign in at the beginning of each day. This does apply to graduates. This also applies to Sunday evening/the last day of fair. Students are expected to stay until the last equipment is loaded and the advisors dismiss ALL students at the same time. Students and advisors should not ask for special permission to leave on Sunday prior to anyone else.
7. Students must participate in one of the CDE contest at the fair. Livestock or Vegetable Judging. These contests are usually on Sunday.
8. Student will conform to the requests of the Salinas FFA advisors, Other FFA advisors, and Fair management without confrontation and/ or disagreement.

9. Students will follow the dress code of Salinas High School and the National FFA Organization at all times during the fair. Students in violation must change their attire immediately. Even on a hot day, our students are expected to wear FFA jackets while showing.
10. Student must have a SMALL buyer's gift and handwritten note at the auction. As a rule of thumb, and per request of the fair, gifts should be no more than \$20.00.
11. Students will be excused from school for the entirety of Salinas Valley Fair, including weigh-in day. It is strongly discouraged for students to miss more than those three days of school. It places a large burden on teachers and they tend to support the program less when many students miss more than three days at the end of the school year.

Post Fair Responsibilities: Student will not be given their checks until the following conditions have been met. Student's should financially plan and not expect to get their check until at least several days after the fair.

1. QUALITY Thank You letters submitted to the ADVISOR, not directly the fair nor buyer.
2. Farm students must attend in 1 Of the 2 farm clean up days
3. Students with projects kept at the school farm has cleaned and sanitized their pen and tack area.
4. FFA Record Book is updated with the most recent and accurate animal accounting, and submitted to the advisors.
5. All borrowed FFA Jackets/uniforms are cleaned and returned to the Agriculture Department.

3 Strike Policy: Within the program there will be a progressive discipline style of management utilizing a warning system with the concept of "three strikes you're out" If an exhibitor does not follow and abide by the rules and policies detailed in the contract, they will receive a "strike" that will be documented and kept on file. The following are examples of reasons students may receive strikes.

1. Repetitively late to any of the meetings/classes.
2. Late/missed feedings
3. Late/missed farm work days
4. Grade checks not submitted when due
5. Dress code violations
6. Use of profanity and/or inappropriate remarks
7. Violation of tack / personal belonging policy
8. Failure to participate in a CDE event at fair
9. Animal is not properly fitted
10. Horse playing in barns (school and fair)

11. Bullying/Sexual Harassment
12. Pens/barn not cleaned
13. Anything the advisor constitutes as unfit livestock management practices.

If an exhibitor is not holding up to his/her responsibilities (see below), they will receive a 'strike' that will be documented and kept on file in the Ag. Department. If an exhibitor is to get 3 strikes, they will not be allowed to show at the current and following fairs in the calendar year. If at fair and the students earns their third strike, the animal may be pulled from auction or their check will need to be donated back to the fair.

In addition to Strikes: The Advisors, along with the school Administration, reserve the right to determine if immediate removal from the program is fitting. For example, not respecting well known school and district policies

This contract must be returned to your livestock Advisor by October 14, 2016

I, _____, agree to follow and abide by all of the policies, rules, and conditions that are addressed in this contract. I am fully aware of the "3 Strike" policy and realize that on my third strike I will not be allowed to exhibit and sell my animal at the county fairs and will not be able to show for at the next two consecutive fairs. I understand that if I cannot sell my animal at the fair I am responsible for all debts associated with my animal which includes my project loans.

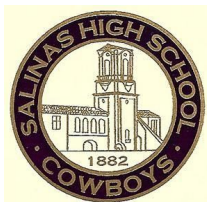
Student Signature _____ Date _____

I, the parent, have read and reviewed the policies, rules, and conditions that are addressed in this contract, and agree and grant my son or daughter permission to participate in raising a livestock project. I am fully aware that if my son or daughter is not allowed to sell his or her animal, that my child/family assumes all financial responsibility for the project and must find alternative means to sell the animal independently.

Parent Signature _____ Date _____

FFA Advisor Signature _____ Date _____

Administrator Signature _____ Date _____



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Lindsay Almond and Rachel Martinez
School Farm Contract 2017- Salinas Valley Fair

School Farm Statement of Purpose

The function of the school farm is to provide agricultural students the opportunity to enhance their learning experience through practical laboratory assignments during classroom instruction, and to provide active FFA members with a facility for developing their Supervised Agricultural Experience Project.

The Agriculture Department does not receive special funding for this facility from the school district budget. The Salinas High School agriculture staff encourages each student participating in this agreement to do their part in instilling “**Cowboy Pride**” in the farm’s upkeep, and consider it a privilege to be selected for a project during the 2017 year. The Salinas Union High School District provides the school farm as convenience for students and assumes no liability for animals housed.

Eligibility

1. Students will submit a completed General Livestock Contract
2. Students must submit the SUHSD drug contract
3. Students will submit a business agreement through the use of the FFA Record Book in AET.
4. Students must pay in full the cost of the animal and/or submit their Bill of Sale to their designated Ag Advisor prior to bringing the animal to the school farm
5. Students will only be allowed to purchase animals from the approved breeder list
6. Students will meet the Academic Eligibility of General Livestock Contract.

Farm Usage Fees

A farm usage fee of \$50.00 per exhibitor, per project market animal will cover the cost of farm maintenance (water, electrical, etc.) and is to be paid by Dec 12, 2016. A farm usage fee of \$20.00 for every other animal project (not per head, but per enterprise) is also required.

Student Expectations

1. Only students with projects that are housed at the school farm are allowed on the premises
2. Any visitors or guest must be cleared through the Ag Advisors
 - a. Via email (not text) to advisor stating who & when joined the students.
Parents are pre-approved
3. All school rules as stated in the SUHSD Student Handbook apply at the Buena Vista School Farm
4. No vehicles are allowed to drive beyond parking lot unless advisor is on site
5. The school farms' speed limit is 5 MPH. There shall be no reckless driving or excessive speeds in the parking lot or inside the gates of the farm
6. Students will latch their pen, shut the barn doors and lock the main gate when leaving.
7. Students shall not give the gate code to students/friends who do not house animals at the school farm
8. No student or parent shall make farm decisions without advisor. (example; stalling, medicating, housing, construction)
- 9. Students are allowed on farm site between 6:00A.M. and 7:30P.M.**
- 10. Students must spend at least 4 hours at the farm each week. (Monday-Sunday) We encourage at least 1 hour per day. Failing to meet the 4 hour minimum will result in a strike.**

Animal Facilities

Pens must be cleaned daily. Pens will be assigned and may be changed by the advisor. Change of pens will only occur with advisor approval due to health, feeding or management purposes. In the event of an outbreak of diseases, fungus or virus, students are responsible for the sanitation of the contaminated areas. In the event that the animal facilities become damaged it may be equipment student's' responsibility to repair it, if deemed necessary by the advisor.

Tack Facilities

Tack boxes will not be kept in the aisles. They shall be kept in the designated tack areas. Tack Boxes should include your animals feed/supplements, grooming supplies and basic health related items (ex: Thermometer) Tack Boxes shall not be more than 3' x 4' x 4' and students shall have no more than one tack box. All tack boxes must be kept locked when not in use. Swine exhibitors must share 1 tack box for every 2 exhibitors.

Animal Care

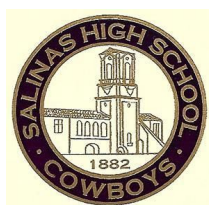
1. Ruminant animals must be fed and watered two times daily
 - a. Morning prior to 9:00 am
 - b. Afternoon between 4:00 and 7:00pm

- c. Cattle must never go more than 13 hours without feed.
2. Swine must be feed 2 times a day, sometimes 3, if an automatic feeder is not being used.
3. Hog feed and water must be checked once daily by someone.
4. Students must feed an advisor approved livestock feed from the provided list.
5. Water bucket shall be cleaned out every other day or when water conditions are unsatisfactory
6. Animals shall be exercised daily
7. Animals shall be weighed weekly and Average Daily Gain shall be recorded in the log that will be checked by the advisor
8. Animals shall be treated for diseases fungus, and viruses as prescribed by advisor or veterinarian
9. Animals shall remain in their pens unless student is present
10. If advisor determines it is important to call a vet, the student must do so within 48 hours. All vet expenses are the responsibility of the student
11. Animal must be treated humanely and appropriately at all times
12. Students shall not move other student's projects without permission.
13. Student shall provide appropriate bedding for their animal
14. Student should go to the farm daily to check on their own animal.
 - a. Exhibitors may not be away from their animal for more than 2 consecutive days.
 - b. Students who have plans to miss more than 4 days due to family vacations, etc. will not be allowed to show with us, unless prior approval by the advisor is given. Missing more than 4 days has very detrimental effects on your animal. Even with other students and/or parents caring for the animal while you are gone, the care is not the same and the animal suffers.
15. The advisor must be notified of any sick animals. Advisors will do their best to help the student with the sick animals and will give advice to the best of their knowledge. If further medical attention is needed it is the student's responsibility for any medical or veterinary fees that are accrued from the treatment of the students animal. A vet must be called within 48 hours.

Facility Procedures

1. The drive in farm gate shall stay locked at all time unless opened by an agriculture advisor. When advisor is not present feed and tack may be unloaded and brought in with a wheel barrow
2. All hoses should be coiled and faucets turned off always.
3. All aisles will be cleaned daily
4. The swine manure trap will be cleaned daily
5. All solid manure, shavings or hay must be **put in** the dump trailer. Students shall not a start pile around the trailer or send solids to the septic system.

6. No personal trailers shall be kept at the school farm
7. If a student chooses to bring their own equipment to the farm, they understand that it may be used by other students. We discourage bringing your own wheelbarrows, brooms, feeding pans, etc.
8. Students must clock in and out when they feed, clean or work with their animal.
9. Students shall not disturb the residents in the house located at the school farm.
10. Any student who is deemed ineligible to show for Salinas FFA for any reason, must remove their animal within 10 days. If the animal is not removed it becomes property of Salinas FFA.
 - a. If an animal doesn't qualify for fair it must be removed by May 20th or it will become property of Salinas FFA.



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Lindsay Almond and Rachel Martinez

School Farm Contract 2017- Salinas Valley Fair
Signature Page

This contract must be returned to your livestock Advisor by October 14th 2016

I, _____, agree to follow and abide by all of the policies, rules, and conditions that are addressed in this contract. I am fully aware of the “3 Strike” policy and realize that on my third strike I will not be allowed to exhibit and sell my animal at the county fairs and will not be able to show for at the next two consecutive fairs. I understand that if I cannot sell my animal at the fair I am responsible for all debts associated with my animal which includes my project loans.

Student Signature _____ Date _____

I, the parent, have read and reviewed the policies, rules, and conditions that are addressed in this contract, and agree and grant my son or daughter permission to participate in raising a livestock project. I am fully aware that if my son or daughter is not allowed to sell his or her animal, that my child assumes all financial responsibility for the project and must find alternative means to sell the animal independently.

Parent Signature _____ Date _____

FFA Advisor Signature _____ Date _____

SAE Fair Project Plan

Mandatory Events for Salinas FFA Exhibitors- SVF 2017

October

- October 24th- All livestock contracts due
- October 12th- November 5th- Flapjack Fundraiser for ROP Animal Care Supplies- All exhibitors must sell at least 3 breakfast tickets
 - Nov 4th (after school) and 5th (morning) we will have a booth to sell tickets by Applebees
 - It is encouraged that you attend 1 of the tickets sales.

November

- November 6th- Applebee's Flapjacks Breakfast- All must attend
- November 9th- Juniors and Seniors must attend the State FFA degree work day if they qualify for their degree
- November 10th or December 3rd- Farm Work Day (Must attend 1)

December

- December 1st- Livestock money due to the Finance Office
- December 12th- Farm fee due

January

- January 11th- Mandatory Farm Clean Up/ Mtg for ALL exhibitors
- January 24th- First ROP after school 4:30-5:30pm at the farm

March

- March 21st- Livestock and Still exhibit entries due to advisor

April

- April 18th- Mandatory Pre-fair meeting
- April 28th- All AET Record Books due to advisors

May

- May 1st -Still exhibits due to advisor
- May 13th- Fair Setup (decor)
- May 16th- Tack Unloading
- May 17th-21st Salinas Valley Fair
- May 23rd and 24th Mandatory Farm Clean Up (must attend 1 day)

Fair Project Plan - Market Lamb

Expenses:

Animal:	\$300 & Above
Feed:	\$200-\$300
Veterinary Supplies:	\$50
Show Supplies:	\$50
Insurance:	\$25
Fair Entries:	<u>\$25</u>
Total:	\$650-\$750

Income:

Sale of Animal:	\$900
Subtract 4% in Sales Commision:	<u>\$36</u>
Total:	\$864

Net Profit: \$214

Fair Project Plan - Market Goat

Expenses:

Animal:	\$250 & Above
Feed:	\$100
Veterinary Supplies:	\$50
Show Supplies:	\$50
Insurance:	\$15
Fair Entries:	<u>\$10</u>
Total:	\$425

Income:

Sale of Animal:	\$550
Subtract 4% in Sales Commision:	<u>\$22</u>
Total:	\$528

Net Profit: \$103

Fair Project Plan - Market Hog

Expenses:

Animal:	\$300 & Above
Feed:	\$200-\$250
Veterinary Supplies:	\$25
Show Supplies:	\$50
Insurance:	\$25
Fair Entries:	<u>\$25</u>
Total:	\$625-\$725

Income:

Sale of Animal:	\$1,000
Subtract 4% in Sales Commision:	<u>\$40</u>
Total:	\$960

Net Profit: \$335

Fair Project Plan - Market Steer

Expenses:

Animal:	\$900 & Above
Feed:	\$500+
Veterinary Supplies:	\$50
Show Supplies:	\$50
Insurance:	\$25
Fair Entries:	<u>\$10</u>
Total:	\$1,535

Income:

Sale of Animal:	\$2,000
Subtract 4% in Sales Commision:	<u>\$80</u>
Total:	\$1,820

Net Profit: \$285

Chapter Projects

Outreach Program

The goals of our new outreach program is to promote agricultural literacy at a young age and also recruit 8th grade students. It is also to recruit incoming freshmen to expand our program with more active members. Our new outreach program consists of:

- Salinas FFA Brochure for incoming students
- Promotional Video and use of Cowboy TV at Salinas High School
- Farm Day for 2nd and 3rd grade students
- Visiting our feeder middle schools and using our promotional material

Website

The goals of our new website is to provide access to parents, students, and our community regarding our program and current events. We will also be updating our social media accounts every week.

- Instagram @salinasffa
- Snapchat @salinasffa
- Website <http://salinasffa.weebly.com/>

Revamped Greenhand Week

Greenhand week was a huge success this year! We had twice as many Greenhands as last year, with a record of 40 Greenhands. We also had a very successful Greenhand Auction.

The new activities included:

- Greenhand Appreciation Candy Gram
- Dye your hand green
- Greenhand Auction
- Bowling
- Pizza Party
- Greenhand Banquet in November

Garden Beds

Our Ag. Science classes will be designing, building, and planting garden beds this year. We are growing plants from seed as well as reaching out for seedling donations. Students will be overseeing this project from Fall to Spring and the chapter will be having a Farm to Table night with parents and chapter members.

Buena Vista Farm

The Buena Vista farm is used in our ROP Animal Care class and students keep the SAE projects housed at the farm. Renovating the farm is a huge goal for our chapter.

Renovation items include:

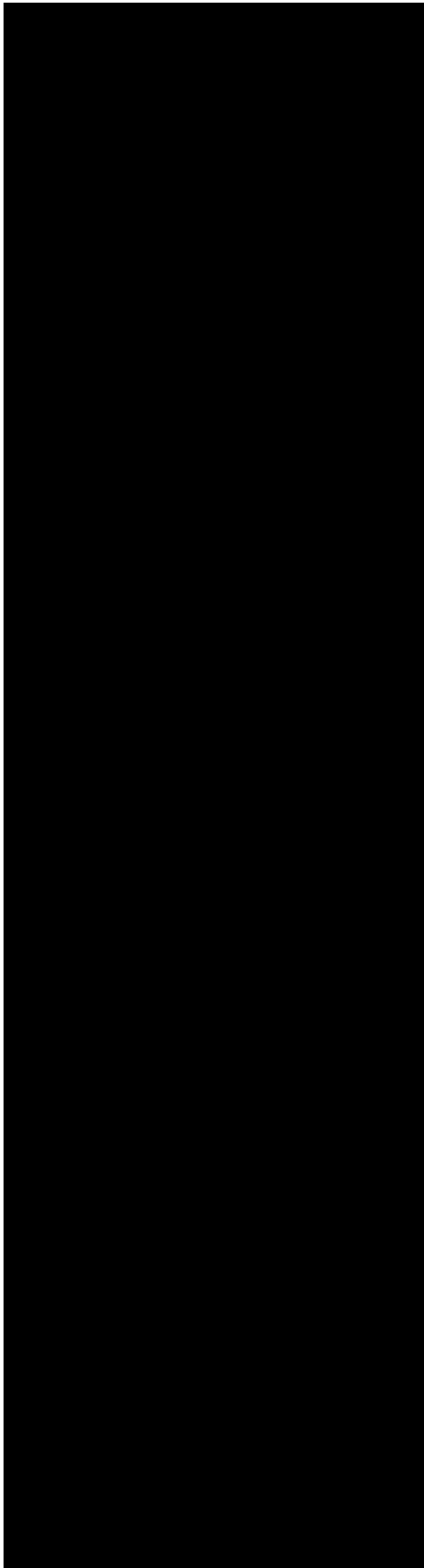
- New panels for arena
- Concreted arena
- Outdoor show ring
- Addition of a sink
- New sheet metal for swine pens
- New lamb/goat pens
- New holding pens

Salinas Valley Fair /Monterey County Fair

Salinas FFA will be showing at Salinas Valley Fair 2017 and Monterey County Fair 2017 with a strong show team varying in multiple species.

Our current list of exhibitors:

Name	Species
	Lamb
[REDACTED]	Swine
	Swine
	Goat
	Swine
	Swine
	Swine
	Steer
	Steer
	Swine
	Swine
	Swine
	Swine
	Swine
	Breeding goat
	Lamb
	Swine
	Swine
	Goat
	Swine
	Swine
	Swine
	Steer



Swine
MCF-Swine/ Steer
Swine- MCF
Swine
Swine
Swine
Swine
Steer
Swine
Swine
Swine
Swine
Swine
Swine
Swine
Swine
Swine
Swine
Swine
Swine
Goat
Swine
Swine
Swine
Goat
Swine
Chicken
Swine

Chapter Goals

A. Community Service

Salinas FFA participates in numerous community events every year. This year we added new events to our community service calendar. Our members give back to our community by working the following events:

- Cowboy Poetry (New)
- Tree of Peace
- T & A Family Day
- Monterey County Fair
- Farm Day hosted by Salinas FFA (New)

B. Leadership

Our chapter officers are held to a high standard and are responsible for spreading FFA love and positive attitudes within our community, school, and chapter. As a chapter we are working on having a more positive image. During our meetings our officers will demonstrate the qualities all FFA members should possess. Our Ag. teachers will be doing lessons in class on sportsmanship, ethics, and what it means to be a leader. We hope that the new mini workshops will help our members be the best they can be.

C. Earnings and Investments

This year we have incorporated two new fundraisers for our show team and chapter. We will be selling Gizdich Pies and hosting a Flapjack Breakfast at Applebee's. Our goal is to have the funds to provide scholarships for students to attend CA FFA Conference and sponsor jackets. Another goal is to have an updated budget every month and stay organized.

D: Scholarships

In order to encourage our members to do better in academics, we have implemented several scholarships. One of which is our FFA jacket scholarship. This allows members to have the opportunity to participate in FFA without the financial burden of purchasing a jacket. Another excellent scholarship we provide is our State Conference Scholarship. In order to encourage academic success in our members, we provide a Senior Scholarship. This combines academic excellence with activeness in FFA to provide assistance toward college.

E: Supervised Agricultural Experience

In order to provide our members with the best experience possible in the FFA program, we encourage our members to do more than one SAE. SAEs provide real world knowledge and skill, which is essential for our members. We make one SAE mandatory for all of our classes we offer, which encourages our members even further.

F: Public Relations

In terms of public relations, we have built a new outreach program in order to maximize our membership in the coming years. This year we are bringing back our Farm Open House, which allows the community to understand our program. Not only does this encourage membership, but it also allows prospective members to understand what our FFA program is about. People can become informed about our FFA as well as Ag Literacy in general with this activity. Along with our Farm Open House, we plan to visit the feeding middle schools to discuss our program and allow our FFA chapter to grow. We will provide prospective members with a better understanding of our program, and improve our membership. On top of these strong programs, we will

G: Recreation

Each officer is assigned a meeting that they are in charge of decorations/ food and overall appearance of the meeting. Officers will open the meeting.

After business is discussed the officer in charge of the meeting will have the members play a game. Officers will close the meeting once game is over members will be released to mingle and eat with their peers. We encourage members to get out of their comfort zone and meet new friends.

H. Awards

1. Greenhand Degree Requirements

- Be regularly enrolled in a vocational education course for an agricultural occupation Have satisfactory and acceptable plans for an SAE project
- Learn and explain the FFA Creed
- Learn and explain the FFA Motto
- Learn and Explain the FFA Salute
- Learn and Explain the FFA Mission Statement

- Describe the FFA emblem Describe the FFA colors
- Describe the FFA Symbols
- Explain the proper use of an FFA jacket
- Have satisfactory knowledge of the history of the organization
- Know the duties and responsibilities of FFA members
- Personally own or have access to the Official FFA Manual
- Submit written application for the degree for Chapter Records
- All Greenhands must participate in all activities during Greenhand Week to receive their degree
 - Greenhands will receive a “passport” to document which activities they have completed
 - Greenhands must dye their hand green and wear it throughout the day to spark interest and conversation in FFA.
 - Each Greenhand will participate in the Greenhand Auction and participate in 4 hours of community service
 - Greenhands will take part in a “Greenhand bonding day” to help bond with fellow greenhands and other FFA members
 - Each Greenhand must attend the pizza party at the end of the week

2. Chapter Farmer Degree Requirements

- Must have held the degree of Greenhand for at least one school year
- Have a record of satisfactory participation in the activities of the local chapter
- Have satisfactorily completed at least one year of Agricultural instruction.
- Have an active and approved SAE
- Enrolled in an agriculture education class
- Be familiar with Parliamentary Procedure
- Group discussion for fifteen minutes
- Must have earned at least \$150 by his/her own efforts from his/her SAE and have the \$150 productively invested or deposited in a bank or have worked 100 hours on his /her SAE outside of scheduled class
- Have a 2.0 GPA and no U’s in citizenship
- Community Service Req.- 10 hours min.

3. State Farmer Degree

- Must have held the Chapter FFA Degree for at least one year immediately preceding application for the State FFA Degree.

- Have been an active member of the FFA for at least two years preceding application for the State FFA Degree. At the time of application for the State FFA Degree, must have completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural Supervised Agricultural Experience Program; and must be regularly enrolled in an agriculture education class at the secondary education level, an agriculture course at the post-secondary education level, or be a graduate of a secondary agriculture education program who is engaged in an agricultural occupation.
- Have worked for a minimum of 500 hours, in excess of scheduled class time, on his/her Supervised Agricultural Experience Program, and must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least \$1,000.00; or show an investment cost of at least \$2,000.00 in depreciable property inventory; or have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least \$1,000.00. When qualifying based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally-related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (4) above. Under no circumstances shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of \$750.00 of earned and productively invested income For the purposes of this subsection, productively invested is defined as any, all, or any combination of the following: amounts held in secured liquid financial investments, expenses paid for educational purposes, financial support of the immediate family, and/or that proportion of the purchase price of a motor vehicle which is equivalent to the proportion of the vehicle's normal usage which is used for transportation to, from, or in the conduct of educational and/or SAE activities.
- Demonstrate leadership ability by:
 - performing ten procedures of parliamentary law OR demonstrate proficiency in parliamentary law as evidenced by passing a written examination prepared and administered by the local agriculture instructor; giving a six-minute speech OR lead a group discussion for forty-minutes on a topic relating to agriculture or the FFA; serving as an officer, committee chairperson, or participating member of a committee; participating in at

least five distinctly different FFA activities at the chapter level; participating in at least two distinctly different non-FFA school activities which are conducted outside of normal class time; participating in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 25 hours of personal time, which seek to serve and/or improve the quality of life in the local community; and being familiar with the provisions of the constitution of the State Association and National FFA Organization as certified by the local FFA advisor. The scoring committee's decision regarding a candidate's worthiness may not be disputed or re-evaluated based on an applicant's complaint that pertinent information was omitted and/or misstated on the application form.

- A member who has received the State FFA Degree may apply for Star consideration at all levels provided he/she:
- Have a 2.0 scholastic record as certified by the local principal or superintendent.
- Have participated in the planning and completion of the Chapter Program of Activities.
- Have participated in at least five FFA activities above the chapter level.
- Written records of achievement, verified by the local advisor, shall be submitted to the state advisor by the local chapter's governing body at least two months prior to the State Leadership Conference. These written records shall be based on the member's own entries in the California Agricultural Education Record Book which is currently approved by the California state staff for Agricultural Education as the official record book for California Agricultural Education students. Such a record book is the only substantiation a member may use for the purpose of applying for advanced degrees and awards in this association. A committee appointed by the state advisor will then review the records and submit its findings to the state advisor, who will make his/her recommendations to the State Executive Committee. The Executive Committee will nominate and elect the candidates who have been found qualified to receive the degree. The state officers shall, at each region's special awards program, raise to the State FFA Degree those candidates who have been elected by the State Executive Committee.
- The member's Record Book entries must meet the verification process approved by the State FFA Advisor.
- It shall be the responsibility of the applicant, under the supervision of the local FFA advisor, to submit an application for the State FFA Degree which is

thorough, complete, and accurate. Information which appears on the application form that is submitted to the State FFA office shall be the primary information which the scoring committee shall consider in its evaluation of the candidate's worthiness for the degree. In the interest of providing maximum flexibility and fairness to all candidates, the regional supervisors of agriculture education shall be empowered under this section to make minor modifications to state degree application forms during the scoring and verification process.

- There shall be four annual awards for the State FFA Degree recipients known as the California Star Farmer, California Star in Agribusiness, California Star in Agricultural Placement, and the California Star in Agriscience. is a Junior, Senior, or first year Graduate, is an active FFA member in good standing at the time of application, and has an ongoing supervised occupational experience program which has been continuously under the supervision of the local agriculture instructor.

4. American Farmer Degree

- Have received the State FFA Degree
- Have been an active member for at least 36 months
- Have a record of satisfactory participation in FFA activities on the chapter level
- Have a record of satisfactory participation in FFA activities on the state level
- Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program or have completed the program of agricultural education offered in the school last attended
- Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted
- Have in operation an outstanding SAE through which a member has exhibited comprehensive planning, managerial and financial expertise
- Have maintained records to substantiate the SAEP
- Have earned and productively invested at least \$7500 or have earned and productively invested at least \$1500 and worked 2250 hours in excess of scheduled class time. Any combination of hours times a factor of 3.33 plus dollars must be equal to, or greater than the number 9000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.

(Note: starting in 2015, the dollar requirement changes to 10,000, productively invested changes to \$2000; and the factor changes to 3.56 to equal 10,000)

- Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of C or better as certified by the principal or superintendent
- Have participated in at least 50 hours in at least three different community service activities (25 more than State Degree). These hours are in addition to and cannot duplicated as paid or unpaid SAE hours

Chapter History

1999- State Degree

Maggie Richardson
Tiffany Breech
Jacklyn Hunter
Christina Waligora

Regional Star Reporter - Jamie Sempek
State Superior Chapter

2000- State Degree

Nicole Howell
Lindsay Buckner
Matt Coulter
Jamie Sempek

Gold Award Chapter

2001

Gold Award Chapter

2002- State Degree

Ann Cochrane
Kristyn Coulter
Collin Davis
April Fanning
Julie McDougall

State Gold Award Chapter

2003- State Degree

Jane Cochrane
Kate Cochrane

State Gold Award Chapter

National Scholarship Recipient- Ann Cochrane

2004-State Degree

Brandon Brooks
Brittney Foster
Lacy Heacox

2005- State Degree

Jennifer Buckner
Michelle Bush
Mollie Dorrance
Erin Krieg

2006- State Degree

Brent McKinsey
Julie Laughton
Quinn Snowden
Shannon Heston
Tricia Walker

2007- State Degree

Lauren Coakley
Holly Felice
Jillian Jefferson
Megan O'Grady
Rebecca Riddle

2008- State Degree

Leslie Wayman

2009- State Degree

Andrea Blomquist
Michael Braasch
Kayla Bradley
Jeff Dominici
Matthew doughty
Ilana Pickard
Ashley Pollacci
Cassandra Rodriguez
Summer Schultz
Jacob Tidwell
Megan Vanoli

2010- State Degree

Alyssa Wygal

Rebecca Rotter

Vanessa Fernandez

Rebekkah Tucker

Robert Wayman

FFA Motto

Many important things come in small containers. Although a diamond ring takes up a little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.

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

FFA Colors

The National FFA Organization chose national blue and corn gold as its official colors in 1929. As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors give unity to the organization.

FFA Emblem

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

The *owl* epitomizes wisdom and knowledge.

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

The *rising sun* embodies the promise of a new day in agriculture or progressive agriculturists.

The *cross section of an ear of corn* represents common agricultural interests and unity as it is grown in every state in the United States.

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



FFA Dress Code

Official FFA Uniform

(Worn when in representing the chapter at leadership activities and competitions)

MALES

Black slacks

White collared shirt

Black socks

Black dress shoes

FFA tie

FFA jacket

FEMALES

Black skirt (knee length)

White collared shirt

Nude hose

Black dress shoes

FFA scarf

FFA jacket

FFA Show Uniform

(worn when in the show ring at livestock fairs)

MALES

White Pants

White Collared Shirt

FFA Tie

FFA Jacket

Closed Toe Shoes

FEMALES

White Pants

White Collared Shirt

FFA Scarf

FFA Jacket

Closed Toe Shoes

The FFA Jacket

- The FFA jacket is the most recognizable symbol of the organization. As a member one of your responsibilities is to ensure it's proper use. Specific guidelines are outlined below.
- The jacket is to be worn only by members.
- The jacket must be kept clean and neat.
- The jacket should have only a large emblem on the back and a small emblem on the front; it should carry the name of the state association and the name of the individual and one office or honor on the front.
- The jacket should be worn on official occasions with the zipper fastened to the top, the collar should be turned down and the cuffs buttoned.
- Members and officers should wear the jacket on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia of other organizations should not be worn on the jacket.
- When the jacket becomes faded and worn it should be discarded or the emblems and lettering removed.
- The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- Members must always act like ladies or gentlemen when wearing the jacket.
- Members must refrain from illegal substances, even if over age 18, while wearing the FFA jacket or officially representing the school and organization.

- All chapter degree, officer, and award medals should be worn beneath the name on the right side of the jacket with the exception that single State FFA Degree Charm or American FFA key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket.

FFA Creed

The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions to reflect changes in FFA members and the agricultural industry.

The FFA Creed

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

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

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

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

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

Salinas High School Chapter Constitution

Constitution and Bylaws – Adopted at Chapter Meeting September 28, 2010

ARTICLE I - Name and Purposes

Section A: The name of this organization shall be “ Salinas FFA” Members are hereinafter referred to as “Future Farmers of America” and the letters “FFA” may be used to designate the chapter, it’s activities, or members thereof.

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

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of members in themselves and their work.
4. To create more interest in the intelligent choice of agricultural programs and establishment in the agriculture industry.
5. To encourage members to improve the farm, home and its surroundings.
6. To participate in worthy undertakings for the improvement of agriculture.
7. To develop character train for 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 rural recreational activities.

ARTICLE II - Organization

Section A. The Salinas FFA is a chartered local unit of the California Association of FFA which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provisions in the constitution and bylaws of the California Association of FFA, which is chartered by the National FFA Organization.

Article III - Membership

Section A. Membership in this chapter shall be of three kinds: Greenhand FFA, Chapter Farmer FFA, and Honorary.

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

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

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

1. He/She attends local chapter meetings with responsible regularity.
2. He/She shows an interest in, and takes part in the affairs of the chapter.

ARTICLE IV - Emblems

Section A. The emblem of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designed by the National Organization of FFA.

ARTICLE V - Membership Degrees and Privileges

Section A. There shall be two grades of active membership in this chapter. These grades are: (1) Greenhand FFA Degree, and (2) Chapter FFA Degree. All Greenhands are entitled to wear the regulation bronze emblem pin. All members holding the Chapter FFA Degree are entitled to wear the silver emblem pin, both below their name on an official FFA Jacket

Section B. Special 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, Sentinel, and Advisor. The advisor shall be a teacher of agriculture education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices as outlined in the current National FFA handbook and Salinas FFA Program of Activities.

Section B. Officers shall be elected annually by majority vote of the members present at a regular chapter meeting.

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

Section D. Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E. Chapter officers must hold the Chapter FFA Degree.

Section F. Officers must maintain district eligibility (i.e., 2.0 GPA and no more than one F, etc.) or resign from position.

ARTICLE VII - Voting

Section A. Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.

Section B. Two delegates shall be elected 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 membership roll shall constitute a quorum and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII - Amendments

Section A. This constitution may be amended or changed at any regular chapter meeting by two-thirds vote of the active members present providing it is not in conflict with the State Association Constitution or that of the National Organization of FFA.

Section B. Bylaws may be adopted to fit the needs of the chapter at any regular chapter meetings by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the State Association or the National Organization.

FFA History

A summary of Salinas FFA's understanding on how the programs began and evolved to the current day organization.

In 1917 the Smith-Hughes Vocational Education Act was passed, giving money to support the first agriculture education classes. From that day forward, clubs and chapters were formed in high schools with agriculture classes that provided male students with the education they needed to be successful agriculturists. Following the formation of multi-state Future Farmers, the different organizations came together to form a national organization. The Future Farmers of America was formed in 1928 following the third National Congress of Vocational Agriculture students. The next five years resulted in the adoption of the FFA colors, national blue and corn gold, the FFA Creed, which embodied the ideals of the organization, and the FFA dress code, all of which are still recognized today. In 1935, the New Farmers of America was established to give similar opportunities to African-American students interested in vocational education.

In 1944, the National FFA Foundation was established in Washington, D.C., to raise money for FFA programs and find support through businesses and other industries. Striving for support and success, students were driven to spread their knowledge to those around them. As the progression in society towards a more cohesive nation spread, the New Farmers of America merged with the FFA. The New Farmers allowed those colored male students to explore ag education in their schools. The organization expanded once again when they allowed female membership in 1969. Since then the FFA has grown to be the nation's largest youth organization. The FFA does a great job at preparing students with the skills necessary to be successful in agriculture while increasing their community

involvement. The leadership, organization, competition, and interaction with hundreds of other members allows students to expand their horizons.

The FFA has remained an integral part of agriculture education at the secondary education level and remains an intra-curricular activity and program on most high school campuses.

Salinas High School Administration

Administration:

Alfaro, Rachel, Reception

Peterson, Judith, Principal

Avalos, Leslye, Principal's Secretary

Gast, Laurel, AP (A-E)

Reyes, Elizabeth, AP Secretary

Orozco, Laura, AP Secretary

Mariscal, Hugo, AP

Rodriguez, Rosa, AP Secretary

Pacleb, Ernesto, AP(RO-Z)

Finona, Doris, AP Secretary

Dover, Mark, Activities Director

Athletic director, Lamar, Patty

Attendance:

Attendance Tech, Herrera Jesus

Registrar:

Registrar, Martinez, Christine

Registrar, Clerk, Rosie

Counseling:

Counseling Secretary, Rede, Irene

Peña-Macias, Christina

Bowling, Leslie (Br-Esp) FAST

Guzman, Elvia (Mu-Rub)

Hobson, Barbara (Len-Mo) GREEN

Hunsdorfer, Art (Rud-Z)
McCullough, Kristin (A-Bo) AVID

Departments/Offices:

Intervention specialist, Simons, Angelica
Behavior therapist, Anderson, Amy
Cafeteria, Molinero, Pete
Career Center Clerk, Ruano, Laura
Career center – ROP Counselor, Schooley, Alan
Community Liaison, Martinez, Angelica
Copy center – Miss Patricia
Detention room – Luna, Carlos
Finance office, Gonzales, Victoria
Gear up, Arias, Guadalupe
Health technician, Vizcarra, Cindy
PBIS Clerk, Hunter, Michelle
Plant foreman, Perez, Victor
Probation officer, Tamayo, Robert
Psychologist, Reyes, Xochitl
Speech therapist, Veltus, Sheila
Sunrise counselor, Flores, Reyna

Library/Textbook:

Vargas, Patty
Sullivan, Lorraine
McWhorter, Patricia



Recruitment Program



Recruitment Plan

- ☐ August
 - ☐ Fall Open House
- ☐ December
 - ☐ Middle School Visits
- ☐ February
 - ☐ Outreach Day
- ☐ April
 - ☐ Farm Open House And SAE Project Fair

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Salinas FFA s

PHOTOS: Salinas FFA Farm Day

Buy Photo



21 of 21

Salinas High School FFA volunteers along with some of the participants that attended Farm Day. Adriana Sisfontes

The Salinas High Agriculture program has created a new recruitment plan and this school year has been the first year it has been implemented. Salinas High is one of three schools in



Salinas that offer agriculture courses and FFA. Salinas FFA is known for our livestock program and we are working hard to branch out and focus on our two career pathways.

Our school serves four feeder middle schools; San Benancio, Buena Vista, Washington, and the newest feeder middle school is La Paz. The majority of our students are from San Benancio and Buena Vista Middle Schools. Both of those schools are located outside of town in upscale neighborhoods. This was causing our program to lack diversity and we needed to make a change.

Our recruitment plan this year changed from having counselors talk about the program to some schools, to us visiting all our feeder schools. FFA officers and I went to each feeder school and gave a short presentation and answered questions. We gave out brochures with our course information and our social media contacts. The officer team focused on social media campaigns to spread knowledge about the program to parents and incoming 9th grade students.

After we conducted our school visits, we invited all 8th grade students and parents to our Farm Open House and Showmanship Dress Rehearsal. During our Open House, we displayed SAE projects from all our classes and had activities geared to ag literacy. We had a dress rehearsal showmanship practice and potential new members had the opportunity to talk to FFA members to learn about the program.

Our recruitment plan was successful and we have a larger incoming class than we have had in the previous years. We hope to continue to build an iron clad recruitment plan to help us reach the goal of adding an additional teacher and CDE teams.

Leadership Development

Career Development Events:

- Public Speaking
 - Prepared Public Speaking
 - Extemporaneous
 - Impromptu
 - FFA Creed
- Veterinary Science CDE Team
- Agriscience Fair CDE Team
- Job Interview CDE

Leadership Conferences:

- Greenhand
- Made For Excellence
- State FFA Convention
- Advanced Leadership Academy
- Chapter Officer Leadership Conference

Fairs:

- Monterey County Fair
- Santa Cruz County Fair
- Salinas Valley Fair

Donations

If you would like to donate materials, sponsor at team, or leadership experience please contact Rachel Martinez.



Salinas FFA

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



Salinas H.S Agriculture
Department

726 S. Main Street
Salinas, CA 93901

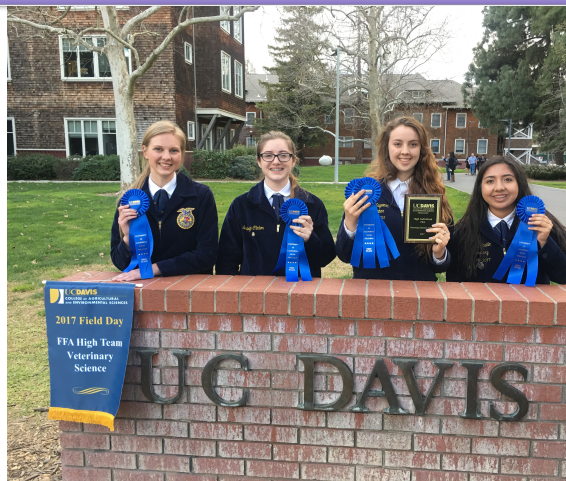
For More Information about the program
please contact Rachel Martinez at
Rachel.martinez@salinasuhd.org

Salinas High School Agriculture



Salinas FFA





Agriculture Classes Available

9th	Sustainable Agriculture (UC) Agricultural Mechanics 1-2
10th	Agricultural Mechanics 1-2 Ag and Soil Chemistry (UC)
11th	Art and History or Floral Design (Fine Art) Advanced Interdisciplinary Science for Sustainable Ag (Honors UC) Agricultural Mechanics 3-4
12th	Agricultural Mechanics 3-4 Ag Economics/ Government Advanced Interdisciplinary Science for Sustainable Ag (Honors UC)

For more information please visit our website at <http://salinasffa.weebly.com/>



@Salinasffa



@SHSFFABoosters



@Salinasffa

Agricultural Courses

Sustainable Ag (UC): This course has an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills. FFA and SAEP are integral parts of the curriculum.

Ag. and Soil Chemistry (UC): This lab-based course is aligned to the California Content Standards for Chemistry and will include an agricultural component. This course studies the composition and behavior of matter. Atomic and molecular structure; conservation of matter and stoichiometry; chemicals and their properties; and nuclear processes are studied.

Agricultural Mechanics 1-2: This course will cover: general equipment and shop safety practices, selection and use of hand and power tools, project planning with materials, oxy-acetylene and arc welding, basic concrete work, basic electrical wiring, and principles of carpentry. Career awareness, FFA achievement programs, and supervised project program opportunities will also be studied. Practical experience will be gained through student completion of selected projects related to study areas.

Advanced Interdisciplinary Science for Sustainable Agriculture (Honors): 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 t

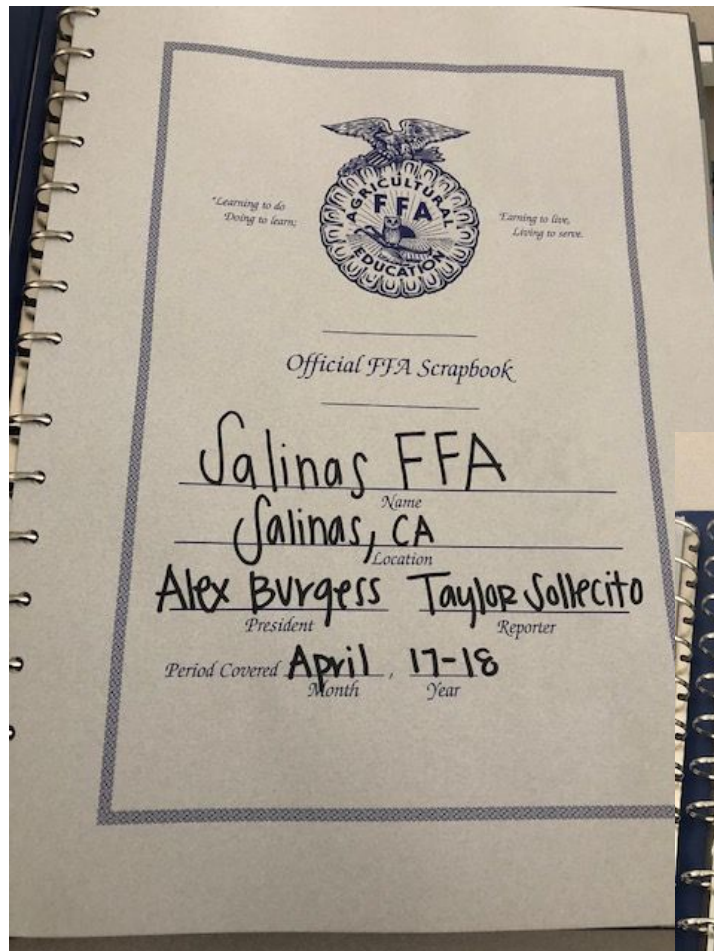
The logo is a large, stylized letter 'S' in a light purple color with a yellow border. Inside the 'S' is a yellow silhouette of a cowboy riding a bucking horse. The cowboy is wearing a cowboy hat and is holding onto the horse's mane. The horse is in a bucking position, with its front legs tucked up and its hind legs kicking out.

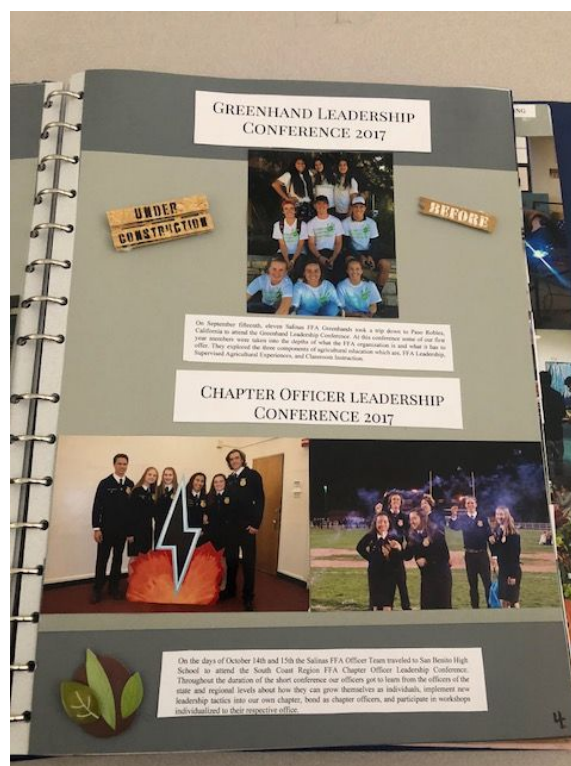
FFA Chapter Scrapbook



Salinas FFA Scrapbook

The scrapbook is completed throughout the year by the chapters Historian and Reporter. We use the photo sharing cloud on iPhone to share pictures throughout the school year. We have several work days and do a final review before we turn it in in March.





A large, stylized letter 'S' in a deep purple color with a thick yellow border. Inside the 'S', there is a yellow silhouette of a person riding a horse, facing right. The rider is wearing a cowboy hat and holding the reins. The horse is in a rearing or galloping position.

Summer Activities Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Farm Work Day	3	4 ROP Session	5	6 Showmanship	7
8	9 Officer Retreat	10	11	12	13 Showmanship	14
15	16 Farm Work Day	17	18 ROP Session	19	20 Showmanship	21
22	23 Farm Work Day	24	25 ROP Session	26	27 Showmanship	28
29	30 Farm Work Day	31 Teacher Breakfast	1 ROP Session	2	3 Showmanship	4 SVMH Trap Shoot

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
						Farm Clean Up
3	4	5	6	7	8	9
	Farm Work Day		ROP Session		Showmanship	
10	11	12	13	14	15	16
	Farm Work Day	Taylor, Michael,	ROP Session	Aubry Popper	Showmanship	
17	18	19	20	21	22	23
PLC Conference					Showmanship	
24	25	26	27	28	29	30
CATA Conference					Showmanship	
Agriskills				Agriskills		



Graduate Follow Up Survey

Senior Exit Survey

All seniors must complete this survey before having their clearance card sign off.

Your email address (rachel.martinez@salinasuhd.org) will be recorded when you submit this form. Not [rachel.martinez?](#) [Sign out](#)

* Required

Contact Information

1. Name- First and Last *

2. Cell Phone Number *

3. Email (Not your school email) *

4. Home Address *

Future Plans

5. What are your future plans after high school? *

Check all that apply.

- ☐ 2 Year College
- ☐ 4 Year University
- ☐ Military
- ☐ Full time employment
- ☐ Part Time employment

6. If college bound, what institution will you be attending? If you aren't attending college, write N/A. *

7. If you will be working, where will you be working? *

8. Is your job related to Agriculture? *

Mark only one oval.

☐ Yes

☐ No

9. Are you attending college for an agriculture related field? *

Mark only one oval.

☐ Yes

☐ No

10. Did you work while you attended Salinas High? *

Mark only one oval.

☐ Yes

☐ No

11. If you worked while in school, where did you work? *

☐ Send me a copy of my responses.

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Graduate Follow Up Survey Results

Timestamp	Email Address	Name- First and Last	Cell Phone Number	Email (Not your school e	Home Address
5/8/2018 11:11:46					
5/8/2018 11:11:53					
5/8/2018 11:30:59					
5/8/2018 13:34:14					
5/8/2018 19:57:38					
5/9/2018 11:20:32					
5/9/2018 11:20:51					
5/9/2018 11:21:33					
5/9/2018 11:21:36					
5/9/2018 11:22:02					
5/9/2018 11:22:08					
5/9/2018 11:22:44					
5/9/2018 11:33:36					
5/9/2018 11:34:50					
5/9/2018 12:55:31					
5/9/2018 13:58:51					
5/9/2018 14:46:35					
5/9/2018 19:51:13					
5/10/2018 10:40:13					
5/10/2018 13:41:18					
5/11/2018 8:34:37					
5/11/2018 22:41:31					
5/14/2018 9:04:26					
5/14/2018 9:47:05					
5/14/2018 10:14:09					
5/14/2018 15:52:30					
5/14/2018 20:41:04					

What are your future plan	If college bound, what ins	If you will be working, whe	Is your job related to Agric	Are you attending college	Did you work while you at
2 Year College, 4 Year Un	Hartnell	Elli's	No	Yes	Yes
4 Year University	Full Ride to Cal State Mor	Anna Caballero's State S	No	No	Yes
2 Year College	Hartnell for two years then	Undecided	No	No	No
4 Year University	Oregon State University	N/A	No	Yes	Yes
4 Year University	Cal Poly SLO	n/a	No	Yes	No
2 Year College, Part Time	n/a	ag company	Yes	Yes	Yes
2 Year College	Hartnell	Not sure yet	No	Yes	No
2 Year College	Cuesta College	College police officer	No	No	Yes
2 Year College	Hartnell then Fresno or C	N/A	No	Yes	Yes
2 Year College, Full time	NA	A welding shop	Yes	Yes	Yes
2 Year College, 4 Year Un	Hartnell to transfer to Cal	Lowe Packaging	Yes	Yes	Yes
2 Year College	Hartnell then Fresno State	Work World (current job)	No	Yes	Yes
4 Year University	Chico State	On campus	No	No	Yes
2 Year College	Hartnell College	Star Market- Local Grocer	Yes	Yes	Yes
2 Year College	Hartnell	Not sure yet	Yes	Yes	Yes
2 Year College, Full time	Hartnell	Scott Anthony Ranch	Yes	Yes	Yes
2 Year College, Full time	N/A	As a Plumbing	Yes	No	Yes
2 Year College	cuesta	merrill farms	Yes	Yes	Yes
2 Year College	MPC	not sure yet	No	No	Yes
2 Year College	Mpc	No	No	No	No
4 Year University	Colorado State University	N/A	No	Yes	Yes
2 Year College, Full time	Hartnell or MPC	Johnson Construction	No	No	Yes
4 Year University	UC Santa Barbara	Probably at campus (gym	No	No	No
2 Year College, Part Time	Hartnell	Scott Anthony Ranch	Yes	Yes	Yes
4 Year University	Cal Poly SLO	RC Farms (Salinas, Chula	Yes	Yes	Yes
2 Year College	Hartnell then transfer to F	Work World	No	Yes	Yes
2 Year College, 4 Year Un	hartnell then fresno or cal	N/A	No	Yes	Yes

If you worked while in school, where did you work?			
Elli's			
Californian, Sports Commentator,			
N/A			
Green Valley Farm Supply, Gold Leaf Spice and Tea, Jenkinson Sala Christmas Trees			
n/a			
Grease Monkeys			
N/A			
Splash Car wash			
Events by Classic			
welding shop building transplanter			
Lowe Packaging			
a warehouse (9th, 10th grade) Work World (11th, 12th Grade)			
Jeanne Robinson Dance Arts, Olive Garden			
Star Market			
USDA as a biological science aid			
McDonald			
As a plumber			
grease monkeys			
Cowgirl Winery, and River Road Grill			
No			
Dolphin Swim School (Swim Lessons)			
Johnson Construction			
n/a			
mcdonalds			
Yi's (family restaurant)			
Work World			
events by classic			

Welcome, Rachel
Martinez



CALIFORNIA
AGRICULTURAL EDUCATION

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California Ag Ed Online

Dashboard

Post Graduate Follow-Up

Home

Account Settings

Account Balance
State Balance:
\$9,667.00
Region Balance:
\$0.00

Student Roster
[Set Student Access Code](#)

FFA Membership

Post Graduate Data

Event Registration

Livestock Insurance

State Ag Ed Data Reports

State Course Summary







Application Center

Students by Graduation Year (43 Students) 2017

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

Save Changes

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
[REDACTED]	890	2017	4	Two Year College - Non-Ag Major
	892	2017	3	Four Year College - Ag Major
	895	2017	4	Two Year College - Ag Major
	896	2017	3	Military
	900	2017	4	Two Year College - Ag Major
	907	2017	3	Location or Position Unknown
	750	2017	4	Two Year College - Ag Major
	766	2017	4	Two Year College - Non-Ag Major
	767	2017	4	Two Year College - Ag Major

	Directory
	Order Paper Record Books
	Go to My FFA.org Account
	Go to My AET Account
	Go to NFFA Declaration/Certification
	Go to Degree/Application Manager

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	601037775	2017	3	Two Year College - Non-Ag Major
	601037987	2017	3	Two Year College - Non-Ag Major
	601037999	2017	3	Two Year College - Non-Ag Major
	601038000	2017	3	Two Year College - Non-Ag Major
	601466199	2017	4	Location or Position Unknown
	601038012	2017	3	Two Year College - Non-Ag Major
	601038015	2017	3	Employed - Parttime - Non-Ag Job
	601038016	2017	3	Employed - Parttime - Non-Ag Job
	601466323	2017	4	Four Year College - Ag Major
	601466324	2017	3	Two Year College - Ag Major
	601038019	2017	3	Two Year College - Non-Ag Major
	601038020	2017	3	Two Year College - Non-Ag Major
	601038064	2017	3	Two Year College - Ag Major
	601038065	2017	5	Four Year College - Ag Major
	601466341	2017	3	Location or Position Unknown
	601038074	2017	3	Two Year College - Non-Ag Major
	601038077	2017	3	Location or Position Unknown
	601038078	2017	3	Employed - Fulltime - Non-Ag Job
	601038080	2017	3	Employed - Fulltime - Non-Ag Job
	601466394	2017	3	Employed - Fulltime - Ag Job
	601038084	2017	3	Employed - Fulltime - Non-Ag Job
	601038088	2017	3	Employed - Fulltime - Ag Job
	601038090	2017	3	Employed - Fulltime - Non-Ag Job

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	01037886	2017	4	Four Year College - Ag Major
	01038095	2017	5	Two Year College - Ag Major
	01038099	2017	3	Two Year College - Non-Ag Major
	53558977	2017	5	Employed - Fulltime - Non-Ag Job
	01038106	2017	3	Employed - Fulltime - Non-Ag Job
	01038108	2017	5	Four Year College - Ag Major
	01037594	2017	4	Four Year College - Ag Major
	01037670	2017	5	Four Year College - Ag Major
	01037671	2017	3	Employed - Fulltime - Non-Ag Job
	01037672	2017	3	Employed - Fulltime - Non-Ag Job
	01037676	2017	3	Employed - Fulltime - Ag Job

3552

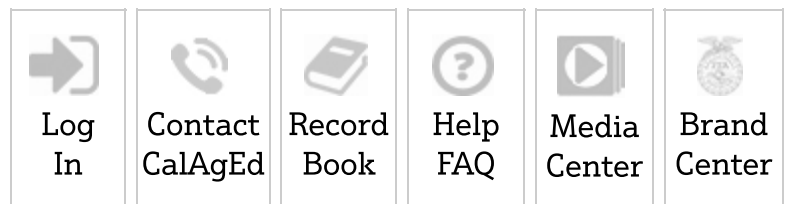


Our Mission

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

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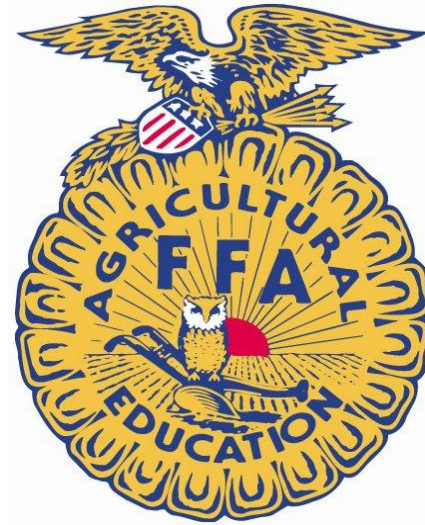
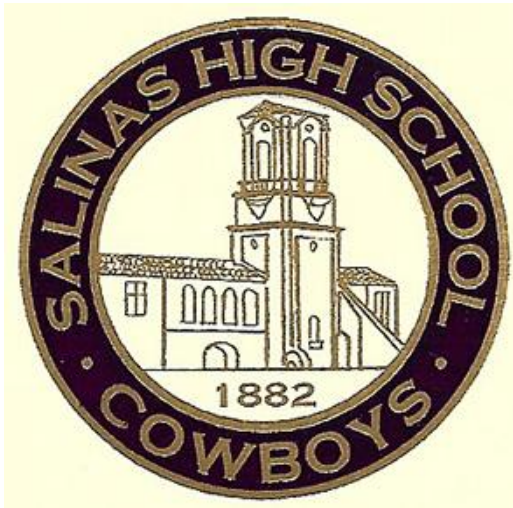


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Comprehensive Program Plan



Comprehensive Program Plan

Salinas High School

Agriculture Department and FFA

726 South Main Street, Salinas, CA 93901

(831) 796-7472

***2016-2017 Agriculture Teachers and FFA Advisors:
Mrs. Lindsay Almond and Ms. Rachel Martinez***





Salinas High School
Agriculture Department
726 South Main Street, Salinas, CA 93901
(831) 796-7400

Agriculture Teachers and FFA Advisors: Ms. Rachel Martinez and Mr. Chris Evans



Salinas High Comprehensive Program Plan

Table of contents

Job Market Description.....	A
Targeted Occupations.....	B
Total Program Goals.....	C
Program Description, Including Courses, SAE & Leadership.....	D
Program & Course Subject Matter/Course Outlines & Syllabi.....	E
Program Completion Standards.....	F
Description of Facilities & Major Equipment.....	G
Five(5) Year Facilities & Equipment Acquisition Schedule.....	H
Staff Assignments.....	I
FFA Program of Activities.....	J
School &/or Dept. Policies Pertaining To:.....	K
Proficiency Standards For Program Completers.....	L
Teacher Credentials.....	M
Roster of Agriculture Advisory Committee Members.....	N
Advisory Committee Minutes.....	O
Current Year Budget.....	P
Articulation Agreements.....	Q
Graduate Follow-Up Survey & Results.....	R
List of Active Placement Sites.....	S
Recruitment Activities and Materials.....	T
Staff In-Service Record.....	U
Staff Minutes.....	V



Salinas High School
Agriculture Department
726 South Main Street, Salinas, CA 93901
(831) 796-7400



Agriculture Teachers and FFA Advisors: Ms. Rachel Martinez and Mr. Chris Evans

Job Market Descriptions

Salinas is known as the “Salad Bowl Capital” of the world because of our area's many acres of farmland, especially with vegetable row crops such as lettuce, Spinach Broccoli, Celery and more. Agriculture is Salinas' and Monterey County's number one industry in all aspects according to the Monterey County Farm Bureau. See attached Farm Bureau report for more facts and figures in relation to agriculture industry jobs.

Salinas is the largest city in Monterey County, which is located on the central coast of California, a region known for its many varieties of agriculture.

The California Legislature has called agriculture the “most basic and singularly important” industry in the state. Vocational education in agriculture is needed in order that the trained labor force essential to maintain, expand, and improve the producing, processing, and marketing of food and fiber necessary to the economy of the state and nation, will be continually available.



A. Agriculture Production & Business Management

1. High School

- Agriculture Sales
- Animal Hospital Clerk
- Animal Shelter Clerk
- Cashier
- Farm Laborer
- Farm Supply Salesman
- General Clerk
- Livestock Handler
- Nursery Worker
- Packing House Hand
- Park Worker
- Processing and Handling
- Ranch Laborer
- Sales Representative, Farm & Garden Supplies
- Sales Representative, Food Products
- Salesperson, Flowers

2. Community College Graduate

- Agriculture Business Management
- Agriculture Finance
- Agriculture Sales
- Animal Hospital Clerk
- Animal Shelter Clerk



Salinas High School
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726 South Main Street, Salinas, CA 93901
(831) 796-7400



Agriculture Teachers and FFA Advisors: Ms. Rachel Martinez and Mr. Chris Evans

- Commodity Grader

- Crop Technician
- Farm and Ranch Foreman
- Farm Supply Salesman
- Farmer and Ranch Owner-Operator
- Landscape Designer/Engineer/Architect
- Nursery Worker
- Packing House Hand
- Packing House Supervisor
- Processing and Handling
- Sales Representative, Farm & Garden Supplies
- Sales Representative, Food Products
- Salesperson, Flowers
- Veterinarian Technician

3. Baccalaureate

- Agriculture Business Management
- Agriculture Commodity Inspector
- Agriculture Finance
- Agriculture Investor
- Agriculture Public Relations
- Agriculture Sales and Marketing
- Agriculture Teacher
- Budget Analyst
- Commodity Grader
- Crop Technician
- Farm Advisor
- Farm Supply Salesman
- Landscape Designer/Engineer/Architect
- Packing House Supervisor
- Processing and Handling
- Produce Buyer
- Soil Conservation Aide
- Soil Surveyor
- Veterinarian
- Wine/Viticulture

B. Agriculture Mechanics

- Electrician
- Equipment Parts Person
- Equipment Sales
- Equipment Services
- Plumber



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Agriculture Teachers and FFA Advisors: Ms. Rachel Martinez and Mr. Chris Evans

- Welder
- Welder Assistant
- Wood Work Designer
- Wood Worker

2. Community College

- Electrician
- Equipment Parts Person
- Equipment Sales
- Equipment Services
- Plumber
- Welder
- Welder-Fabricator
- Wood Work Designer
- Wood Worker

3. Baccalaureate

- Agriculture Teacher
- Biological Resource Engineer and/or Manager
- Contract Operation
- Environmental Engineer
- Equipment Management
- Farm or Ranch Manager
- Governmental Extension
- Personal Management

C. Agriculture Biology

1. Community College

- Animal Buyer
- Artificial Insemination Technician
- Computer Operator
- Food Technician
- Herdsman
- Laboratory Technician
- Plant Propagator
- Veterinary Technician/Assistant

3. Baccalaureate Degree

- Agriculture Teacher
- Animal Geneticist
- Artificial Insemination Technician



Salinas High School
Agriculture Department
726 South Main Street, Salinas, CA 93901
(831) 796-7400



Agriculture Teachers and FFA Advisors: Ms. Rachel Martinez and Mr. Chris Evans

- Biotechnologists
- Company Representative
- Food Scientist
- Marine Biologist
- Microbiologist
- Pharmaceutical Sales
- Plant Geneticists
- Veterinarian
- Weed Scientist
- Wildlife Research Scientist

D. Agriculture Earth Science

1. High School

- Forestry
- Horticulturist
- Marine Wildlife
- Plant Breeder
- Plant Propagator
- Veterinary Technician/ Assistant
- Wildlife/National Park Service

2. Community College

- Forestry
- Horticulturist
- Lab Technician
- Marine Wildlife Researcher & Manager
- National Park Service
- Plant Breeder
- Plant Propagator
- Veterinary Technician/Assistant
- Wildlife Management

3. Baccalaureate Degree

- Agriculture Teacher
- Florist
- Forester
- Horticulturist
- Lab Technician
- Marine Biologist
- Meteorologist
- Plant Breeder
- Scientist



Salinas High School
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Agriculture Teachers and FFA Advisors: Ms. Rachel Martinez and Mr. Chris Evans

- Veterinarian
- Wildlife Manager

E. Agriculture Leadership

1. High School

- Agriculture Communications
- Agriculture Education
- Agriculture Sales
- Public Speaker
- Speech Writer

2. Community College

- Agriculture Ambassador
- Agriculture Communications
- Agriculture Education
- Agriculture Sales
- Business Manager
- Motivational Speaker
- Public Speaker
- Speech Writer
- Team Leader

3. Baccalaureate Degree

- Agriculture Leader
- Agriculture Communications
- Agriculture Education
- Agriculture Sales
- Agriculture Teacher
- Business Manager
- Governmental Official
- Legislative Lobbyist
- Motivational Speaker
- Public Speaker
- Speech Writer



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Agriculture Teachers and FFA Advisors: Ms. Rachel Martinez and Mr. Chris Evans

Targeted Occupations

Agriculture education at Salinas High School is comprised of a group of related instructional programs designed to prepare students for occupations requiring agricultural knowledge and skills. All of these instructional programs incorporate three components: group instruction in class, laboratory or shop; individual and group participation in student organization (FFA) activities; and individual participation in supervised agricultural experiences.

- Animal Hospital Clerk
- Animal Shelter Clerk
- Agriculture Business Management
- Agriculture Public Relations
- Agriculture Teacher
- Agriculture Commodity Inspector
- Agriculture Communicator
- Agriculture Ambassador
- Agriculture Education
- Agriculture Engineer
- Animal Geneticist
- Biotechnologist
- Budget Analyst
- Cashiers
- Company Representative
- Commodity Gardner
- Contract Operation
- Crop Technician
- Equipment Manager
- Farm Advisor
- Farm Supply Salesman
- Farm or Ranch Manager
- Food Scientist
- Food Safety/ Control
- General Clerk
- Government Service
- Governmental Extension
- Landscape Architect
- Landscape Contractor
- Landscape Engineer
- Marine Biologist
- Meteorologist
- Microbiologist



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- Nursery Worker
- Packing House Hand/ Supervisor
- Park Worker
- Personal Management
- Pest Control Advisor
- Pesticide Specialist
- Plant Breeder
- Plant Geneticists
- Plant Researcher
- Processing and Handling
- Produce Buyer
- Sales Representative, Food Products
- Sales Representative, Farm and Garden Supplies
- Salesperson, Flowers
- Soil Surveyor
- Soil Conservation Aide
- Veterinarian
- Vocational Teacher
- Weed Scientist
- Welder
- Wildlife Research Scientist
- Wine/ Viticulture



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Program Goals and Objectives

Our goal always is to assist students...

- ☐ In gaining an understanding of the economic and social impact of Agriculture on society
- ☐ In their development of personal attitudes, character traits, and leadership abilities that will contribute to their success in Agricultural Employment or Self Employment
- ☐ To accumulate the knowledge needed for successful engagement and sustainability in Agriculture
- ☐ In their mastery of the skills needed for successful engagement in Agriculture

Other Specific Goals of the Chapter are to Increase in the Following:

A. Community Service

Salinas FFA participates in numerous community events every year. This year we added new events to our community service calendar. Our members give back to our community by working the following events:

- ☐ Tree of Peace
- ☐ T & A Family Day
- ☐ Monterey County Fair
- ☐ Farm Day hosted by Salinas FFA

B. Leadership

Our chapter officers are held to a high standard and are responsible for spreading FFA love and positive attitudes within our community, school, and chapter. As a chapter we are working on having a more positive image. During our meetings our officers will demonstrate the qualities all FFA members should possess. Our Ag. teachers will be doing lessons in class on sportsmanship, ethics, and what it means to be a leader. We hope that the new mini workshops will help our members be the best they can be.

C. Earnings and Investments

This year we have incorporated two new fundraisers for our show team and chapter. We will be selling Gizdich Pies and hosting a Flapjack Breakfast at Applebee's. Our goal is to have the funds to provide scholarships for students to attend CA FFA Conference and sponsor jackets. Another goal is to have an updated budget every month and stay organized.

D: Scholarships

In order to encourage our members to do better in academics, we have implemented several scholarships. One of which is our FFA jacket scholarship. This allows members to have the opportunity to participate in FFA without the financial burden of purchasing a jacket. Another excellent scholarship we provide is our State



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Conference Scholarship. In order to encourage academic success in our members, we provide a Senior Scholarship. This combines academic excellence with activeness in FFA to provide assistance toward college.

E: Supervised Agricultural Experience

In order to provide our members with the best experience possible in the FFA program, we encourage our members to do more than one SAE. SAEs provide real world knowledge and skill, which is essential for our members. We make one SAE mandatory for all of our classes we offer, which encourages our members even further.

F: Public Relations

In terms of public relations, we have built a new outreach program in order to maximize our membership in the coming years. This year we are bringing back our Farm Open House, which allows the community to understand our program. Not only does this encourage membership, but it also allows prospective members to understand what our FFA program is about. People can become informed about our FFA as well as Ag Literacy in general with this activity. Along with our Farm Open House, we plan to visit the feeding middle schools to discuss our program and allow our FFA chapter to grow. We will provide prospective members with a better understanding of our program, and improve our membership. On top of these strong programs, we will

G: Recreation

Each officer is assigned a meeting that they are in charge of decorations/ food and overall appearance of the meeting. Officers will open the meeting.

After business is discussed the officer in charge of the meeting will have the members play a game. Officers will close the meeting once game is over members will be released to mingle and eat with their peers. We encourage members to get out of their comfort zone and meet new friends.

H. Awards

Greenhand Degree Requirements

- ☐ Be regularly enrolled in a vocational education course for an agricultural occupation Have satisfactory and acceptable plans for an SAE project
- ☐ Learn and explain the FFA Creed
- ☐ Learn and explain the FFA Motto
- ☐ Learn and Explain the FFA Salute
- ☐ Learn and Explain the FFA Mission Statement
- ☐ Describe the FFA emblem Describe the FFA colors
- ☐ Describe the FFA Symbols
- ☐ Explain the proper use of an FFA jacket



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- ☐ Have satisfactory knowledge of the history of the organization
- ☐ Know the duties and responsibilities of FFA members
- ☐ Personally own or have access to the Official FFA Manual
- ☐ Submit written application for the degree for Chapter Records
- ☐ All Greenhands must participate in all activities during Greenhand Week to receive their degree
 - ☐ Greenhands will receive a “passport” to document which activities they have completed
 - ☐ Greenhands must dye their hand green and wear it throughout the day to spark interest and conversation in FFA.
 - ☐ Each Greenhand will participate in the Greenhand Auction and participate in 4 hours of community service
 - ☐ Greenhands will take part in a “Greenhand bonding day” to help bond with fellow greenhands and other FFA members
 - ☐ Each Greenhand must attend the pizza party at the end of the week

2. Chapter Farmer Degree Requirements

- ☐ Must have held the degree of Greenhand for at least one school year
- ☐ Have a record of satisfactory participation in the activities of the local chapter
- ☐ Have satisfactorily completed at least one year of of Agricultural instruction.
- ☐ Have an active and approved SAE
- ☐ Enrolled in an agriculture education class
- ☐ Be familiar with Parliamentary Procedure
- ☐ Group discussion for fifteen minutes
- ☐ Must have earned at least \$150 by his/her own efforts from his/her SAE and have the \$150 productively invested or deposited in a bank or have worked 100 hours on his /her SAE outside of scheduled class
- ☐ Have a 2.0 GPA and no U's in citizenship
- ☐ Community Service Req.- 10 hours min.

3. State Farmer Degree

- ☐ Must have held the Chapter FFA Degree for at least one year immediately preceding application for the State FFA Degree.
- ☐ Have been an active member of the FFA for at least two years preceding application for the State FFA Degree. At the time of application for the State FFA Degree, must have completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural. Supervised Agricultural Experience Program; and must be regularly enrolled in an agriculture education class at the secondary education level, an agriculture course at the post-secondary education level, or be a graduate of a secondary agriculture education program who is engaged in an agricultural occupation.



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- ☐ Have worked for a minimum of 500 hours, in excess

of scheduled class time, on his/her Supervised Agricultural Experience Program, and must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least \$1,000.00; or show an investment cost of at least \$2,000.00 in depreciable property inventory; or have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least \$1,000.00. When qualifying based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally-related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (4) above. Under no circumstances shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of \$750.00 of earned and productively invested income For the purposes of this subsection, productively invested is defined as any, all, or any combination of the following: amounts held in secured liquid financial investments, expenses paid for educational purposes, financial support of the immediate family, and/or that proportion of the purchase price of a motor vehicle which is equivalent to the proportion of the vehicle's normal usage which is used for transportation to, from, or in the conduct of educational and/or SAE activities.

- ☐ Demonstrate leadership ability by:

- ☐ performing ten procedures of parliamentary law OR demonstrate proficiency in parliamentary law as evidenced by passing a written examination prepared and administered by the local agriculture instructor; giving a six-minute speech OR lead a group discussion for forty-minutes on a topic relating to agriculture or the FFA; serving as an officer, committee chairperson, or participating member of a committee; participating in at least five distinctly different FFA activities at the chapter level; participating in at least two distinctly different non-FFA school activities which are conducted outside of normal class time; participating in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 25 hours of personal time, which seek to serve and/or improve the quality of life in the local community; and being familiar with the provisions of the constitution of the State Association and National FFA Organization as certified by the local FFA advisor. The scoring committee's decision regarding a candidate's worthiness may not be disputed or re-evaluated based on an applicant's complaint that pertinent information was omitted and/or misstated on the application form.

- ☐ A member who has received the State FFA Degree may apply for Star consideration at all levels provided he/she:
- ☐ Have a 2.0 scholastic record as certified by the local principal or superintendent.
- ☐ Have participated in the planning and completion of the Chapter Program of Activities.



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- ☐ Have participated in at least five FFA activities above the chapter level.
- ☐ Written records of achievement, verified by the local advisor, shall be submitted to the state advisor by the local chapter's governing body at least two months prior to the State Leadership Conference. These written records shall be based on the member's own entries in the California Agricultural Education Record Book which is currently approved by the California state staff for Agricultural Education as the official record book for California Agricultural Education students. Such a record book is the only substantiation a member may use for the purpose of applying for advanced degrees and awards in this association. A committee appointed by the state advisor will then review the records and submit its findings to the state advisor, who will make his/her recommendations to the State Executive Committee. The Executive Committee will nominate and elect the candidates who have been found qualified to receive the degree. The state officers shall, at each region's special awards program, raise to the State FFA Degree those candidates who have been elected by the State Executive Committee.
- ☐ The member's Record Book entries must meet the verification process approved by the State FFA Advisor.
- ☐ It shall be the responsibility of the applicant, under the supervision of the local FFA advisor, to submit an application for the State FFA Degree which is thorough, complete, and accurate. Information which appears on the application form that is submitted to the State FFA office shall be the primary information which the scoring committee shall consider in its evaluation of the candidate's worthiness for the degree. In the interest of providing maximum flexibility and fairness to all candidates, the regional supervisors of agriculture education shall be empowered under this section to make minor modifications to state degree application forms during the scoring and verification process.
- ☐ There shall be four annual awards for the State FFA Degree recipients known as the California Star Farmer, California Star in Agribusiness, California Star in Agricultural Placement, and the California Star in Agriscience. is a Junior, Senior, or first year Graduate, is an active FFA member in good standing at the time of application, and has an ongoing supervised occupational experience program which has been continuously under the supervision of the local agriculture instructor.

4. American Farmer Degree

- ☐ Have received the State FFA Degree
- ☐ Have been an active member for at least 36 months
- ☐ Have a record of satisfactory participation in FFA activities on the chapter level
- ☐ Have a record of satisfactory participation in FFA activities on the state level
- ☐ Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program or have completed the program of agricultural education offered in the school last attended



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- ☐ Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted
- ☐ Have in operation an outstanding SAEP through which a member has exhibited comprehensive planning, managerial and financial expertise
- ☐ Have maintained records to substantiate the SAEP
- ☐ Have earned and productively invested at least \$7500 or have earned and productively invested at least \$1500 and worked 2250 hours in excess of scheduled class time. Any combination of hours times a factor of 3.33 plus dollars must be equal to, or greater than the number 9000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree. (Note: starting in 2015, the dollar requirement changes to 10,000, productively invested changes to \$2000; and the factor changes to 3.56 to equal 10,000)
- ☐ Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of C or better as certified by the principal or superintendent
- ☐ Have participated in at least 50 hours in at least three different community service activities (25 more than State Degree). These hours are in addition to and cannot duplicated as paid or unpaid SAE hours

AGRISCIENCE AND TECHNOLOGY PROGRAM FLOW CHART
(Alisal, Everett Alvarez, North Salinas, Salinas High Schools, and Mission Trails ROP)

The following is a recommended course flow chart for students entering AgriScience and Technology studies. All freshmen and first-year students to the program are highly recommended to begin their studies with introductory classes or as stated in the course description. Junior and senior students, see exception below.

	Agriscience Studies (Plant/Animal Science)	Horticulture Science Studies	Agricultural Welding Studies	Agricultural Mechanics
Freshman Year	+Agriculture Science 1-2	Horticulture 1-2 OR +Agriculture Science 1-2	Ag. Welding 1-2	Ag. Mechanics 1-2
Sophomore Year	*Animal and Plant Science OR Ag. Biology (UC) OR Ag. Chemistry (UC) OR Agriculture Physical Science (UC)	Horticulture 1-2 OR Ag. Biology (UC) OR Ag. Chemistry (UC) OR Agriculture Physical Science (UC)	Ag. Welding 3-4 OR Agriculture Physical Science (UC)	Ag. Mechanics 3-4 OR Agriculture Physical Science (UC)
Junior Year	Livestock and Crops Production OR Ag. Biology (UC) OR Ag. Chemistry (UC) OR Agriculture Physical Science (UC) OR ROP Ag. Business Occupations	Growing Ornamental Plants OR Ag. Biology (UC) OR Ag. Chemistry (UC) OR Agriculture Physical Science (UC) OR ROP Floristry/ Floriculture OR ROP Ag. Business Occupations	Ag. Mechanics 1-2 OR Agriculture Physical Science (UC) OR ROP Industrial Welding & Metal Fabrication OR ROP Ag. Business Occupations	Ag. Welding 1-2 OR Agriculture Physical Science (UC) OR ROP Industrial Welding & Metal Fabrication OR ROP Ag. Business Occupations
Senior Year	Agricultural Business Management OR Agriculture Physical Science (UC) OR Ag. Biology (UC) OR Ag. Chemistry (UC) OR ROP Livestock Management OR ROP Ag. Business Occupations OR ROP Ag. Co-ops	Agricultural Business Management OR Agriculture Physical Science (UC) OR ROP Floristry/ Floriculture OR ROP Ag. Business Occupations OR ROP Ag. Co-ops	Ag. Mechanics 3-4 OR Agricultural Business Management OR Agriculture Physical Science (UC) OR ROP Industrial Welding & Metal Fabrication OR ROP Tractor/ Maint. Operation OR ROP Ag. Business Occupations OR ROP Ag. Co-ops	Ag. Mechanics 3-4 OR Agricultural Business Management OR Agriculture Physical Science (UC) OR ROP Industrial Welding Metal/Fabrication OR ROP Tractor Maint. Operation OR ROP Ag. Business Occupations OR ROP Ag. Co-ops

All Classes Meet the Vocational Education Requirements needed for Graduation

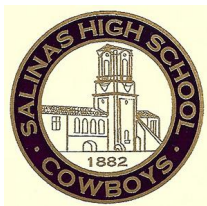
+Meets Biological science requirement toward graduation

*Meets five units of Biological science requirement toward graduation

(UC) meets University of California A-G entrance requirements

Class Prerequisite: All freshmen and beginning students to enter 1-2 level classes in selected study area

EXCEPTION – students with junior or senior standing may enter junior or senior level agriculture classes



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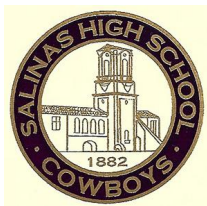
Program Description
Courses, SAE, Leadership Development

COURSES Available to offer

- Agriculture Biology
- Agriculture Chemistry
- Ornamental Horticulture
- Sustainable Agriculture
- Agriculture Business Management
- Agriculture Earth Science
- Agriculture Leadership
- Agriculture Mechanics 1-2 and 3-4
- Agriculture Welding 1-2 and 3-4
- Agriculture Government
- Agricultural Economics
- ROP Animal Care

COMMON SUPERVISED AGRICULTURAL EXPERIENCES (SAE)

- Beef
- Dairy Cattle
- Dairy Goats
- Hogs
- Horse
- Meat Goat
- Poultry
- Rabbits
- Sheep
- Mechanics
- Floral



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- Research
- Welding
- Work Experience

LEADERSHIP DEVELOPMENT

- Advance Leadership Academy
- Awards Banquet
- Barnbuster Annual Fundraiser
- Best informed Greenhand Contest
- Chapter Officer Leadership Conference
- Chicken and Tri-Tip BBQ 's
- COOPs contest
- Creed contest
- Greenhand and chapter Degree Ceremonies
- Greenhand Conference
- Homecoming Parade
- Job Interview Contest
- Judging teams
- Made for Excellence Conference
- Monterey County Fair
- Monthly FFA Meetings
- National Convention
- Opening and closing contest
- Parade of Lights
- Parliamentary procedure contest
- Project competition
- Public speaking contest
- Salinas Airshow
- Salinas Valley Fair
- San Benito County Fair
- Santa Cruz County Fair
- State degree banquet
- State leadership conference
- Taste of the valley



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- Tri-tip dinner Drive-Thru BBQ
- Vet Science Team (CDE)



Sustainable Agriculture

Salinas High School Agriculture Department



Teacher: Ms. Martinez

Email: rachel.martinez@salinasuhd.org

Phone: 831-796-3400

Office Hours: 7:30-8:00am and by appointment

Course Description:

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.

Topics Covered:

All topics are covered through an agricultural approach.

- ☐ FFA and California Agriculture
- ☐ Experimentation and Investigation, and Research Project
- ☐ Ecology
- ☐ Cell Biology
- ☐ DNA
- ☐ Natural Selection
- ☐ Genetics
- ☐ Physiology

Grading Scale

The following scale is used to determine letter students' letter grade in the class:

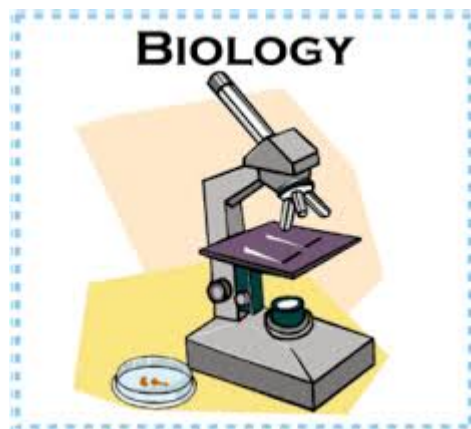
A= 90% - 100%

B= 89% - 80%

C= 79% - 70%

D= 69% - 60%

F= 59% - 0%



Grades are based upon the following weighted categories:

- | | |
|--|-----|
| 1. Lab, Assessments (Quizzes and Tests) | 40% |
| 2. FFA Participation , SAE Project, Agriscience research project | 30% |
| 3. Homework, Classwork, and Small Assignments | 30% |

Citizenship:

I reserve the right to determine your citizenship grade based on your character, efforts, participations, simple kindness, patience, maturity, etc.

Supplies Needed

- ☐ Pencils- Pen should not be used!
- ☐ Binder to keep work organized
- ☐ Colored Pencils or Crayons are very helpful!
- ☐ Closed toe Shoes (Lab days)
- ☐ Pants (Preferably jeans on lab days)

Absence & Late work

- ☐ Makeup/Absent work: It is the **STUDENT'S RESPONSIBILITY** to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed work only if the absence was verified and excused.
- ☐ Students must use Google Classroom for makeup assignments.
- ☐ Makeup Tests- Makeup tests from excused absences must be scheduled ASAP when the student returns
- ☐ **LATE WORK: The last Friday of every month will be Pardon Day. Students may turn in late assignments with the appropriate cover sheet attached. All assignments must be 100% completed to be accepted late. The first assignment can be turned in for full credit, all others will be ½ credit.**
 - ☐ Pardon Days will be posted in the classroom and on the FFA Calender.

No Name assignments, tests, projects

If a name is not written on an assignment it will be put into the "NO NAME" bin. Students may collect the assignment and resubmit as a late assignment.

Tardy Policy

A tardy is when a student is not in their assigned seat when bell rings. On the students 5th tardy, the student will receive a "U" in Citizenship for the grading period. Students may make up tardies at the teacher's discretion.

Plagiarism Policy

Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in essays or other written work "borrowed" from outside sources or fellow students are subject to the consequences listed below. Cheating will not be tolerated. Students who either provide or accept answer from fellow students on quizzes or tests will be subject to the following consequences:

- 1st offense- Parent contact and forfeit of all points
- 2nd offense- Parent contact and 10% deduction from semester grade

General Rules:

- ☐ Respect of others right to learn
- ☐ Respect of others property
- ☐ Use time wisely
- ☐ Strive for excellence and understanding

Specific Rules

- ☐ Be in your seat when the bell rings daily
- ☐ Bring materials necessary for class

- ☐ No personal grooming during class time...EVER!
- ☐ Sit in your assigned seat everyday
- ☐ Listen to directions the first time they are give
- ☐ Be cooperative and respectful at all times

Photo and Video Clearance:

- ☐ The Salinas High School Agriculture Department & FFA would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in various capacities: bulletin boards, FFA Newsletter, community presentations, staff training, recruitment, social media and the Salinas FFA web site.
- ☐ You may change your mind at any time by rescinding your permission in writing.

Cell Phones, Headphones, and Other Electronic Devices:

All personal electronic devices and their accessories, except calculators, *are prohibited during instructional time. This includes cell phones, mp3 players, headphones, etc.* Any personal electronic device **VISIBLE OR AUDIBLE** in the classroom will be confiscated. I may allow phone use during independent work at my discretion.

Salinas High School Agriculture Department Grading Policy

The following grading is a statewide agriculture education program requirement for all agriculture classes

Class.....70 %

Points earned on class assignments, quizzes, homework, tests, class participation, and projects.

FFA Participation.....10 %

Participation in Salinas FFA, leadership, and cooperative activities. *All students* are a member of the National FFA program when enrolled in an agriculture class. The SHS Agriculture Department pays membership fees for each individual student to be a nationally recognized member. Being as FFA membership is considered **inter-curricular** and not extra-curricular, **all students are required** to participate in at least **SIX ACTIVITIES** per semester. Example activities are: Fundraisers, meetings, contests, judging teams.

S. A. E Project/ Record Book and Agriscience Fair Project.....20 %

The S.A.E. project is a "Supervised Agriculture Experience" project. This is an organized activity or project *usually completed outside of class time* with supervision from one agriculture department instructors/FFA advisors. These projects help students apply actual concepts and principles learned in agriculture education. Projects can be in *any of the approved 52 areas* and managed through the FFA RECORD BOOK. Students will be given ideas, opportunities, and support from advisors both in and out of class to accomplish this. Parent assistance is highly encouraged. The first Agriculture Boosters meeting is a place for parents to become more familiar or ask questions about this expectation.

Agriculture Booster Club

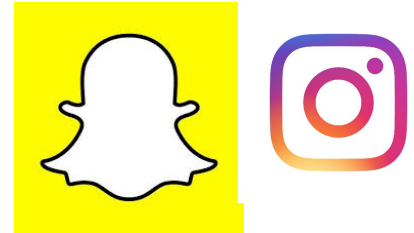
The booster club is a group of parents, alumni, and community members that support Salinas FFA. Our booster program is very important to us and it provides the chapter with financial support. Without the support of our booster club we would not be able to attend the numerous leadership conferences, career development contests, and events that we participate in every year. I strongly encourage parents to become involved. A form will be passed out in class and emailed out.



Social Media

Salinas FFA uses a wide variety of social media to keep our members informed.

- ☐ Instagram: @salinasffa
- ☐ Website: salinasffa.weebly.com
- ☐ Snapchat: salinasffa



Remind App:

The remind app is a communication tool used by teachers to send mass messages to parents and students.

My goal is for all students and parents to be enrolled in the app. I will send out important information about major assignments and FFA activities. Communication is key for student's success and parent involvement.

How to enroll:

Text our class code: @cowboyffa To: 81010

or use this link: remind.com/join/cowboyffa

You can chose to use your cell phone number or email for notifications

Keep this syllabus for reference and return only the last page with appropriate signatures.

Student Name: _____ **Period:** _____

Please return this page signed by: _____

- ☐ I have read and fully understand the expectations, rules, grading procedures, and make-up regulations for the Salinas High School Agriculture Department. In addition, I am granting "Photo Clearance" and "Video Clearance" for this student as outlined above. Both parent/guardian and student should read this form together and then sign. **Please return the last page of this form to the instructor.**

I have read the above information, understand the policies and procedures, and will adhere to them. Please sign in ink.

Student Name (please print) _____

Student Signature _____ **Date:** _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ **Date:** _____

Parent Email: _____ **Cell:** _____

Art and history of Floral Design



Mrs. Lindsay Almond, Room 306 (Ag Shop), Period 4



CLASS/SHOP-WORK⁷³ and HOMEWORK

- Most assignments will be in the unit work packets and the Composition books, these will be the largest portion of your grade!
- Other assignments will include shop projects and some written bookwork and handouts.
- Every assignment will have a due date!!
- Students will keep track of all FFA activities on the "FFA Activities Sheet in the Record Book," due at the end of each Quarter
- Most assigned class projects will have materials provided for them, some projects will be able to go home, some will need to be purchased before going home. Some projects will be made for the department.
- Larger projects that students plan to take home or sell themselves will not be provided materials for and the student must have the resources to complete the project BEFORE starting it!

This is a UC curriculum approved class that teaches fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. Each student will give individual and group presentations requiring outside class research and materials/visual aids. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records as part of their overall grade (see reverse). The student will adhere to classroom rules, with particular emphasis on honesty policy, respect for self and others and lab safety.

Students are expected to:

- Come to class prepared and on time
- Never leave until dismissed by the teacher (not the bell).
- Stay in Seats until dismissed by teacher.
- Never defy the Teacher
- Turn in all work on time
- Respect others
- Join the FFA, Plan and begin an SOEP
- Keep record books up to date
- Ask plenty of questions!
- PARTICIPATE

Teacher is expected to:

- Return work in a timely manner
- Be available for help and questions
- Make learning fun!

Policies:

- Students have 2 days for every day absent to make up work.
- It is the student's responsibility to obtain makeup work from another student first, then the teacher if need be.
- Any assignment not turned in due to absence must be turned in on the next day the student attends class.
- Tardies are NOT accepted. A tardy is when the student is not in their assigned seat when the bell rings. Student's with 5 tardies in one class results in a "U" in Citizenship for the grading period per school rule.
- Progressive discipline will be strictly enforced. For Example, students will have a chance to avoid school detention by serving at my lunch time "clean-up club."

Materials:

The following items are to be brought to class EVERYDAY:

- Unit Work Packet
- Composition Notebook
- Lined notebook paper
- Pencils and Erasers
- Blue or black ink pens
- Colored pencils

Donation ideas:

Silk (fake) flowers and greenery
Floral Tape
Ribbon of any kind
Containers/Vases/Pots
Hot glue sticks
Ball Point Pens

Contact Mrs. Almond

lindsay.almond@salinasuhd.org

831-796-7400 ext. 3016, office hours are from 12:40 to 1:40 daily



The FFA is the largest youth organization in the USA. You are automatically a member by taking an AG class...WELCOME!

Salinas High School
Agriculture Department Grading Policy



"I do not give you a grade...you earn it!"

The following grading is a statewide agriculture education program requirement for all agriculture classes

Class.....80 % of final semester grade will be based on the following criteria:

Points earned on class assignments, quizzes, homework, tests, class participation, and projects.
(Progress Reports will always show this grade – without the other 20% added)

FFA.....10 % of final semester grade will be based on the following criteria:

Participation in Salinas FFA, leadership, and cooperative activities. *All students* are a member of the National FFA program when enrolled in an agriculture class. The SHS Agriculture Department pays membership fees for each individual student to be a nationally recognized member. Being as FFA membership is considered inter-curricular and not extra-curricular, **all students are required** to participate in at least three activities per quarter. Example activities are: Fundraisers, meetings, contests, judging teams.

S. A. E Project.....10 % of final semester grade will be based on the following criteria:

The S.A.E. project is a "Supervised Agriculture Experience" project. This is an organized activity or project usually completed outside of class time with supervision from one agriculture department instructors/FFA advisors. These projects help students apply actual concepts and principles learned in agriculture education. Projects can be in any of the approved 52 areas and managed through the FFA RECORD BOOK. Students will be given ideas, opportunities, and support from advisors both in and out of class to accomplish this. Parent assistance is highly encouraged. At the end of Semester one there will be a Proficiency Application due to determine this grade and at the end of semester two it will be by your participation in the local Project Competition contest and official FFA Record Books.

Percentage EARNED and letter grade correlation:

90 to 100% = A*
80 to 90% = B
70 to 80% = C
60 to 70% = D
0 to 60% = F

SUMMARY: A student MUST successfully complete all assignments, participate in FFA and have an SAE project to earn an "A" grade.

**NEW!
FFA WEBSITE!!**

Check out **SALINASFFA.com**, for calendar of events and activities as well as forms, permission slips, etc!! (we will no longer be printing some FFA related forms, they must be obtained from website)

The website and Instagram also has photos of our chapter! We would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in this and other various capacities: bulletin boards, FFA Newsletter, community presentations, staff training, recruitment, etc. Signing below gives your permission.

*This is worth 10 points, turn in by Friday August 5 and you start class with an A!!! Do your other tasks/assignments well and you will keep the A!!

"I have read and understand the agriculture class syllabus and special AG grading!"

Student Signature: _____ Printed Name: _____ Class Period: _____

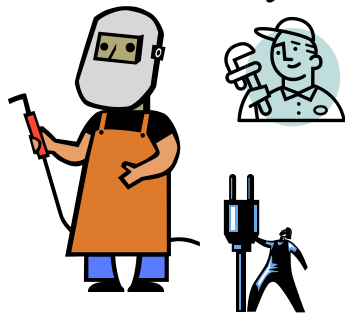
Parent Signature: _____ Printed Name: _____

If you would like a copy of this, please ask and we can make you a copy!!

Agriculture Welding and Mechanics



Mrs. Lindsay Almond, Room 306 (Ag Shop), Periods 1, 2 and 6



CLASS/SHOP-WORK and HOMEWORK

- Most homework assignments will be to keep your class Timecard up to date! Timecards will be the largest portion of your grade in class.
- Other assignments will include shop projects and some written bookwork and handouts.
- Every assignment will have a due date!!
- Students will keep track of all FFA activities on the "FFA Activities Sheet in the Record Book," due at the end of each Quarter
- Most assigned class projects will have materials provided for them, some projects will be able to go home, some will need to be purchased before going home. Some projects will be made for the department.
- Larger projects that students plan to take home or sell themselves will not be provided materials for and the student must have the resources to complete the project BEFORE starting it!

Agriculture Welding and Mechanics is a course with emphasis on CA State Agriculture Mechanics Standards based units. Agriculture Mechanics allows the student to develop fundamental skills as they relate to the areas of agricultural mechanics. Areas to be explored include tool sharpening, plumbing, various welding processes, oxy-fuel processes (welding, brazing, cutting), hot and cold metal working, electricity, construction, sketching, drawing, measurement, reading plans, and agriculture mechanics related careers. **An overall emphasis will be placed on the development of orderly and safe "shop" procedures** for many practical and mechanical skills that will be developed. The students will learn in a "hands-on" laboratory/shop setting as well as by reading textbook content, newspaper and magazine articles, completing textbook assignments; writing reports and research papers/projects and prepare and give presentations for assignments. Students will be assessed of their knowledge through quizzes and tests, which will often include essay questions. Each student will give individual and group presentations requiring outside class research and materials/visual aids. The student will adhere to classroom rules, with particular emphasis on honesty policy, respect for self and others and lab safety. Students will also be required to be involved in FFA (see reverse).

Students are expected to:

- Come to class prepared and on time
- Never leave until dismissed by the teacher (not the bell).
- Stay in Seats until dismissed by teacher.
- Never defy the Teacher
- Turn in all work on time
- Respect others
- Join the FFA, Plan and begin an SOEP
- Keep record books up to date
- Ask plenty of questions!
- PARTICIPATE

Teacher is expected to:

- Return work in a timely manner
- Be available for help and questions
- Make learning fun!

Policies:

- Students have 2 days for every day absent to make up work.
- It is the student's responsibility to obtain makeup work from another student first, then the teacher if need be.
- Any assignment not turned in due to absence must be turned in on the next day the student attends class.
- Tardies are NOT accepted. A tardy is when the student is not in their assigned seat when the bell rings. Student's with 5 tardies in one class results in a "U" in Citizenship for the grading period per school rule.
- Progressive discipline will be strictly enforced. For Example, students will have a chance to avoid school detention by serving at my lunch time "clean-up club."

Materials:

The following items are to be brought to class EVERYDAY:

- TIMECARD (printed for you)
- Lined notebook paper
- Pencils and Erasers
- Blue or black ink pens

Optional Items to purchase and Bring:

- Approved Safety Glasses,
- Leather welding gloves
- Close-toed shoes to keep in locker.
- Magnet (to hold papers in locker)

Contact Mrs. Almond

lindsay.almond@salinasuhd.org

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Percentage EARNED and letter grade correlation:

90 to 100% = A*
80 to 90% = B
70 to 80% = C
60 to 70% = D
0 to 60% = F

SUMMARY: A student MUST successfully complete all assignments, participate in FFA and have an SAE project to earn an "A" grade.

CITIZENSHIP

I reserve the right to determine your citizenship grade, based on your character, efforts, participation, simple kindness, patience, maturity, etc!

O=for OUTSTANDING students

S=for SATISFACTORY or average students

U=for UNSATISFACTORY STUDENTS, (tardy, apathetic)

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The website and Instagram also has photos of our chapter! We would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in this and other various capacities: bulletin boards, FFA Newsletter, community presentations, staff training, recruitment, etc. Signing below gives your permission.

*This is worth 10 points, turn in by Friday August 5 and you start class with an A!!! Do your other tasks/assignments well and you will keep the A!!

"I have read and understand the agriculture class syllabus and special AG grading!"

Student Signature: _____ Printed Name: _____ Class Period: _____

Parent Signature: _____ Printed Name: _____

If you would like a copy of this, please ask and we can make you a copy!!



Agriscience Systems Management- Plant and Animal

Salinas High School Agriculture Department



Teacher: Ms. Martinez

Email: rachel.martinez@salinasuhd.org

Phone: 831-796-3400

Office Hours: 7:30-8:00am, 3:00- 4:00pm & Period 6

Course Description:

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.

Topics Covered:

Plant Systems
Animal Systems
Food Science
Natural Resources
Agriscience Fair Project
SAE

Grading Scale

The following scale is used to determine letter students' letter grade in the class:

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

Quarter grades are based upon the following weighted categories:

- | | |
|--|-----|
| 1. Lab, Assessments (Quizzes and Tests) | 40% |
| 2. FFA Participation , SAE Project, Agriscience research project | 30% |
| 3. Homework, Classwork, and Small Assignments | 30% |

Supplies Needed

Pencils- Pen should not be used!
Binder to keep work organized
Colored Pencils or Crayons are very helpful!

Agriscience Systems Managemnet – 2016-2017

CITIZENSHIP

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O=for OUTSTANDING students

S=for SATISFACTORY or average students

Closed toe Shoes (Lab days)
Pants (Preferably jeans on lab days)

Absence & Late work

- *Make-up/ Absent work:* It is the **STUDENT'S RESPONSIBILITY** to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed work.
- Students and parents must use Google Classroom for makeup assignments.
- *Make-up Tests and Labs:* Make up labs and tests must be **scheduled by the student for** an appointment afterschool. Some labs may e hard to make up and an alternate assignment will be given.
- **LATE WORK:** The last Friday of every month will be Pardon Day. Students may turn in late assignments with the appropriate cover sheet attached. All assignments must be 100% completed to be accepted late. The first assignment can be turned in for full credit, all others will be ½ credit.
 - Pardon Days will be posted in the classroom and on the FFA Calender.

No Name assignments, tests, projects

If a name is not written on an assignment it will be put into the “NO NAME” bin. Students may collect the assignment and resubmit as a late asignment.

Tardy Policy

A tardy is when a student is **not in their assigned seat when bell rings.** On the students 5th tardy, the **student will receive a “U” in Citizenship for the grading period. Students may make up tardies at the teachers discretion.**

Plagiarism Policy

Plagiarism is defined as the false presentation of another’s work as one’s own. Students who turn in essays or other written work “borrowed” from outside sources or fellow students are subject to the consequences listed below. Cheating will not be tolerated. Students who either provide or accept answer from fellow students on quizzes or tests will be subject to the following consequences:

- 1st offense- Parent contact and forfeit of all points
- 2nd offense- Parent contact and 10% deduction from semester grade

General Rules:

1. **Respect of others right to learn**
2. **Respect of others property**
3. **Use time wisely**
4. **Strive for excellence and understanding**

Specific Rules

1. **Be in your seat when the bell rings daily**
2. **Bring materials necessary for class**
3. **No personal grooming during class time...EVER!**
4. **Sit in your assigned seat everyday**
5. **Listen to directions the first time they are give**
6. **Be cooperative and respectful at all times**

Photo and Video Clearance:

- The Salinas High School Agriculture Department & FFA would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in various capacities: bulletin boards, FFA Newsletter, community presentations, staff training, recruitment, social media and the Salinas FFA web site.
- You may change your mind at any time by rescinding your permission in writing.

Cell Phones, Headphones, and Other Electronic Devices:

All personal electronic devices and their accessories, except calculators, *are prohibited during instructional time. This includes cell phones, mp3 players, headphones, etc.* Any personal electronic device **VISIBLE OR AUDIBLE** in the classroom will be confiscated. I may allow phone use during independent work at my discretion.

Salinas High School Agriculture Department Grading Policy

The following grading is a statewide agriculture education program requirement for all agriculture classes

Class.....70 % of final semester grade will be based on the following criteria:

Points earned on class assignments, quizzes, homework, tests, class participation, and projects.
(Progress Reports and Quarter Reports will only show this grade)

FFA Participation.....10 % of final semester grade will be based on the following criteria:

Participation in Salinas FFA, leadership, and cooperative activities. *All students* are a member of the National FFA program when enrolled in an agriculture class. The SHS Agriculture Department pays membership fees for each individual student to be a nationally recognized member. Being as FFA membership is considered **inter-curricular** and not extra-curricular, **all students are required** to participate in at least **SIX ACTIVITIES** per semester. Example activities are: Fundraisers, meetings, contests, judging teams.

S. A. E Project/ Recordbook and Agriscience Project.....20 % of final semester grade will be based on the following criteria:

The S.A.E. project is a "Supervised Agriculture Experience" project. This is an organized activity or project *usually* completed outside of class time with supervision from one agriculture department instructors/FFA advisors. These projects help students apply actual concepts and principles learned in agriculture education. Projects can be in *any* of the approved 52 areas and managed through the FFA RECORD BOOK. Students will be given ideas, opportunities, and support from advisors both in and out of class to accomplish this. Parent assistance is highly encouraged. The first Agriculture Boosters meeting is a place for parents to become more familiar or ask questions about this expectation.

Student Name:_____ **Period:**_____

Please return this page signed by:_____

Remind App:

The remind app is a communication tool used by teachers to send mass messages to parents and students.

My goal is for all students and parents to be enrolled in the app. I will send out important information about major assignments and FFA activities. Communication is key for student’s success and parent involvement.

How to enroll:

Text our class code: @cowboyffa To: 81010

or use this link: remind.com/join/cowboyffa

You can chose to use your cell phone number or email for notifications.

I have read and fully understand the expectations, rules, grading procedures, and make-up regulations for the Salinas High School Agriculture Department. In addition, I am granting “Photo Clearance” and “Video Clearance” for this student as outlined above. Both parent/guardian and student should read this form together and then sign. **Please return the last page of this form to the instructor.**

**I have read the above information, understand the policies and procedures, and will adhere to them.
Please sign in ink.**

Student Name (please print) _____

Student Signature _____ **Date:** _____

Parent/Guardian Name (please print) _____

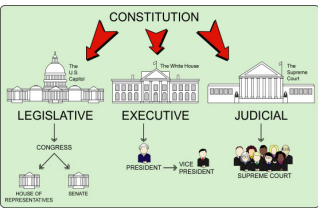
Parent/Guardian Signature _____ **Date:** _____

Parent Email: _____

Parent Phone (preferably cell):_____

Agriculture Government

PERIOD 3 – Room 306 – Ag Shop



CLASSWORK and HOMEWORK

- Most homework assignments will be unfinished class-work.
- Most assignments are due the following day's class, unless otherwise explained.
- Every unit will have a cover sheet used to keep track of assignments and dates.
- Every assignment will have a standard and due date that should be written on the unit cover sheet or in the notebook margin.
- Most handouts are to be attached in the notebook with staple or glue.
- If you lose the unit cover sheet or notebook, you lose all points – and can even lead to a poor overall grade

Agriculture Government is an UC Approved college preparatory course. Government is an understanding of the institutions of American Government. In addition, we must learn American History and other societies to compare different systems of government in the world. This course should be thought of as the culmination of the civic literacy strand that prepares people to vote, judge political efforts and participate in their communities as leaders. Such study is applicable to your everyday life and especially our food and fiber production and supply. Topics of study include, The Constitution and Bill of Rights, Courts, Federalism, and especially Current Issues, all using agriculture related topics and examples. The students will communicate their learning to me by reading textbook content, newspaper and magazine articles. Students will use textbook assignments, essays, research papers/projects and prepare and give presentations for assignments. Students will be assessed of their knowledge through quizzes and tests, which will often include essay questions. Each student will give individual and group presentations requiring outside class research and materials/visual aids. Students will also be required to be active in the FFA (see reverse).

Students are expected to:

- Come to class prepared and on time
- Stay in seats until dismissed by teacher.
- Turn in all work on time and of "quality"
- Respect others
- Be active in FFA Leadership Activities
- Have a FFA "project" (SAE)
- Keep FFA Record Books up to date
- Ask plenty of questions!
- PARTICIPATE

Teacher is expected to:

- Guide learning through providing lectures and activities in class
- Assign tasks that aid in learning
- Test only what is taught
- Be available for help and questions

Attendance/Makeup:

- Each day in Government is dependent on understanding the previous day's work. Daily attendance is essential.
- Students have 1 day for every day absent to make up work.
- It is the student's responsibility to obtain makeup work from another student first, then the teacher if need be. Even if no conversations were had about assignments, all students will be held accountable for all class points, even tests.
- Any assignment known about, but not turned in due to absence must be turned in on the next day the student attends class.
- If a student is on campus any portion of the day when an assignment is due, it must be submitted to the "box."
- Tardies are NOT accepted. A tardy is when the student is not in their assigned seat, ready to learn, when the bell rings.

Materials/Books required:

The following items are to be brought to class EVERYDAY:

Class textbook
200 page Notebook with pockets
Pens, Pencil and Erasers
Chrome Book
Unit Work Packet

Contact Mrs. Almond

lindsay.almond@salinasuhd.org

831-796-7472

Office Hours: 12:45 to 1:45

M-F



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Percentage EARNED and letter grade correlation:

90 to 100% = A*
80 to 90% = B
70 to 80% = C
60 to 70% = D
0 to 60% = F

SUMMARY: A student MUST successfully complete all assignments, participate in FFA and have an SAE project to earn an "A" grade.

CITIZENSHIP

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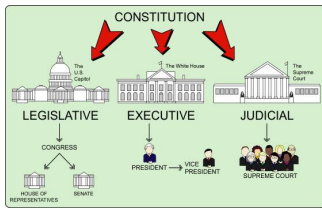
"I have read and understand the agriculture class syllabus and special AG grading!"

Student Signature: _____ Printed Name: _____ Class _____
Period: _____

Parent Signature: _____ Printed Name: _____
If you would like a copy of this, please ask and we can make you a copy!!

Agriculture Government

PERIOD 3 – Room 306 – Ag Shop



CLASSWORK and HOMEWORK

Most homework assignments will be unfinished class -work.

Most assignments are due the following day's class, unless otherwise explained.

Every unit will have a cover sheet used to keep track of assignments and dates.

Every assignment will have a standard and due date that should be written on the unit cover sheet or in the notebook margin.

Most handouts are to be attached in the notebook with staple or glue.

If you loose the unit cover sheet or notebook , you loose all points –

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Stay in seats until dismissed by teacher.

Turn in all work on time and of "quality"

Respect others

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Have a FFA "project" (SAE)

Keep FFA Record Books up to date

Ask plenty of questions!

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Assign tasks that aid in learning

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- Tardies are NOT accepted. A tardy is when the student is not in their assigned seat,

Materials/Books required:

The following items are to be brought to class EVERYDAY:

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Pens, Pencil and Erasers

Chrome Book

Unit Work Packet



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HYPERLINK

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(Progress Reports will always show this grade – without the other 20% added)

FFA.....10 % of final semester grade will be based on the following criteria:

Participation in Salinas FFA, leadership, and cooperative activities. *All students* are a member of the National FFA program when enrolled in an agriculture class. The SHS Agriculture Department pays membership fees for each individual student to be a nationally recognized member. Being as FFA membership is considered inter-curricular and not extra-curricular, **all students are required** to participate in at least three activities per quarter. Example activities are: Fundraisers, meetings, contests, judging teams.

S. A. E Project.....10 % of final semester grade will be based on the following criteria:

The S.A.E. project is a "Supervised Agriculture Experience" project. This is an organized activity or project *usually* completed outside of class time with supervision from one agriculture department instructors/FFA advisors. These projects help students apply actual concepts and principles learned in agriculture education. Projects can be in *any of the approved 52 areas* and managed through the FFA RECORD BOOK. Students will be given ideas, opportunities, and support from advisors both in and out of class to accomplish this. Parent assistance is highly encouraged. At the end of Semester one there will be a Proficiency Application due to determine this grade and at the end of semester two it will be by your participation in the local Project Competition contest and official FFA Record Books.

Percentage EARNED and letter grade correlation:

90 to 100% = A*
80 to 90% = B
70 to 80% = C
60 to 70% = D
0 to 60% = F

SUMMARY: A student MUST successfully complete all assignments, participate in FFA and have an SAE project to earn an "A" grade.

**NEW!
FFA WEBSITE!!**

Check out **SALINASFFA.com**, for calendar of events and activities as well as forms, permission slips, etc!! (we will no longer be printing some FFA related forms, they must be obtained from website)

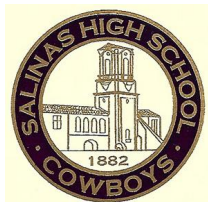
The website and Instagram also has photos of our chapter! We would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in this and other various capacities: bulletin boards, FFA Newsletter, community presentations, staff training, recruitment, etc. Signing below gives your permission.

*This is worth 10 points, turn in by Friday August 5 and you start class with an A!!! Do your other tasks/assignments well and you will keep the A!!

"I have read and understand the agriculture class syllabus and special AG grading!"

Student Signature: _____ Printed Name: _____ Class
Period: _____

Parent Signature: _____ Printed Name: _____
If you would like a copy of this, please ask and we can make you a copy!!



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Mrs. Lindsay Almond and Ms. Rachel Martinez

SUSHD Graduation Requirements

(taken from the SUHSD Course Manual 2016-2017)

GRADUATION REQUIREMENTS

CLASSIFICATION—Progress toward Graduation

Students are classified as demonstrating normal progress towards graduation based on the following earned credits. Students for the Class of 2014 (and beyond) must earn a total of 220 credits to graduate, as indicated below.

0 - 54 Semester Credits	Freshman
55 - 109 Semester Credits	Sophomore
110 - 164 Semester Credits	Junior
165 - 220 Semester Credits	Senior

SUBJECT REQUIREMENTS

A student must satisfy certain subject requirements before graduating. They are as follows:

Class of 2014

(and beyond)

ENGLISH.....40 credits

English Language Learner students may use a maximum

of 20 credits of English Language Development (ELD)

classes toward the English requirement

MATHEMATICS30 credits

(20 credits must be high school math, including Algebra)

SCIENCE20 credits

(20 credits Lab/Applied Science Biological Science 10
and Physical Science 10)

SOCIAL SCIENCE30 credits

(World History/Geography 10; U.S. History 10;
U.S. Government 5; Economics 5)

HEALTH EDUCATION.....10 credits

FIRST AID.....must pass (no credit allowed)

PHYSICAL EDUCATION20 credits

(required in Grade 9, remaining credits in Grades 10,11, 12)
(Mount Toro students exempt from P. E.)

VOCATIONAL EDUCATION10 credits

FINE ARTS.....10 credits

FOREIGN LANGUAGE20 credits

(must be in same language)

ELECTIVE CLASSES.....30 credits

(minimum required to graduate) **220credits**

PROFICIENCY REQUIREMENTS

Legislation (Education Code 60850) has been enacted that requires a state-adopted California High School Exit Examination (CAHSEE) in English/Language Arts and Mathematics be passed by students beginning with the graduating Class of 2006. The CAHSEE will be given in grade 10 and will be available during subsequent testing administrations.

ENROLLMENT REQUIREMENTS

Students must enroll in at least six courses (or three blocks) offered only on their campus or in courses offered off-campus through the Regional Occupational Program. Under certain circumstances, a student may enroll in courses offered at other high schools within the District and Hartnell College. For more information see your counselor.

ATTENDANCE REQUIREMENTS

Students must maintain at least 85% attendance of days enrolled for each year as a requirement for graduation.

GRADE POINT AVERAGE

Students must have at least a 2.0 high school graduation requirement grade point average (GPA) as a requirement for graduation.

In addition to requirements established by state law or by a ruling of the Board of Trustees, instruction in safety, accident prevention, fire prevention, conservation, and health, including the effects of alcohol, narcotics, drugs, and tobacco on the body must be included in the four-year program. These areas of instruction are included in one or more of the regularly established subjects.

F. Program Completion Standards

Program completers are defined as vocational Agriculture majors-students who have completed three or more years of Vo-Ag instruction or students who have completed three or more Vo-Ag courses within their selected program.

These students should score at least 75% competency on the proficiency tests being developed.

I. California Agriculture

- A. Students will understand the economic importance of the agricultural sector in California, and be able to identify the leading production areas and commodities.**
- B. Students will understand the interrelationship of agriculture and society in California, including factors which influence agricultural activities**
- C. Students will understand the impact of agricultural production on the environment and natural resources of California.**
- D. Students will develop an appreciation of energy, its effects on modern agriculture, and potential applications of alternative sources of energy available to the field today.**

II. Animal Science

- A. Students will understand the importance of domestic animals and their roles in modern society.**
- B. Students will develop a basic understanding of animal behavior, morphology, taxonomy, general reproductive traits, and natural selection.**
- C. Students will develop a basic understanding of the structure, function, and maintenance of the major body system (e.g., digestive systems) and their components.**
- D. Students will develop a basic understanding of the theory of inheritance and the genetic basis for animal selection.**
- E. Students will develop an understanding of the factors involved in animal nutrition, animal feeding, and the basic feedstuffs for that purpose.**
- F. Students will understand the concept of animal health. They will become familiar with methods of identification of**

unhealthy animals, preventive measures, treatment, and the casual agents of common health problems in animals of economic importance.

- G. Students will develop an appreciation for the factors involved in and the ability to evaluate and select livestock for specific uses.
- H. Students will understand the basis for meat grading and develop an appreciation of the variety of products available from meat animals.

III. Plant science

- A. Students will understand the growth and development of plants, including the functions of plant parts, reproductive systems, and auxins.
- B. Students will understand the role of soil in plant production, including factors that affect soil productivity.
- C. Students will understand the role of fertilizers in agricultural production.
- D. Students will understand the role of irrigation in plant production.
- E. Students will understand the importance of pest control in agricultural production and appreciate the need for safe pesticide application procedures.
- F. Students will develop an appreciation for safety in the work place and the proper use of tools.
- G. Students will understand the basic applications of measurement in calculating volume and distance and develop an appreciation for the differences between the U.S. Customary and metric systems.

IV. Agriculture Business Management

- A. Students will appreciate the importance of keeping accurate records of business transactions in agriculture.
- B. Students will understand the basic role of financial credit in agriculture, including sources and costs of farm credit.
- C. Students will understand the basic concepts of computer literacy and appreciate the role of computer applications in agriculture.

V. Leadership

- A. Students will appreciate the wide variety of leadership training activities available through the FFA.

- B. Students will appreciate the important role that communication skills play in developing leadership abilities.**
- C. Students will understand the principles of parliamentary procedure.**
- D. Students will understand the basic concepts of scientific inquiry and critical thinking.**

VI. Supervised Occupational Experiences (SOE)

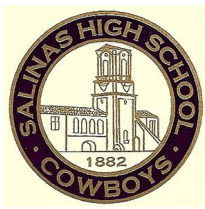
- A. Students will appreciate the importance of supervised occupational experience programs (SOE) in the total program of agricultural education.**

VII. Employability

- A. Students will develop knowledge of job search techniques and resources available to the job seeker.**
- B. Students will develop an understanding of the importance of the first contact in the job search.**
- C. Students will begin to understand what occurs during an interview, methods of preparation for the interview, and the purpose of the follow-up letter.**
- D. Students will appreciate the fundamental requirements for keeping a job. They will discuss the importance of interpersonal communications, appropriate dress, and self-evaluation procedures.**

VIII. Careers

- A. Students will become aware of career opportunities available, skills required for different occupations, and the importance of work to the individual and society.**
- B. Students will develop tentative occupational goals, and will begin to plan steps appropriate to achieving the stated goals through the career plan.**



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Agriculture Teachers and FFA Advisors: Mrs. Lindsay Almond and Ms. Rachel Martinez

Facilities and Major Equipment

Teaching Facilities

Main Campus

- 1 Science Classroom
- 1 Agricultural Mechanics Metal Shop
- 1 Agriculture Office
- 1 Woodshop that is used by the Agricultural Department for certain Agricultural Mechanics Units

School Farm

- 1 Classroom
- 1 Barn
 - Swine, sheep and beef pens
 - Small indoor arena
 - Small outdoor arena
 - 3 tack/feed rooms
- 1 electronic scale
- 1 large beef scale
- 1 pig and lamb scale

Major Equipment

15 Microscopes

26' Steel Gooseneck Trailer

Abrasive Saws

Arc Welders

-5 Lincoln AC 225

-5 Miller Thunderbolt XL

Beef Blowers

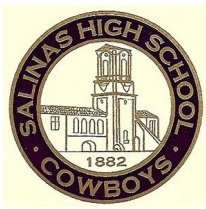
Delta 16 ½" Drill Press

F250 4 door truck, 2 wheel drive

4 Oxy - Acetylene Torch Set Ups

Livestock Clippers (beef, sheep, goats, swine)

Livestock Panels



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Metal Bender

Metal Shears

6 MIG Welders

- Milleromatic 210

- Milleromatic 212

- Lincoln Power

- Milleromatic 35

- Milleromatic 130 Wire Fed

- CeMig 160 Wire Fed

Miscellaneous Tools

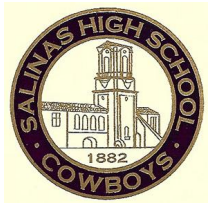
Plasma Cutter

Rockwell Drill Press

Sheet Metal Tools

Small Livestock Pull Trailer

Thermadyne Cutmaster 81 Plasma Cutter



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Five Year Acquisition Schedule

2016-2017

- Ag. Mechanics Shop Tool Boards
- Update Ag. Science course Materials
 - Microscopes
- Update Ag. Mechanics Shop Equipment
 - Oxy Fuel Torches, Hoses, Gauges, etc.
 - Ironworker Attachment/Guards
 - Electrical Retrofitting
- Livestock Trailer
- Electrode holder/oven for Shop
- School Farm Improvements
 - Biometric Time clock
 - Electronic Livestock Scale
 - Non-electronic Livestock Scale
 - Roof on hog area
 - New Showring Panels
 - New Sheep/Goat Pen Panels
 - Outside Show Ring with bleachers

2017-2018

- Update Ag. Mechanics Shop Equipment
 - TIG Welder
 - CNC Machine
- School Farm Improvements
 - Electric Gate
 - Cattle Blocking Shoots

2018-2019

- Update Ag. Mechanics Shop Equipment
 - Inverter system of welders
 - Greenhouse Automation system

2019-2020

- New Department Vehicle
 - Suburban or newer Truck

2020-2021

- Second Livestock Trailer - Bumper pull
- Electronic Scale

Salinas Agriculutre Department and FFA Staff Responsibilites

	Almond	Martinez	Responsibilty Summary
General Program			
CATA Conference and Meeting Registrations	X		Send Copy of registration to /
Road Show Registration	X		Almond Fills out, submits, app
Office Depot Supplies Orders	X		Everyone sends Almond their
Perkins Funding	X		Everyone sends Almond their
ROP Accounting / PO's	X		Almond Maintains Budget
Site/ Incentive Budget	X		Almond Maintains Budget
R2 Report & Roster	X		Everyone enters their student
Advisory Committee Roster	X		Almond invites people
Advisory Committee Minutes	X		Almond takes and submits
Advisory Committee Agenda	X		Almond Creates with input fro
Ag Booster Committee		X	Attened meeting, Correspond
Graduate Follow-Up	X	X	Both @ collaboratin uses R2 f
Incentive Grant	X		Almond fills out and submits v
Incentive Grant Reviews (Every 3 Years)	X	X	Almond meets with Beard and
Program Plan Binder	X		See Binder list, Almond Puts f
Office/Files/Records	X		Almond organizes
Maintenance Requests	X	X	As needed
Facilites Requests		X	As needed for events (FFA Me
Quarterly / Yearly CATA Meetings / Events	X	X	All must attend for AIG credit
Recruitment			
Middle School Visits			Powell Organizes
FFA Advisor	Website and Social media		X
FFA Accounting		X	Martinez works with treasurer
COLC Registration	X		Almond Retrieve Payment fro
State Conference			Aguilar does all student pape
Registration/housing		X	Martinez does all student pap
SBA, Final and Preliminary FT request	X		Almond fills out, submits, appl
Attends	X	X	Depending on student attendi
MFE/ALA Conference Registration		X	Martinez does all student pap
SBA, Final and Preliminary FT request	X		Almond fills out, submits, appl
Greenhand Conference Registration	X		Almond does all student pape
SBA, Final and Preliminary FT request	X		Almond fills out, submits, appl
Sacramento Leadership Conference		X	(no-one scheduled for 2012)
SBA, Final and Preliminary FT request			(no-one scheduled for 2012)
Attend	X	XX	(no-one scheduled for 2012) l
American FFA Degree Applications	X		Almond submits all
Ilana	X		Works with Student to comple
Megan	X		Works with Student to comple
Becca T		X	Works with Student to comple
Becca R		X	Works with Student to comple
Alyssa			Works with Student to comple
Danielle C			Works with Student to comple

Jacob T	X		Works with Student to complete	
Jacob S.		X	Works with Student to complete	
National FFA Convention		X	Attends Trip, Fils out all Paperwork	
Local Project Competition				
Organize event and local Judges		X	invite judges, set date, facilitate	
Prepare students	X	X	Each teacher works with those assigned	
Sectional Project Competition	?			
Submits Paperwork	?	X	Uses MB section format and submits	
Prepares students	?		Whichever advisor is in charge	
SBA, Final and Preliminary FT request	?		Almond fills out and submits	
Attends judging	X		Almond goes to SAE place for	
Chapter Officer Meetings	X	X	Plan, organize, and Oversee	
Chapter Meetings	X		Plan, organize, and Oversee	
State FFA Degree Applications			All teachers attend CATA meeting	
Megan Wasson	X		Works with Student to complete	
Reba	X		Works with Student to complete	
Anna	X	X	Works with Student to complete	
Machaela	X	X	Works with Student to complete	
Jandi	X	X	Works with Student to complete	
Allison?	X		Works with Student to complete	
Workday	X		Works with Student to complete	
Workday	X		Works with Student to complete	
Workday			Works with Student to complete	
Workday		X	Works with Student to complete	
Workday			Works with Student to complete	
Workday	X		Works with Student to complete	
Awards Banquet	X			
Script	X		Create	
Officer jobs.duties, practices	X	X	Work with them to prepare	
Ordering awards	X		Check inventory, Create PO and	
Invitations	X	X	Work with boosters to send	
Meal Decorations	X		Work with Boosters to prepare	
Star Reporter Maddie Black	X	X	Work with students to fill lout a	
Star Advisor	X		Work with students to fill lout a	
	X	X	Work with students to fill lout a	
Star Counselor	X		Work with students to fill lout a	
Star Community Member	X		Work with students to fill lout a	
FFA Judging Teams / Contests	Gilt Ban./ Ch. Deg	X	X	Work with students to fill out a
Opening and Closing	X	X		Each have teams
Registration/RSVP		X		RSVP to hosting school
SBA, Final and Preliminary FT request	X			Almond Fills out, Submits and
Transportation		X		Requests Vans/parents if need
BIG 5 Students	X			
Coach Studnets	X			Work with them to prepare for
Registration/RSVP	X			Tell hosting school how many
SBA, Final and Preliminary FT request	X			Almond fills out, submits, appl
Transportation		X		Requests Vans/parents if need

Co-ops Contest 3 Students			
Coach Studnets	X		Work with them to prepare for
Registration/RSVP	X		RSVP to hosting school
SBA, Final and Preliminary FT request	X		Almond Fills out, submits and
Transportation		X	Same as BIG
Creed Speaking 2 Students			
Coach Studnets	X		Work with them to prepare/ho
Registration/RSVP	X		RSVP to host school
SBA, Final and Preliminary FT request	X		Almond fills out, submits and
Transportation		X	Requests Vans/parents if nee
Prepared Public Speaking			
Coach Studnets	X	X	Each work with a student
Registration/RSVP		X	RSVP to KC Along with Ext, Ir
SBA, Final and Preliminary FT request	X		Almond Fills out, submits and
Transportation		X	Requests Vans/parents if nee
Extemporaneous Speaking	X		
AgriScience Contests		X	
Coach Studnets	X		Work with them to prepare/ho
Registration/RSVP	X		
SBA, Final and Preliminary FT request	X		Almond Fills out, submits and
Transportation	X	X	Requests Vans/parents if nee
Impromptu Contest	X		
Coach Studnets	X		Work with them to prepare
Registration/RSVP	X		Submit paperwork to Host
SBA, Final and Preliminary FT request	X		Almond Fills out, submits and
Transportation	X		Requests Vans/parents if nee
Job Interview		X	
Coach Studnets		X	
Registration/RSVP		X	Submit paperwork to Host
SBA, Final and Preliminary FT request		X	Almond Fills out, submits and
Transportation		X	
Regional Officer Candidate	X		Work with them to prepare fill
Regional Spring FFA Meeting/Contests in King City			
Coach Students	X	X	Whoever worked with them bef
Registration/RSVP	X		Submit paperwork to Host
SBA, Final and Preliminary FT request	X		Almond Fills out, submits and
Transportation	X		Requests Vans/parents if nee
VET			
Coach Students		X	Work with them to prepare, ha
Registration/RSVP		X	Submit paperwork to Host
SBA, Final and Preliminary FT request		X	Almond Fills out, submits and
Transportation/Hotel		X	Requests Vans/parents if nee
School Farm/ Animal/ Livestock			
Fair Decorations		X	Work with Parents/Boosters/S
School Farm Manure Dump			Work with Parents and Booste
Greenhouse Facilities			

General Care and Maintenance @ SVMH		X	Work at collaborations to improve
Shop / Equipment / Machinery			
Ag Shop Maintenance	X		
Ag Truck 59	X		
Ag Truck 129	X		
BBQ Trailers Expedition 156	X		
Livestock Trailers	X		
Project Supervision			
Shop Nights			
Ag Mechanics	X		
Beef Projects	X		
Dairy Cattle Projects			
Goat Projects			
Equine Projects			
Floriculture Projects	X	X	
Horticulture Projects		X	
Sheep Projects	X		
Swine Projects		X	
Poultry Production	X	X	
Rabbit Projects	X.	X	
Fundraisers			
Plasma Art	X		
Placement Ads		X	
Nob Hill Program	X		
Jerky Sales		X	
Pointsettias		X	
Trailer Stickers		X	
Butter Braids	X		

Salinas FFA

Program of Activities



2016-2017

Program of Activities 2016-2017

Introduction

Welcome to the Salinas FFA's 2016-2017 Program of Activities. In this program you will find information about the agriculture program as it currently exists. This is a student run organization on the Salinas High School campus and this guide was developed to help educate program visitors and member as to the details of the Salinas High School Agriculture Program.

Table of Contents

President's Message	3
Advisor's Message	4
Current Officers	5
Duties of Officers and Members	6
Calendar of Events	8
Chapter Budget	10
Livestock Exhibitor Process	12
SAE Fair Project Plans	25
Chapter Projects	29
Chapter Goals	32
Salinas High School Administration	37
Salinas High School Chapter Constitution	39
FFA Emblem	42
FFA Creed	42
Mission Statement, Purpose, and Theme	43
FFA Official Dress	45
FFA History	47
Chapter History	48

President's Message

Six members waited anxiously at the 2016 Salinas FFA Chapter banquet for their names to be called for the new chapter officer team. Each had campaigned for a week to gain members votes and were excited to serve Salinas FFA's 350 members in the upcoming year. As their names were called they knew that the friendship they would form and the goals they had would help bring together the chapter and the officers working towards success. Over the summer, the team worked diligently to add new events, brainstorm fundraising ideas, and bond as a team at their officer retreat. They also discussed theme ideas to encourage members to branch out and expand their horizons during the next school year. The team was excited as they creatively named different theme ideas based on everything from plants to superheroes and old hollywood movies. With these new viewpoints, the team wanted to reflect the challenges the chapter had overcome in the last year and celebrate our new attitude of starting fresh and taking risks. Our new CDE team, the Veterinary Science team, and a slew of new public speaking competitors were bringing a fresh face to the chapter. The vet science team placed 6th in the state without even having the opportunity to take a class and spent their afternoons the past spring learning practicums, knowledge tests, and identification. This led to the idea of growing not only as officers, but as a cohesive chapter. Our theme reflects the ideals we wish to uphold as we... GROW. Salinas FFA wants to GROW with our members in this organization and in our community.

Sincerely,
Megan Wasson
Salinas FFA President 2016-2017



Advisor's Message

Dear Salinas FFA Chapter Members,

As the advisors of Salinas FFA, we would like to welcome you to the chapter for the 2016-2017 school year. Your Salinas FFA Officers have a great year planned for you.

We hope to inspire you to become a leader in our chapter and in our community. The Salinas Agriculture Program will give you the tools to develop career skills, prepare you for college, make friends, and find a family within FFA. Salinas FFA is truly a family and you are always welcome. We will help guide you and coach you to be your best.



We hope you will take advantage of all the opportunities within Salinas FFA. Whether that is learning how to weld for the first time, fine tuning your public speaking skills, or competing with your Agriscience Fair Project at Salinas High. The opportunities are endless.

Sincerely,

Rachel Martinez and Lindsay Almond
Salinas High Agriculture Instructors

Current Officers 2016-2017

Salinas FFA - Chapter Officers:

President	Megan Wasson
Vice President	Alex Burgess
Vice President of Activities	Julia Bell
Secretary	Ana Padilla
Treasurer	Peyton Jeffries
Reporter	Maddy Black
Sentinel	Andrew Meza

Salinas FFA - Chapter Advisors

FFA Advisor	Ms. Rachel Martinez
FFA Advisor	Mrs. Lindsay Almond

Monterey Bay Section Officers

President	Anyssa Trujillo (King City FFA)
Vice President	Gissel Neri Corcoles (Greenfield FFA)
Secretary	Caine Valdez (Soledad FFA)
Treasurer	Juan Perez (Everett Alvarez FFA)
Reporter	Anthony Camacho (Greenfield FFA)
Sentinel	Alfredo Hernandez (King City FFA)
Historian	Naizah Hernandez (Soledad FFA)

South Coast Region Officers

President	Kalena Cirone (San Luis Obispo FFA)
Vice Presidents	<u>Santa Clara</u> Mark Scalmanini (Hollister FFA)
	<u>Los Angeles</u> Elizabeth Gosa (Conoga Park FFA)
	<u>Monterey Bay</u> Megan Wasson (Salinas FFA)
	<u>Ventura</u> Isabel Valle (Santa Paula FFA)
	<u>San Luis Obispo</u> Brent Hill (Templeton FFA)
	<u>Santa Barbara</u> Daniel Segura (Pioneer Valley FFA)
Secretary	Erica Bowles (Nipomo FFA)
Treasurer	Matthew Umbarger (King City FFA)
Reporter	Mariana De Leon (Santa Maria FFA)
Sentinel	Kyler Vernon (Nipomo FFA)

California State FFA Officers

President	Andrew Skidmore (Atwater FFA)
Vice President	Lauren Millang (Woodland-Pioneer FFA)
Secretary	Amanda Skidmore (Atwater FFA)
Treasurer	Samuel Looper (Apple Valley FFA)
Reporter	Connor Vernon (Nipomo FFA)
Sentinel	Jace Neugebauer (McArthur-Fall River FFA)

Salinas FFA Chapter Officer Responsibilities

I. Chapter officers serve a vital function in the FFA organization. The *general* duties for each officer include but are not limited to the following:

A. Megan Wasson-The President is symbolized by the rising sun. The President's duties include:

1. Appointing special committees and serving on them as ex-officio member.
2. Coordinating chapter activities.
3. Evaluating the progress of the POA (program of activities) committee.
4. Representing the chapter in official and public relation events.
5. Agenda for meetings (both) to be e-mailed to Advisor at least the day before meeting.

B. Alex Burgess-The Vice-President is symbolized by the plow. This officer's duties are to:

1. Assume all duties of the president if necessary.
2. Develop the POA and serves as ex-officio member on all committees.
3. Coordinate all committee work.
4. Establish a Salinas FFA Website with the Reporter and VP of Activities
5. Recruit new members
6. Responsible for apply for sectional chapter and advisor awards

C. Julia Bell-The VP of Activities is symbolized by the plow. This officer's duties are to:

1. Greenhand Week Activities
2. National FFA Week Activities
3. Outreach Program designed, planned, and executed
4. Coordinate all FFA activities
5. Lead activity reflections
6. Banquet planning and Chapter Degrees
7. Assist the reporter with the scrapbook, photography, and website

D. Ana Padilla-The Secretary is symbolized by the ear of corn. The Secretary's duties include:

1. Preparing and sending meeting agenda to the advisor 2 days prior to the meeting (via email)
2. Preparing, presenting and posting meeting minutes (chapter and/or exec.) Hole punches them and puts into officer mailboxes within two days of meeting.
3. Writing all thank you notes for the chapter
4. Being responsible for chapter correspondence.
5. Maintaining member attendance and activity records.

Maintain the FFA Points System via Google spreadsheet

6. Keeping POA wall calendar updated in Marti's room
7. Preparing materials for each meeting.
8. Examples of Correspondence: Sends thank you letters to:
Administration that came to our meeting
State officer visits
Banquet dignitaries in attendance

E. Peyton Jeffries-The *Treasurer* is symbolized by the bust of Washington. This officer's duties are to:

1. Gets FFA balance from Vicky at least a day before the FFA meetings.
2. Present monthly Treasurer's reports at meetings.
3. Assists the Advisor with preparing and submitting membership roster.
4. Keep track of bills and payments
5. Fill out check or PO requests for the chapter
6. Maintains the budget***

F. Maddy Black-The *Reporter* is symbolized by the American Flag. The Reporter's duties are to:

1. Plan public information programs with radio, TV, and news media.
2. Send news releases to local and regional media.
3. Publish a chapter newsletter each quarter. Focus on what we are doing.
4. Prepare and maintain a chapter scrapbook.
5. Send stories to area, district, and state FFA reporters.
6. Serve as **chapter photographer.**
7. **Salinas FFA Website and all Social Media-Updated and current**

G. Andrew Meza-The *Sentinel* is symbolized by the handshake. The Sentinel's responsibilities include:

1. Assisting the president in maintaining order.
2. Keeping the meeting room, chapter equipment and supplies in proper condition.
- ***The FFA CLOSET must be maintained and have an accurate inventory at all times. The sentinel is responsible for make a shopping list and notifying the advisor of what needs to be bought.
3. Greeting guests and visitors.
4. Keeping the meeting room comfortable.
5. Taking charge of candidates for degree ceremonies.
6. Assisting with special features and refreshments.
7. Set up and take down/clean up of all chapter events (CDE's , Picnics, Open Houses)
8. Following up the next day- Example: If something needs to be washed the next day
9. Set up for FFA meetings- setting up , handing out agendas, setting out the officer plaques.

I. The Advisor

1. Is the liaison between the officer team and Salinas High School
2. Supports the officer team when needed
3. Keeps track of dates of events and meetings- reminds team of calendar
4. Plans the summer officer training
5. Supports the nominating committee

Salinas FFA Calendar of Events

Salinas FFA Calendar of Events	2016-2017
<p>August</p> <p>2 Teacher Breakfast (First Teacher Day at SHS)</p> <p>13 T & A Family Day</p> <p>19 Welcome Back Lunch in the shop</p> <p>20 Officer Pictures</p> <p>22 National's final payment due</p> <p>25 FFA Meeting at 6pm</p> <p>27 Kick Off BBQ- Monterey Fair</p> <p>31 Monterey Fair Begins</p> <p>September</p> <p>5 MFE/ ALA Registrations for Feb 2017 Monterey Fair</p> <p>17-18 Vet Team Retreat</p> <p>22 Cowboy Way Day- Carmel Valley</p> <p>24 Section Blue and Gold Games- Toro Park</p> <p>29 FFA Meeting at 6pm</p> <p>October</p> <p>5 Opening & Closing Contest- Alvarez</p> <p>7 Gizdich Ranch Field Trip- Plant Science</p> <p>8-9 COLC- Hollister (Officers only)**</p> <p>14 Livestock apps due</p> <p>17-23 National FFA Convention- Indianapolis</p> <p>24-28 Greenhand Week</p> <p>26 Greenhand Auction and FFA Meeting* Parents attend</p> <p>27 Bowling for Greenhands</p>	<p>December</p> <p>1 Pig \$\$\$\$ due</p> <p>3 Farm work day*</p> <p>7 Sectional Speaking Contest @ King City</p> <p>13 Advisory Meeting</p> <p>15 FFA Lunch Meeting</p> <p>19 Roadshow- Advisors Only</p> <p>*Farm Clean up TBD</p> <p>* UC Davis Registration</p> <p>*Chico Registration</p> <p>*Record Book Workshop for State Degrees TBD</p> <p>January</p> <p>11 Farm Work Day*</p> <p>18 State Degree Scoring- Watsonville- Martinez gone</p> <p>20-21 MFE and ALA in Monterey</p> <p>24 First ROP meeting at 4:30pm @farm</p> <p>25 Job Interview Resumes due</p> <p>26 FFA Meeting</p> <p>28 Hartnell Field Day</p> <p>*Animals for SVF</p> <p>February</p> <p>1 Job Interview Contest- King City</p> <p>4 Arbuckle Field Day- Vet Team</p> <p>8 FFA Hockey Night</p> <p>16 Tulare Farm Show</p> <p>18 Elementary School Farm Day!</p> <p>20-24 National FFA Week and Career Week</p> <p>23 FFA Meeting</p>

<p>28 Pizza Party for Greenhands</p> <p>*Start State Degrees for 3rd and 4th year members</p>	
<p>November</p> <p>2 Section BIG and COOPS Contest in Soledad</p> <p>4 Prepared Speaking Manuscripts Due</p> <p>6 Applebee's Flapjack Fundraiser (livestock kids)</p> <p>7 Pie Handout after school</p> <p>8-9 State Degree Workshop for Juniors and Seniors</p> <p>17-18 New Professionals- Martinez gone</p> <p>19/20 Cowboy Poetry- Community service*</p> <p>22 Tree of Peace- Steinbeck Center</p> <p>30 FFA Meeting at 6pm</p> <p>*Vet practice begins</p>	<p>March</p> <p>4 UC Davis Field Day- Vet team</p> <p>11 Chico Field Day- Vet Team</p> <p>17 Regional Meeting and Regional Contests</p> <p>20 Fresno State and Harris Ranch Field Trip- Plant Sci</p> <p>25 MJC Field Day- Vet team</p> <p>30 FFA Meeting</p> <p>*Dinuba Field Day TBD</p>
<p>April</p> <p>1 All livestock entries due to Martinez</p> <p>2 State Degree Banquet- Clarks Center in Arroyo Grande</p> <p>8 Clovis Field Day- Vet Team</p> <p>15 Reedley Field Day- Vet team</p> <p>18 Pre- SVF meeting*</p> <p>22 Fresno Field Day- Vet Team</p> <p>21-25 State FFA Conference- Fresno</p> <p>27 FFA Meeting</p> <p>28 Record Books due for livestock kids</p> <p>*Farm Clean up TBD</p>	

May 1 ALL STILL EXHIBITS DUE TO MARTINEZ 3 FFA Awards Banquet & Auction 5-6 State FFA Finals- Cal Poly- Vet Team 10 Sectional Elections 13 SVF Set up 16 Tack unloading 17-22 SVF 23/24 Farm clean up*** 25 Last Day of Fair 31 Top 20 TRIP YAY We're DONE *Banquet and Silent Auction TBD	
	Activity dates are subject to change

Chapter Budget

	SHS FFA CHAPTER BUDGET 2016-2017			
	DATE: JULY 1, 2016 TO JUNE 30, 2017	TOTAL OPENING	BALANCE	\$
DATE	ESTIMATED INCOME (SOURCE , USE, PURPOSE)	BUDGETED		ACTUAL
8/13/16	Tanimura and Antle Day	\$2,000		\$1,200
8/25/16	Rita's	\$2,000		\$2,000
10/26/	Greenhand Auction	\$3,000		\$3,000

16			
10/14/16	Gizdich Pie Fundraiser	\$1,500	\$2,000.00
12/12/16	Chapter T-Shirts	\$0	\$587

	COMMITTEES, EVENTS, ETC (SUB-ACCOUNTS)		
	ROP Farm		
11/6/16	Applebee's Pancake Breakfast	\$1,500	\$900
	Fair Supplies	\$300	
	Farm Supplies	\$400	
	Livestock Show Team Shirts		
	Floral	\$3,200	
	Halloween Floral Arrangements		
	Thanksgiving Floral Arrangements		
	Livestock		
12/1/16	Swine	\$8,550	\$8,550
	Beef	\$0	\$0
	Sheep/ Goats	\$0	\$0
	Miscellaneous Stock...	\$0	\$0
	Veterinary Science Team		
	Vet Fee-Travel, registration, materials	\$0	\$600

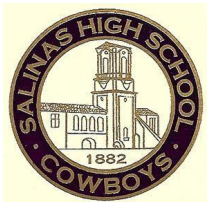
DATE	ESTIMATED EXPENSES (DESCRIBE)	BUDGET ED	ACTUAL	DATE UPDATED
Annual	FFA Meetings	\$700		
Annual	CATA advisors	\$200		
5/31/17	Top 20 trip	\$680		
Annual	Miscellaneous supplies	\$300		
	Elementary Day	\$250		
5/25/16	Monterey Bay Section Dues	\$100	\$100	
5/25/16	Sectional Events	\$150		
5/25/16	Officer Polos	\$292	\$292	
	COLC	\$140	\$140	
	Aggie Prom (2018)	\$300	\$0	
	Scrapbook	\$200		
1/9/16	Conference Scholarships	\$200	\$400	
	Hockey Game	\$200		
12/5/16	Chapter T-Shirts	\$300	\$587	
	Movie Night	\$100		
	COMMITTEES, EVENTS, ETC (SUB-ACCOUNTS)			
10/24/2016	GREENHAND WEEK			
	Bowling (Greenhand Week)	\$300	\$250	

	Greenhand Week Misc. (Pins, decorations, pizza)	\$200	\$200	
	Supplies	\$0	\$140	
2/21/2017	NATIONAL FFA WEEK			
	National FFA Week Lunch	\$200		
	National FFA Supplies	\$75		
	BANQUET			
	Banquet Awards, decorations	\$500		
	Misc. FFA			
11/3/16	Station Markers	\$250	\$229	
	Jacket Scholarships	\$120		
	Veterinary Science Team			
	Vet Supplies	\$300	\$110	
	Registration	\$0	\$367	

Salinas High School Livestock Exhibitor Process

1. All students interested in being an exhibitor for Salinas FFA must attend a mandatory meeting with their parent in October for Salinas Valley Fair and April for Monterey County Fair.
2. An SAE Plan must be completed
3. All livestock paperwork must be completed and turned in on time
 - a. Livestock Application
 - b. Livestock Exhibitor Contract

- c. Farm Contract- only for students who plan on housing their animal at the Buena Vista Farm
- 4. Students must meet eligibility to make the show team
- 5. The show team is posted in both AG classrooms.
- 6. Students must enroll in ROP Animal Care and attend the class once a week.
 - a. The ROP Animal Care class is held once a week after school at the farm.
- 7. Students must keep an up-to-date AET FFA Record Book
- 8. Students must enter quality still exhibits
- 9. To stay eligible, exhibitors must attend mandatory events, stay active in FFA, and maintain all other eligibility requirements set in the livestock contract.



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831)796-7400



Salinas FFA Fair Application

Name: _____ Student ID # _____ Due: **October 14th 2016 By 3 pm**

Directions:

All students wanting to show with SHS FFA must fill out an application and be in good standing with SHS FFA as well as be eligible for extracurricular school activities to be considered.

1. I would like to keep my animal at the Buena Vista School Farm Yes _____ No _____

a. A separate Farm Contract must be filled out and the farm fee must be paid.

2. All applicants must participate in chapter activities. Six FFA points are required per Semester (3 points per quarter). To qualify to raise an animal your FFA points must be completed each quarter.

3. Please describe your participation this year and how you will be an active leader in Salinas FFA.

4. Attach an unofficial school transcript. A 2.0 must be maintained. Students will not be considered if they have a "F" in their agriculture class(es). No Unsatisfactory citizenship grades will be accepted.

5. Please rank your animal choices below 1-5. 1 represents your top choice. All prices listed are an estimated cost.

_____ Steer (\$1200) (SVF &/or MCF)	_____ Hogs/Swine (\$400)
_____ Market Goat (\$300)	_____ Lamb/Sheep (\$400)
_____ Meat Chicken (\$25)	_____ Meat Rabbit (\$30)
_____ Show Chicken (\$50)	_____ Show Rabbit (\$50)

6. Career Development Events. Please write in the activity:

	Freshman	Sophomore	Junior	Senior
Career Development Event <u>List Contests</u> COOPS, Vet Team, BIG, Welding				
Public Speaking <u>List Contests</u> Creed, Impromptu, Job Interview, Exempt, Prepared				

7. List Salinas High FFA activities. Please write in the activity: Starred activities may apply to freshman.

	Freshman	Sophomore	Junior	Senior
Opening & Closing **				
Ag Booster BBQ				
Greenhand week Activities				
FFA **Fundraisers				
End of the Year Banquet				
CA Rodeo Stall Clean Up/ Rita's Fundraiser				
National FFA Week				
Other- Please List				

8. Leadership Conferences. Please write in the activity, either attended or plan to attend

	Freshman	Sophomore	Junior	Senior
Greenhand				
COLC				

SOLC Sectional				
ROLC Regional				
MFE				
ALA				
State				
Nationals				

9. Supervised Agriculture Experience. Please describe your participation. Use the reverse side of this page for additional space.

Freshman:

Sophomore:

Junior:

Senior:

10. How will you be a positive addition to the Salinas FFA show team?

OTHER: Please list any other activities not mentioned above which you feel have contributed to Salinas High FFA.

Students Signature_____

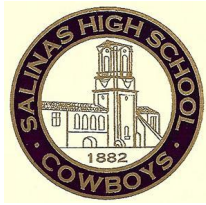
Date: _____

Parent Signature_____

Date: _____

Administrator Signature_____

Date: ____



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Lindsay Almond and Rachel Martinez

Livestock Contract

Student Behavior: As both a member of the National FFA Organization and the Salinas Union High School District, the students are required to conform to the rules, policies and expectations that are detailed in the FFA Code of Conduct and the SHS Student Handbook. Students in violation of the rules and policies, including dress code at all events, will be subject to the disciplinary process outlined in the SHS Handbook in addition to possibly losing their eligibility to show as an exhibitor of Salinas FFA.

Eligibility: Every student must be eligible to participate in a school activity per the district and schools requirements, including but not limited to:

- i. Acceptable citizenship and grades are required in order to purchase animals and must be maintained in order to show and sell animals (no unsatisfactory citizenship, attendance eligibility, and a minimum 2.0 grade point average).
- ii. Students must be passing their Ag class.
- iii. Student's academic eligibility will be checked many times prior to each fair via weekly progress reports and student's submission of grade reports. Additional Grade checks will be:
 1. Prior to the initial purchase of the livestock project.
 - a. **Students that fail to meet the Fall Semester academic eligibility will not be allowed to purchase an animal for showing with Salinas FFA**
 2. Prior to Fair entry Forms with the quarter three grade report.
 - a. Students that do not meet academic eligibility at the Qtr. 3 check will be put on a probationary contract in which the student must have the GPA raised to 2.0 by the next check or the student will not be allowed to show/sell.
 3. Approx. one week prior to the start of each fair, for SVF this will be the 4th Qtr. progress.
 - a. Students who do not meet the academic eligibility are not allowed to be exhibitors with the Salinas FFA for the current fair and must find alternate way of selling project.
- iv. The school must have record that the student attended a school given drug contract signing, prior to getting their animal.

Class Enrollment: All students, including graduates, must be enrolled in the MTROP Animal Care Course. They must be present at 80% (8/10) of the class meetings in order to maintain eligibility as a Salinas FFA Exhibitor. Students must attend the class meeting with their market animal FFA Advisor.

Students must also be enrolled in at least one core Agriculture class at Salinas High School, (unless they are a graduate of the program).

Communication: These livestock projects are student owned projects. It is the program's goal to have students completely manage their own project. All communication of a project must be started by a student e-mailing or speaking to an advisor in person. Advisor's cell phones are not distinct provided, and therefore should only be used in emergencies. In an extreme emergency and the advisor cannot be reached, a vet should be called.

Livestock Insurance: Must be purchased within 1 week of purchasing your animal(s) and proof provided to FFA Advisors. Note: this is a SUHSD wide rule and only applies to smaller market animals. Beef and Dairy projects are exempt but highly encouraged.

FFA Leadership: Students must meet "Ag-tivity" participation requirements for the semester. In the spring, they must have all 6 "Ag-tivities" met by May 8th (prior to fair).

Showmanship: Student must attend at least 80% of showmanship practices prior to the fair.

Weight Management: Students must weigh livestock animals weekly and calculate average daily gain. Weights and ADG are due weekly in ROP animal care. Offsite students may bring their animal to the farm to weigh or scales may be checked out when available.

Livestock Purchasing: Prior to the purchase of a student's project the following must be met.

1. Semester Eligibility
2. Livestock Exhibitor Application and Contract signed and submitted to Advisors by Oct 14th.
3. Fees Paid
4. All livestock projects must have the approval of the FFA Advisor. Animals purchased without the approval of the FFA Advisor will not be exhibited as a member of the FFA.
5. Students wanting the FFA Advisor to purchase the animal for them must be paid in full by December 1st to the ASB Bookkeeper and submit the receipt to your advisor.
 1. Lambs minimum \$350
 2. Hogs minimum \$350
 3. Goats minimum \$300
 4. Steers minimum \$1200
 5. Replacement Heifers min \$1200
 6. Chicken minimum \$25
 7. Rabbits minimum \$30

Livestock Entries: All students will use paper Entries. Entries must be properly filled out with proper payment attached in the form of Check or Money Order and given to the advisor to sign and take to the fair. Entries will be due to advisors by: March 21st.

Non Livestock Entries: **QUALITY** Non Livestock Exhibits are required by the fair. Each SHS exhibitor must enter at least **TWO** still exhibits within the Agriculture area of the premium book. One of these two must be either a Welding Bead Pad or a Floral Wreath. Home arts and Crafts are not allowed. All Entries must be properly and completely filled out with proper payment attached. Your livestock advisor reserves the right to determine whether the project is of quality or not. Non-quality projects will not be submitted. All projects need to be given to the advisor by May 1st. Your Livestock Advisor **MUST** be the one to drop off at least one of the projects.

Animal Care: Students are expected to provide the utmost care to their animal. This includes:

1. Animal being fed properly
 - a. Correct amount of quality feed
 - b. at least twice daily (if not automatic)
 - c. Consistent timing of feeding
2. A clean and constant supply of water
3. Regular exercise
4. Appropriate shelter
5. Clean bedding
6. Clean stalls/pens
7. At a minimum students should check on their own livestock this often:
 - a. Pigs & Poultry – every other day and cannot go two days consecutive days without being checked on.
 - b. Lambs, goats & beef – animals must be checked on daily.
8. Appropriate treatment for disease, infections, & fungus
 - a. Seek advisor help and then Vet assistance if needed.

When Animals Need Medical Attention: The advisor must be notified of any sick animals. Advisors will do their best to help the student with the sick animals and will give advice to the best of their knowledge. If further medical attention is needed, it is the student/parents responsibility for any veterinary fees from the treatment of the student's animal.

Animal Presentation: Prior to the fair, all animals should be in good health and properly cleaned. They should be fitted when arriving to the fair. Animals that are not in good health, dirty, or not properly fitted will not be allowed to be exhibited. This includes extreme external wounds, such as fight marks. Animals house off the farm must come to the fair washed and clipped/shorn.

Beef Projects: To raise a beef project with Salinas FFA the exhibitor must have shown at two prior fairs in either FFA or 4-H.

Off Site Exhibitors: Students must attend 8 out of 10 ROP meetings. Students are responsible for transporting their animals. This includes to and from the fair and farm.

Project Visits: Advisors will make every effort to visit your animal at least one time. If an animal needs medical attention it is likely the advisor will be unable to assist and a vet should be called.

Pre- Fair Items:

1. It is highly encouraged that students purchase their own FFA Jacket. Also, students will need to have all parts of the official FFA show uniform.
2. All Record Books and Thank you letter drafts must be up to date as of April 30th and submitted through Google Classroom to your advisor by May 1st. Failure to meet this deadline will result in your entry being pulled from the fair. **This will be strictly enforced.**
3. Must submit at least 5 addressed professional, business format, typed letters with stamped envelopes to advisor by the assigned date - TBD.
4. Students must attend the Pre-fair parent meeting

5. Students must participate in **one** of the following committees
 - a. Decoration Creation at the school farm
 - b. Tack loading at the school farm
 - c. Tack unloading at the Fair

At Fair Policies: During the fair students will meet the following expectations. If the student fails to meet the following expectations students will be given a “strike” for each violation. If it is their third strike they may be pulled from the livestock auction or have their check donated back to the fair. All students will participate in the creation, installation and deconstruction at the fair decorations.

1. All students will participate in the cleaning, loading and unloading of tack and equipment at the fair.
2. Students are not allowed to have personal tack at the fair which includes tables, tack boxes, feed bags and waters, any tack stored without the approval of the advisor must be removed from the area immediately. Beef and Dairy exhibits may have exceptions to this with the approval of the advisor.
3. Students will participate in barn duty as outlined by the individual advisors. Students are expected to supervise the appropriate area for the entirety of the assigned shift.
4. Each student will have their animal fed and watered, pen cleaned, and aisle swept by **7:00 am and 5:20 pm daily.**
5. Each student must attend and be on time to the daily Salinas FFA exhibitor meeting at **5:30 pm, or after the last exhibitor shows.** Everyone is expected to stay for the entire meeting. This will be strictly enforced and all meetings are mandatory. **A missed meeting at fair can result in your animal being pulled from the auction and/or your check being donated back to the fair.**
6. It is highly encouraged that you stay in King City for the days of the fair. Students will not be allowed to “sign-out” from the field trip until after the nightly meeting and will sign in at the beginning of each day. This does apply to graduates. This also applies to Sunday evening/the last day of fair. Students are expected to stay until the last equipment is loaded and the advisors dismiss ALL students at the same time. Students and advisors should not ask for special permission to leave on Sunday prior to anyone else.
7. Students must participate in one of the CDE contest at the fair. Livestock or Vegetable Judging. These contests are usually on Sunday.
8. Student will conform to the requests of the Salinas FFA advisors, Other FFA advisors, and Fair management without confrontation and/ or disagreement.
9. Students will follow the dress code of Salinas High School and the National FFA Organization at all times during the fair. Students in violation must change their attire immediately. Even on a hot day, our students are expected to wear FFA jackets while showing.
10. Student must have a SMALL buyer’s gift and handwritten note at the auction. As a rule of thumb, and per request of the fair, gifts should be no more than \$20.00.
11. Students will be excused from school for the entirety of Salinas Valley Fair, including weigh-in day. It is strongly discouraged for students to miss more than those three days of school. It places a large burden on teachers and they tend to support the program less when many students miss more than three days at the end of the school year.

Post Fair Responsibilities: Student will not be given their checks until the following conditions have been met. Student’s should financially plan and not expect to get their check until at least several days after the fair.

1. QUALITY Thank You letters submitted to the ADVISOR, not directly the fair nor buyer.
2. Farm students must attend in 1 Of the 2 farm clean up days
3. Students with projects kept at the school farm has cleaned and sanitized their pen and tack area.

4. FFA Record Book is updated with the most recent and accurate animal accounting, and submitted to the advisors.
5. All borrowed FFA Jackets/uniforms are cleaned and returned to the Agriculture Department.

3 Strike Policy: Within the program there will be a progressive discipline style of management utilizing a warning system with the concept of “three strikes you’re out” If an exhibitor does not follow and abide by the rules and policies detailed in the contract, they will receive a “strike” that will be documented and kept on file. The following are examples of reasons students may receive strikes.

1. Repetitively late to any of the meetings/classes.
2. Late/missed feedings
3. Late/missed farm work days
4. Grade checks not submitted when due
5. Dress code violations
6. Use of profanity and/or inappropriate remarks
7. Violation of tack / personal belonging policy
8. Failure to participate in a CDE event at fair
9. Animal is not properly fitted
10. Horse playing in barns (school and fair)
11. Bullying/Sexual Harassment
12. Pens/barn not cleaned
13. Anything the advisor constitutes as unfit livestock management practices.

If an exhibitor is not holding up to his/her responsibilities (see below), they will receive a ‘strike’ that will be documented and kept on file in the Ag. Department. If an exhibitor is to get 3 strikes, they will not be allowed to show at the current and following fairs in the calendar year. If at fair and the students earns their third strike, the animal may be pulled from auction or their check will need to be donated back to the fair.

In addition to Strikes: The Advisors, along with the school Administration, reserve the right to determine if immediate removal from the program is fitting. For example, not respecting well known school and district policies

This contract must be returned to your livestock Advisor by October 14, 2016

I, _____, agree to follow and abide by all of the policies, rules, and conditions that are addressed in this contract. I am fully aware of the “3 Strike” policy and realize that on my third strike I will not be allowed to exhibit and sell my animal at the county fairs and will not be able to show for at the next two consecutive fairs. I understand that if I cannot sell my animal at the fair I am responsible for all debts associated with my animal which includes my project loans.

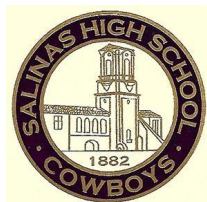
Student Signature _____ Date _____

I, the parent, have read and reviewed the policies, rules, and conditions that are addressed in this contract, and agree and grant my son or daughter permission to participate in raising a livestock project. I am fully aware that if my son or daughter is not allowed to sell his or her animal, that my child/family assumes all financial responsibility for the project and must find alternative means to sell the animal independently.

Parent Signature _____ Date _____

FFA Advisor Signature _____ Date _____

Administrator Signature _____ Date _____



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Lindsay Almond and Rachel Martinez
School Farm Contract 2017- Salinas Valley Fair

School Farm Statement of Purpose

The function of the school farm is to provide agricultural students the opportunity to enhance their learning experience through practical laboratory assignments during classroom instruction, and to provide active FFA members with a facility for developing their Supervised Agricultural Experience Project.

The Agriculture Department does not receive special funding for this facility from the school district budget. The Salinas High School agriculture staff encourages each student participating in this agreement to do their part in instilling **"Cowboy Pride"** in the farm's upkeep, and consider it a privilege to be selected for a project during the 2017 year. The Salinas Union High School District provides the school farm as convenience for students and assumes no liability for animals housed.

Eligibility

1. Students will submit a completed General Livestock Contract
2. Students must submit the SUHSD drug contract
3. Students will submit a business agreement through the use of the FFA Record Book in AET.
4. Students must pay in full the cost of the animal and/or submit their Bill of Sale to their designated Ag Advisor prior to bringing the animal to the school farm
5. Students will only be allowed to purchase animals from the approved breeder list
6. Students will meet the Academic Eligibility of General Livestock Contract.

Farm Usage Fees

A farm usage fee of \$50.00 per exhibitor, per project market animal will cover the cost of farm maintenance (water, electrical, etc.) and is to be paid by Dec 12, 2016. A farm usage fee of \$20.00 for every other animal project (not per head, but per enterprise) is also required.

Student Expectations

1. Only students with projects that are housed at the school farm are allowed on the premises
2. Any visitors or guest must be cleared through the Ag Advisors
 - a. Via email (not text) to advisor stating who & when joined the students. Parents are pre-approved

3. All school rules as stated in the SUHSD Student Handbook apply at the Buena Vista School Farm
4. No vehicles are allowed to drive beyond parking lot unless advisor is on site
5. The school farms' speed limit is 5 MPH. There shall be no reckless driving or excessive speeds in the parking lot or inside the gates of the farm
6. Students will latch their pen, shut the barn doors and lock the main gate when leaving.
7. Students shall not give the gate code to students/friends who do not house animals at the school farm
8. No student or parent shall make farm decisions without advisor. (example; stalling, medicating, housing, construction)
9. **Students are allowed on farm site between 6:00A.M. and 7:30P.M.**
10. **Students must spend at least 4 hours at the farm each week. (Monday- Sunday) We encourage at least 1 hour per day. Failing to meet the 4 hour minimum will result in a strike.**

Animal Facilities

Pens must be cleaned daily. Pens will be assigned and may be changed by the advisor. Change of pens will only occur with advisor approval due to health, feeding or management purposes. In the event of an outbreak of diseases, fungus or virus, students are responsible for the sanitation of the contaminated areas. In the event that the animal facilities become damaged it may be equipment student's responsibility to repair it, if deemed necessary by the advisor.

Tack Facilities

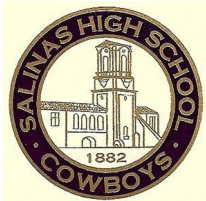
Tack boxes will not be kept in the aisles. They shall be kept in the designated tack areas. Tack Boxes should include your animals feed/supplements, grooming supplies and basic health related items (ex: Thermometer) Tack Boxes shall not be more than 3' x 4' x 4' and students shall have no more than one tack box. All tack boxes must be kept locked when not in use. Swine exhibitors must share 1 tack box for every 2 exhibitors.

Animal Care

1. Ruminant animals must be fed and watered two times daily
 - a. Morning prior to 9:00 am
 - b. Afternoon between 4:00 and 7:00pm
 - c. Cattle must never go more than 13 hours without feed.
2. Swine must be feed 2 times a day, sometimes 3, if an automatic feeder is not being used.
3. Hog feed and water must be checked once daily by someone.
4. Students must feed an advisor approved livestock feed from the provided list.
5. Water bucket shall be cleaned out every other day or when water conditions are unsatisfactory
6. Animals shall be exercised daily
7. Animals shall be weighed weekly and Average Daily Gain shall be recorded in the log that will be checked by the advisor
8. Animals shall be treated for diseases fungus, and viruses as prescribed by advisor or veterinarian
9. Animals shall remain in their pens unless student is present
10. If advisor determines it is important to call a vet, the student must do so within 48 hours. All vet expenses are the responsibility of the student
11. Animal must be treated humanely and appropriately at all times
12. Students shall not move other student's projects without permission.
13. Student shall provide appropriate bedding for their animal
14. Student should go to the farm daily to check on their own animal.
 - a. Exhibitors may not be away from their animal for more than 2 consecutive days.
 - b. Students who have plans to miss more than 4 days due to family vacations, etc. will not be allowed to show with us, unless prior approval by the advisor is given. Missing more than 4 days has very detrimental effects on your animal. Even with other students and/or parents caring for the animal while you are gone, the care is not the same and the animal suffers.
15. The advisor must be notified of any sick animals. Advisors will do their best to help the student with the sick animals and will give advice to the best of their knowledge. If further medical attention is needed it is the student's responsibility for any medical or veterinary fees that are accrued from the treatment of the students animal. A vet must be called within 48 hours.

Facility Procedures

1. The drive in farm gate shall stay locked at all time unless opened by an agriculture advisor. When advisor is not present feed and tack may be unloaded and brought in with a wheel barrow
2. All hoses should be coiled and faucets turned off always.
3. All aisles will be cleaned daily
4. The swine manure trap will be cleaned daily
5. All solid manure, shavings or hay must be **put in** the dump trailer. Students shall not a start pile around the trailer or send solids to the septic system.
6. No personal trailers shall be kept at the school farm
7. If a student chooses to bring their own equipment to the farm, they understand that it may be used by other students. We discourage bringing your own wheelbarrows, brooms, feeding pans, etc.
8. Students must clock in and out when they feed, clean or work with their animal.
9. Students shall not disturb the residents in the house located at the school farm.
10. Any student who is deemed ineligible to show for Salinas FFA for any reason, must remove their animal within 10 days. If the animal is not removed it becomes property of Salinas FFA.
 - a. If an animal doesn't qualify for fair it must be removed by May 20th or it will become property of Salinas FFA.



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472

Agriculture Teachers and FFA Advisors: Lindsay Almond and Rachel Martinez



School Farm Contract 2017- Salinas Valley Fair Signature Page

This contract must be returned to your livestock Advisor by October 14th 2016

I, _____, agree to follow and abide by all of the policies, rules, and conditions that are addressed in this contract. I am fully aware of the "3 Strike" policy and realize that on my third strike I will not be allowed to exhibit and sell my animal at the county fairs and will not be able to show for at the next two consecutive fairs. I understand that if I cannot sell my animal at the fair I am responsible for all debts associated with my animal which includes my project loans.

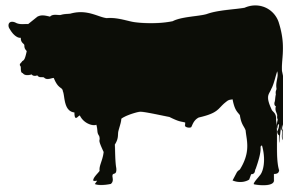
Student Signature

Date

I, the parent, have read and reviewed the policies, rules, and conditions that are addressed in this contract, and agree and grant my son or daughter permission to participate in raising a livestock project. I am fully aware that if my son or daughter is not allowed to sell his or her animal, that my child assumes all financial responsibility for the project and must find alternative means to sell the animal independently.

Parent Signature

Date



Mandatory Events for Salinas FFA Exhibitors- SVF 2017

October

- October 24th- All livestock contracts due
- October 12th- November 5th- Flapjack Fundraiser for ROP Animal Care Supplies- All exhibitors must sell at least 3 breakfast tickets
 - Nov 4th (after school) and 5th (morning) we will have a booth to sell tickets by Applebees
 - It is encouraged that you attend 1 of the tickets sales.

November

- November 6th- Applebee's Flapjacks Breakfast- All must attend
- November 9th- Juniors and Seniors must attend the State FFA degree work day if they qualify for their degree
- November 10th or December 3rd- Farm Work Day (Must attend 1)

December

- December 1st-Livestock money due to the Finance Office
- December 12th- Farm fee due

January

- January 11th-Mandatory Farm Clean Up/ Mtg for ALL exhibitors
- January 24th- First ROP after school 4:30-5:30pm at the farm

March

- March 21st- Livestock and Still exhibit entries due to advisor

April

- April 18th-Mandatory Pre-fair meeting
- April 28th- All AET Record Books due to advisors

May

- May 1st -Still exhibits due to advisor
- May 13th-Fair Setup (decor)
- May 16th- Tack Unloading
- May 17th-21st Salinas Valley Fair
- May 23rd and 24th Mandatory Farm Clean Up (must attend 1 day)

Fair Project Plan- Market Lamb

Expenses	
Animal	\$300 and above
Feed	\$200-\$300
Veterinary Supplies	\$50
Show Supplies	\$50
Insurance	\$25
Fair Entries	\$25
Total	\$650-\$750
Income	
Sale of animal	\$900
Subtract 4% in sales commision	\$36
Total	\$864
Net Profit	\$214

Fair Project Plan- Market Goat

Expenses	
Animal	\$250 and above
Feed	\$100
Veterinary Supplies	\$50
Show Supplies	\$50
Insurance	\$15
Fair Entries	\$10
Total	\$425
Income	
Sale of animal	\$550
Subtract 4% in sales commision	\$22
Total	\$528
Net Profit	\$103

Fair Project Plan- Market Hog

Expenses	
Animal	\$300 and above
Feed	\$200-\$250
Veterinary Supplies	\$25
Show Supplies	\$50
Insurance	\$25
Fair Entries	\$25
Total	\$625-\$725
Income	
Sale of animal	\$1000
Subtract 4% in sales commision	\$40
Total	\$960
Net Profit	\$335

Fair Project Plan- Market Steer

Expenses	
Animal	\$900 and above
Feed	\$500+
Veterinary Supplies	\$50
Show Supplies	\$50
Insurance	\$25
Fair Entries	\$10
Total	\$1535
Income	
Sale of animal	\$2000
Subtract 4% in sales commision	\$80
Total	\$1820
Net Profit	\$285

Salinas FFA Projects

Outreach Program

The goals of our new outreach program is to promote agricultural literacy at a young age and also recruit 8th grade students. It is also to recruit incoming freshmen to expand our program with more active members. Our new outreach program consists of:

- ☐ Salinas FFA Brochure for incoming students
- ☐ Promotional Video and use of Cowboy TV at Salinas High School
- ☐ Farm Day for 2nd and 3rd grade students
- ☐ Visiting our feeder middle schools and using our promotional material

Website

The goals of our new website is to provide access to parents, students, and our community regarding our program and current events. We will also be updating our social media accounts every week.

- ☐ Instagram @salinasffa
- ☐ Snapchat @salinasffa
- ☐ Website <http://salinasffa.weebly.com/>

Revamped Greenhand Week

Greenhand week was a huge success this year! We had twice as many Greenhands as last year, with a record of 40 Greenhands. We also had a very successful Greenhand Auction. The new activities included:

- ☐ Greenhand Appreciation Candy Gram
- ☐ Dye your hand green
- ☐ Greenhand Auction
- ☐ Bowling
- ☐ Pizza Party
- ☐ Greenhand Banquet in November

Garden Beds

Our Ag. Science classes will be designing, building, and planting garden beds this year. We are growing plants from seed as well as reaching out for seedling donations. Students will be overseeing this project from Fall to Spring and the chapter will be having a Farm to Table night with parents and chapter members.

Buena Vista Farm

The Buena Vista farm is used in our ROP Animal Care class and students keep the SAE projects housed at the farm. Renovating the farm is a huge goal for our chapter. Renovation items include:

- ☐ New panels for arena
- ☐ Concreted arena
- ☐ Outdoor show ring
- ☐ Addition of a sink
- ☐ New sheet metal for swine pens
- ☐ New lamb/goat pens
- ☐ New holding pens

Salinas Valley Fair /Monterey County Fair

Salinas FFA will be showing at Salinas Valley Fair 2017 and Monterey County Fair 2017 with a strong show team varying in multiple species.

Our current list of exhibitors:

	Species
	Lamb
	Goat
	Swine
	Swine
	Steer
	Steer
	Swine
	Swine
	Swine
	Swine
	Swine
	Breeding goat
	Swine
	Swine
	Goat
	Swine
	Swine
	Swine
	Steer
	Swine
	MCF-Swine/ Steer
	Swine- MCF
	Swine
	Swine
	Swine
	Swine
	Steer
	Swine
	Swine
	Swine
	Swine
	Swine
	Swine
	Swine

	Swine
	Swine
	Swine
	Swine
	Goat
	Swine
	Swine
	Swine
	Goat
	Swine
	Chicken
	Swine

Goals of the Chapter

A. Community Service

Salinas FFA participates in numerous community events every year. This year we added new events to our community service calendar. Our members give back to our community by working the following events:

- ☐ Cowboy Poetry (New)
- ☐ Tree of Peace
- ☐ T & A Family Day
- ☐ Monterey County Fair
- ☐ Farm Day hosted by Salinas FFA (New)

B. Leadership

Our chapter officers are held to a high standard and are responsible for spreading FFA love and positive attitudes within our community, school, and chapter. As a chapter we are working on having a more positive image. During our meetings our officers will demonstrate the qualities all FFA members should possess. Our Ag. teachers will be doing lessons in class on sportsmanship, ethics, and what it means to be a leader. We hope that the new mini workshops will help our members be the best they can be.

C. Earnings and Investments

This year we have incorporated two new fundraisers for our show team and chapter. We will be selling Gizdich Pies and hosting a Flapjack Breakfast at Applebee's. Our goal is to have the funds to provide scholarships for

students to attend CA FFA Conference and sponsor jackets. Another goal is to have an updated budget every month and stay organized.

D: Scholarships

In order to encourage our members to do better in academics, we have implemented several scholarships. One of which is our FFA jacket scholarship. This allows members to have the opportunity to participate in FFA without the financial burden of purchasing a jacket. Another excellent scholarship we provide is our State Conference Scholarship. In order to encourage academic success in our members, we provide a Senior Scholarship. This combines academic excellence with activeness in FFA to provide assistance toward college.

E: Supervised Agricultural Experience

In order to provide our members with the best experience possible in the FFA program, we encourage our members to do more than one SAE. SAEs provide real world knowledge and skill, which is essential for our members. We make one SAE mandatory for all of our classes we offer, which encourages our members even further.

F: Public Relations

In terms of public relations, we have built a new outreach program in order to maximize our membership in the coming years. This year we are bringing back our Farm Open House, which allows the community to understand our program. Not only does this encourage membership, but it also allows prospective members to understand what our FFA program is about. People can become informed about our FFA as well as Ag Literacy in general with this activity. Along with our Farm Open House, we plan to visit the feeding middle schools to discuss our program and allow our FFA chapter to grow. We will provide prospective members with a better understanding of our program, and improve our membership. On top of these strong programs, we will

G: Recreation

Each officer is assigned a meeting that they are in charge of decorations/ food and overall appearance of the meeting. Officers will open the meeting.

After business is discussed the officer in charge of the meeting will have the members play a game. Officers will close the meeting once game is over members will be released to mingle and eat with their peers. We encourage members to get out of their comfort zone and meet new friends.

H. Awards

Greenhand Degree Requirements

- ☐ Be regularly enrolled in a vocational education course for an agricultural occupation Have satisfactory and acceptable plans for an SAE project
- ☐ Learn and explain the FFA Creed
- ☐ Learn and explain the FFA Motto
- ☐ Learn and Explain the FFA Salute
- ☐ Learn and Explain the FFA Mission Statement

- ☐ Describe the FFA emblem Describe the FFA colors
- ☐ Describe the FFA Symbols
- ☐ Explain the proper use of an FFA jacket
- ☐ Have satisfactory knowledge of the history of the organization
- ☐ Know the duties and responsibilities of FFA members
- ☐ Personally own or have access to the Official FFA Manual
- ☐ Submit written application for the degree for Chapter Records
- ☐ All Greenhands must participate in all activities during Greenhand Week to receive their degree
 - ☐ Greenhands will receive a “passport” to document which activities they have completed
 - ☐ Greenhands must dye their hand green and wear it throughout the day to spark interest and conversation in FFA.
 - ☐ Each Greenhand will participate in the Greenhand Auction and participate in 4 hours of community service
 - ☐ Greenhands will take part in a “Greenhand bonding day” to help bond with fellow greenhands and other FFA members
 - ☐ Each Greenhand must attend the pizza party at the end of the week

2. Chapter Farmer Degree Requirements

- ☐ Must have held the degree of Greenhand for at least one school year
- ☐ Have a record of satisfactory participation in the activities of the local chapter
- ☐ Have satisfactorily completed at least one year of of Agricultural instruction.
- ☐ Have an active and approved SAE
- ☐ Enrolled in an agriculture education class
- ☐ Be familiar with Parliamentary Procedure
- ☐ Group discussion for fifteen minutes
- ☐ Must have earned at least \$150 by his/her own efforts from his/her SAE and have the \$150 productively invested or deposited in a bank or have worked 100 hours on his /her SAE outside of scheduled class
- ☐ Have a 2.0 GPA and no U's in citizenship
- ☐ Community Service Req.- 10 hours min.

3. State Farmer Degree

- ☐ Must have held the Chapter FFA Degree for at least one year immediately preceding application for the State FFA Degree.
- ☐ Have been an active member of the FFA for at least two years preceding application for the State FFA Degree. At the time of application for the State FFA Degree, must have completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural. Supervised Agricultural Experience Program; and must be regularly enrolled in an agriculture education class at the secondary education level, an agriculture course at the post-secondary education level, or be a graduate of a secondary agriculture education program who is engaged in an agricultural occupation.

- ☐ Have worked for a minimum of 500 hours, in excess of scheduled class time, on his/her Supervised Agricultural Experience Program, and must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least \$1,000.00; or show an investment cost of at least \$2,000.00 in depreciable property inventory; or have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least \$1,000.00. When qualifying based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally-related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (4) above. Under no circumstances shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of \$750.00 of earned and productively invested income For the purposes of this subsection, productively invested is defined as any, all, or any combination of the following: amounts held in secured liquid financial investments, expenses paid for educational purposes, financial support of the immediate family, and/or that proportion of the purchase price of a motor vehicle which is equivalent to the proportion of the vehicle's normal usage which is used for transportation to, from, or in the conduct of educational and/or SAE activities.
- ☐ Demonstrate leadership ability by:
 - ☐ performing ten procedures of parliamentary law OR demonstrate proficiency in parliamentary law as evidenced by passing a written examination prepared and administered by the local agriculture instructor; giving a six-minute speech OR lead a group discussion for forty-minutes on a topic relating to agriculture or the FFA; serving as an officer, committee chairperson, or participating member of a committee; participating in at least five distinctly different FFA activities at the chapter level; participating in at least two distinctly different non-FFA school activities which are conducted outside of normal class time; participating in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 25 hours of personal time, which seek to serve and/or improve the quality of life in the local community; and being familiar with the provisions of the constitution of the State Association and National FFA Organization as certified by the local FFA advisor. The scoring committee's decision regarding a candidate's worthiness may not be disputed or re-evaluated based on an applicant's complaint that pertinent information was omitted and/or misstated on the application form.
- ☐ A member who has received the State FFA Degree may apply for Star consideration at all levels provided he/she:
 - ☐ Have a 2.0 scholastic record as certified by the local principal or superintendent.
 - ☐ Have participated in the planning and completion of the Chapter Program of Activities.
 - ☐ Have participated in at least five FFA activities above the chapter level.
 - ☐ Written records of achievement, verified by the local advisor, shall be submitted to the state advisor by the local chapter's governing body at least two months prior to the State Leadership Conference. These written records shall be based on the member's own entries in the California Agricultural Education

Record Book which is currently approved by the California state staff for Agricultural Education as the official record book for California Agricultural Education students. Such a record book is the only substantiation a member may use for the purpose of applying for advanced degrees and awards in this association. A committee appointed by the state advisor will then review the records and submit its findings to the state advisor, who will make his/her recommendations to the State Executive Committee. The Executive Committee will nominate and elect the candidates who have been found qualified to receive the degree. The state officers shall, at each region's special awards program, raise to the State FFA Degree those candidates who have been elected by the State Executive Committee.

- ☐ The member's Record Book entries must meet the verification process approved by the State FFA Advisor.
- ☐ It shall be the responsibility of the applicant, under the supervision of the local FFA advisor, to submit an application for the State FFA Degree which is thorough, complete, and accurate. Information which appears on the application form that is submitted to the State FFA office shall be the primary information which the scoring committee shall consider in its evaluation of the candidate's worthiness for the degree. In the interest of providing maximum flexibility and fairness to all candidates, the regional supervisors of agriculture education shall be empowered under this section to make minor modifications to state degree application forms during the scoring and verification process.
- ☐ There shall be four annual awards for the State FFA Degree recipients known as the California Star Farmer, California Star in Agribusiness, California Star in Agricultural Placement, and the California Star in Agriscience. is a Junior, Senior, or first year Graduate, is an active FFA member in good standing at the time of application, and has an ongoing supervised occupational experience program which has been continuously under the supervision of the local agriculture instructor.

4. American Farmer Degree

- ☐ Have received the State FFA Degree
- ☐ Have been an active member for at least 36 months
- ☐ Have a record of satisfactory participation in FFA activities on the chapter level
- ☐ Have a record of satisfactory participation in FFA activities on the state level
- ☐ Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program or have completed the program of agricultural education offered in the school last attended
- ☐ Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted
- ☐ Have in operation an outstanding SAEP through which a member has exhibited comprehensive planning, managerial and financial expertise
- ☐ Have maintained records to substantiate the SAEP
- ☐ Have earned and productively invested at least \$7500 or have earned and productively invested at least \$1500 and worked 2250 hours in excess of scheduled class time. Any combination of hours times a factor of 3.33 plus dollars must be equal to, or greater than the number 9000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree. (Note: starting in 2015, the dollar

requirement changes to 10,000, productively invested changes to \$2000; and the factor changes to 3.56 to equal 10,000)

- ☐ Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of C or better as certified by the principal or superintendent
- ☐ Have participated in at least 50 hours in at least three different community service activities (25 more than State Degree). These hours are in addition to and cannot duplicated as paid or unpaid SAE hours

Salinas High School Administration and Staff

Administration:

Alfaro, Rachel, Reception

Peterson, Judith, Principal

Avalos, Leslye, Principal's Secretary

Gast, Laurel, AP (A-E)

Reyes, Elizabeth, AP Secretary

Orozco, Laura, AP Secretary

Mariscal, Hugo, AP
Rodriguez, Rosa, AP Secretary
Pacleb, Ernesto, AP(RO-Z)
Finona, Doris, AP Secretary
Dover, Mark, Activities Director
Athletic director, Lamar, Patty

Attendance:

Attendance Tech, Herrera Jesus

Registrar:

Registrar, Martinez, Christine
Registrar, Clerk, Rosie

Counseling:

Counseling Secretary, Rede, Irene
Peña-Macias, Christina
Bowling, Leslie (Br-Esp) FAST
Guzman, Elvia (Mu-Rub)
Hobson, Barbara (Len-Mo) GREEN
Hunsdorfer, Art (Rud-Z)
McCullough, Kristin (A-Bo) AVID

Departments/Offices:

Intervention specialist, Simons, Angelica
Behavior therapist, Anderson, Amy
Cafeteria, Molinero, Pete
Career Center Clerk, Ruano, Laura
Career center – ROP Counselor, Schooley, Alan
Community Liaison, Martinez, Angelica
Copy center – Miss Patricia
Detention room – Luna, Carlos
Finance office, Gonzales, Victoria
Gear up, Arias, Guadalupe
Health technician, Vizcarra, Cindy
PBIS Clerk, Hunter, Michelle
Plant foreman, Perez, Victor
Probation officer, Tamayo, Robert
Psychologist, Reyes, Xochitl
Speech therapist, Veltus, Sheila
Sunrise counselor, Flores, Reyna

Library/Textbook:

Vargas, Patty

Sullivan, Lorraine

McWhorter, Patricia

Salinas High FFA ~ Constitution

Constitution and Bylaws – Adapted at Chapter Meeting September 28, 2010

ARTICLE I - Name and Purposes

Section A: The name of this organization shall be “Salinas FFA” Members are here in after referred to as “Future Farmers of America” and the letters “FFA” may be used to designate the chapter, it’s activities, or members there of.

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

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of members in themselves and their work.
4. To create more interest in the intelligent choice of agricultural programs and establishment in the agriculture industry.
5. To encourage members to improve the farm, home and its surroundings.
6. To participate in worthy undertakings for the improvement of agriculture.
7. To develop character train for 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 rural recreational activities.

ARTICLE II - Organization

Section A. The Salinas FFA is a chartered local unit of the California Association of FFA which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provisions in the constitution and bylaws of the California Association of FFA, which is chartered by the National FFA Organization.

Article III - Membership

Section A. Membership in this chapter shall be of three kinds: Greenhand FFA, Chapter Farmer FFA, and Honorary.

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

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

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

1. He/She attends local chapter meetings with responsible regularity.
2. He/She shows an interest in, and takes part in the affairs of the chapter.

ARTICLE IV - Emblems

Section A. The emblem of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designed by the National Organization of FFA.

ARTICLE V - Membership Degrees and Privileges

Section A. There shall be two grades of active membership in this chapter. These grades are: (1) Greenhand FFA Degree, and (2) Chapter FFA Degree. All Greenhands are entitled to wear the regulation bronze emblem pin. All members holding the Chapter FFA Degree are entitled to wear the silver emblem pin, both below their name on an official FFA Jacket

Section B. Special 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, Sentinel, and Advisor. The advisor shall be a teacher of agriculture education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices as outlined in the current National FFA handbook and Salinas FFA Program of Activities.

Section B. Officers shall be elected annually by majority vote of the members present at a regular chapter meeting.

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

Section D. Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E. Chapter officers must hold the Chapter FFA Degree.

Section F. Officers must maintain district eligibility (i.e., 2.0 GPA and no more than one F, etc.) or resign from position.

ARTICLE VII - Voting

Section A. Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.

Section B. Two delegates shall be elected 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 membership roll shall constitute a quorum and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII - Amendments

Section A. This constitution may be amended or changed at any regular chapter meeting by two-thirds vote of the active members present providing it is not in conflict with the State Association Constitution or that of the National Organization of FFA.

Section B. Bylaws may be adopted to fit the needs of the chapter at any regular chapter meetings by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the State Association or the National Organization.

FFA Emblem

FFA Emblem

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



The *owl* epitomizes wisdom and knowledge.

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

The *rising sun* embodies the promise of a new day in agriculture or progressive agriculturists.

The *cross section of an ear of corn* represents common agricultural interests and unity as it is grown in every state in the United States.

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

FFA Creed

The FFA Creed is a basic statement of beliefs and a common bond between members.

The creed was written by E.M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions to reflect changes in FFA members and the agricultural industry.

The FFA Creed

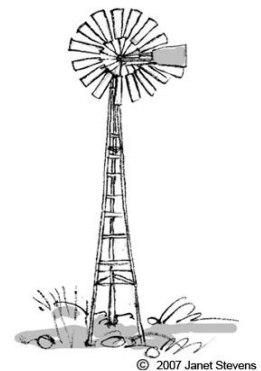
I believe in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

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

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

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

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



FFA Colors & Motto

Colors

The National FFA Organization chose national blue and corn gold as its official colors in 1929. As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors give unity to the organization.

Motto

Many important things come in small containers. Although a diamond ring takes up a little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.

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

FFA Uniform

Official FFA Uniform

(Worn when in representing the chapter at leadership activities and competitions)

MALES

Black slacks

White collared shirt

Black socks

Black dress shoes

FFA tie

FFA jacket

FEMALES

Black skirt (knee length)

White collared shirt

Nude hose

Black dress shoes

FFA scarf

FFA jacket



FFA SHOW UNIFORM

(worn when in the show ring at livestock fairs)

MALES

White Pants

White Collared Shirt

FFA Tie

FFA Jacket

Closed Toe Shoes

FEMALES

White Pants

White Collared Shirt

FFA Scarf

FFA Jacket

Closed Toe Shoes



Salinas FFA Chapter ~ FFA Information

(Continued)

The FFA Jacket

- ❖ The FFA jacket is the most recognizable symbol of the organization. As a member one of your responsibilities is to ensure it's proper use. Specific guidelines are outlined below.
- ❖ The jacket is to be worn only by members.
- ❖ The jacket must be kept clean and neat.
- ❖ The jacket should have only a large emblem on the back and a small emblem on the front; it should carry the name of the state association and the name of the individual and one office or honor on the front.
- ❖ The jacket should be worn on official occasions with the zipper fastened to the top, the collar should be turned down and the cuffs buttoned.
- ❖ Members and officers should wear the jacket on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- ❖ The jacket should only be worn to places that are appropriate for members to visit.
- ❖ School letters and insignia of other organizations should not be worn on the jacket.
- ❖ When the jacket becomes faded and worn it should be discarded or the emblems and lettering removed.
- ❖ The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- ❖ Members must always act like ladies or gentlemen when wearing the jacket.
- ❖ Members must refrain from illegal substances, even if over age 18, while wearing the FFA jacket or officially representing the school and organization.
- ❖ All chapter degree, officer, and award medals should be worn beneath the name on the right side of the jacket with the exception that single State FFA Degree Charm or American FFA key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket.

FFA History

A summary as the Salinas FFA understands how the programs began and evolved to the current day offerings

In 1917 the Smith-Hughes Vocational Education Act was passed which gave money to support the first Agriculture classes. From that day forward, clubs and chapters were formed in high schools providing students with the education they need to be successful agriculturists. By the 1920's the FFA had adopted FFA colors, National Blue and Corn Gold, and had held their first National FFA Convention in Kansas City, Missouri. As students became more involved a Creed and uniforms were established.

Thereafter, females were able to join after the New Farmers of America merged with the Future Farmers of America. In 1944 The National FFA Foundation, Incorporation was established in Washington, D.C., to raise money for FFA programs and find support through businesses and other industries. Striving for support and success students were driven to spread their knowledge to those around them. Since then the FFA has grown to be the Nation's largest youth organization and does the best job at preparing students with the skills necessary to successful in agriculture or any other area in their home, communities, and professional lives that require leadership, organization, competition, and interaction.

The FFA has remained an integral part of agriculture education at the secondary education level and remains an intra-curricular activity/program on most high school campuses.

History of Salinas FFA Member & Chapter Awards

1999- State Degree

Maggie Richardson
Tiffany Breech
Jacklyn Hunter
Christina Waligora

Regional Star Reporter - Jamie Sempek

State Superior Chapter

2000- State Degree

Nicole Howell
Lindsay Buckner
Matt Coulter
Jamie Sempek

Gold Award Chapter

2001

Gold Award Chapter

2002- State Degree

Ann Cochrane
Kristyn Coulter
Collin Davis
April Fanning
Julie McDougall

State Gold Award Chapter

2003 -State Degree

Jane Cochrane
Kate Cochrane

State Gold Award Chapter

National Scholarship Recipient- Ann
Cochrane

2004-State Degree

Brandon Brooks
Brittney Foster
Lacy Heacox

2005- State Degree

Jennifer Buckner
Michelle Bush
Mollie Dorrance
Erin Krieg

2006 - State Degree

Brent McKinsey
Julie Laughton
Quinn Snowden
Shannon Heston
Tricia Walker

2007- State Degree

Lauren Coakley
Holly Felice
Jillian Jefferson
Megan O'Grady
Rebecca Riddle

2008-State Degree

Leslie Wayman

2009- State Degree

Andrea Blomquist
Michael Braasch
Kayla Bradley
Jeff Dominici
Matthew Doughty
Ilana Pickard
Ashley Pollacci
Cassandra Rodriguez
Summer Schultz
Jacob Tidwell
Megan Vanoli

2010- State Degree

Alyssa Wygal
Rebecca Rotter
Vanessa Fernandez
Rebekkah Tucker
Robert Wayman



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Lindsay Almond and Rachel Martinez

Livestock Contract

Student Behavior: As both a member of the National FFA Organization and the Salinas Union High School District, the students are required to conform to the rules, policies and expectations that are detailed in the FFA Code of Conduct and the SHS Student Handbook. Students in violation of the rules and policies, including dress code at all events, will be subject to the disciplinary process outlined in the SHS Handbook in addition to possibly losing their eligibility to show as an exhibitor of Salinas FFA.

Eligibility: Every student must be eligible to participate in a school activity per the district and schools requirements, including but not limited to:

- i. Acceptable citizenship and grades are required in order to purchase animals and must be maintained in order to show and sell animals (no unsatisfactory citizenship, attendance eligibility, and a minimum 2.0 grade point average).
- ii. Student's must be passing their Ag class.
- iii. Student's academic eligibility will be checked many times prior to each fair via weekly progress reports and student's submission of grade reports. Additional Grade checks will be:
 1. Prior to the initial purchase of the livestock project.
 - a. **Students that fail to meet the Fall Semester academic eligibility will not be allowed to purchase an animal for showing with Salinas FFA**
 2. Prior to Fair entry Forms with the quarter three grade report.
 - a. Students that do not meet academic eligibility at the Qtr 3 check will be put on a probationary contract in which the student must have the GPA raised to 2.0 by the next check or the student will not be allowed to show/sell.

3. Approx one week prior to the start of each fair, for SVF this will be the 4th Qtr progress.

- a. Students who do not meet the academic eligibility are not allowed to be exhibitors with the Salinas FFA for the current fair and must find alternate way of selling project.

- iv. The school must have record that the student attended a school given drug contract signing, prior to getting their animal.

Class Enrollment: All students, including graduates, must be enrolled in the MTROP Animal Care Course. They must be present at 80% (8/10) of the class meetings in order to maintain eligibility as a Salinas FFA Exhibitor. Students must attend the class meeting with their market animal FFA Advisor.

Students must also be enrolled in at least one core Agriculture class at Salinas High School, (unless they are a graduate of the program).

Communication: These livestock projects are student owned projects. It is the program's goal to have students completely manage their own project. All communication of a project must be started by a student e-mailing or speaking to an advisor in person. Advisor's cell phones are not distinct provided, and therefore should only be used in emergencies. In an extreme emergency and the advisor cannot be reached, a vet should be called.

Livestock Insurance: Must be purchased within 1 week of purchasing your animal(s) and proof provided to FFA Advisors. Note: this is a SUHSD wide rule and only applies to smaller market animals. Beef and Dairy projects are exempt but highly encouraged.

FFA Leadership: Students must meet “Ag-tivity” participation requirements for the semester. In the spring, they must have all 6 “Ag-tivities” met by May 8th (prior to fair).

Showmanship: Student must attend at least 80% of showmanship practices prior to the fair.

Weight Management: Students must weigh livestock animals weekly and calculate average daily gain. Weights and ADG are due weekly in ROP animal care. Off site students may bring their animal to the farm to weigh or scales may be checked out when available.

Livestock Purchasing: Prior to the purchase of a student’s project the following must be met.

1. Semester Eligibility
2. Livestock Exhibitor Application and Contract signed and submitted to Advisors by Oct 14th.
3. Fees Paid
4. All livestock projects must have the approval of the FFA Advisor. Animals purchased without the approval of the FFA Advisor will not be exhibited as a member of the FFA.
5. Students wanting the FFA Advisor to purchase the animal for them must be paid in full by December 1st to the ASB Bookkeeper and submit the receipt to your advisor.
 1. Lambs minimum \$350
 2. Hogs minimum \$350
 3. Goats minimum \$300
 4. Steers minimum \$1200
 5. Replacement Heifers min \$1200
 6. Chicken minimum \$25
 7. Rabbits minimum \$30

Livestock Entries: All students will use paper Entries. Entries must be properly filled out with proper payment attached in the form of Check or Money Order and given to the advisor to sign and take to the fair. Entries will be due to advisors by: March 21st.

Non Livestock Entries: **QUALITY** Non Livestock Exhibits are required by the fair. Each SHS exhibitor must enter at least **TWO** still exhibits within the Agriculture area of the premium book. One of these two must be either a Welding Bead Pad or a Floral Wreath. Home arts and Crafts are not allowed. All Entries must be properly and

completely filled out with proper payment attached. Your livestock advisor reserves the right to determine whether the project is of quality or not. Non-quality projects will not be submitted. All projects need to be given to the advisor by May 1st. Your Livestock Advisor **MUST** be the one to drop off at least one of the projects.

Animal Care: Students are expected to provide the utmost care to their animal. This includes:

1. Animal being fed properly
 - a. Correct amount of quality feed
 - b. at least twice daily (if not automatic)
 - c. Consistent timing of feeding
2. A clean and constant supply of water
3. Regular exercise
4. Appropriate shelter
5. Clean bedding
6. Clean stalls/pens
7. At a minimum students should check on their own livestock this often:
 - a. Pigs & Poultry – every other day and can not go two days consecutive days without being checked on.
 - b. Lambs, goats & beef – animals must be checked on daily.
8. Appropriate treatment for disease, infections, & fungus
 - a. Seek advisor help and then Vet assistance if needed.

When Animals Need Medical Attention: The advisor must be notified of any sick animals. Advisors will do their best to help the student with the sick animals and will give advice to the best of their knowledge. If further medical attention is needed, it is the student/parents responsibility for any veterinary fees from the treatment of the students animal.

Animal Presentation: Prior to the fair, all animals should be in good health and properly cleaned. They should be fitted when arriving to the fair. Animals that are not in good health, dirty, or not properly fitted will not be allowed to be exhibited. This includes extreme external wounds, such as fight marks. Animals house off the farm must come to the fair washed and clipped/shorn.

Beef Projects: To raise a beef project with Salinas FFA the exhibitor must have shown at two prior fairs in either FFA or 4-H.

Off Site Exhibitors: Students must attend 8 out of 10 ROP meetings. Students are responsible for transporting their animals. This includes to and from the fair and farm.

Project Visits:

Advisors will make every effort to visit your animal at least one time. If an animal needs medical attention it is likely the advisor will be unable to assist and a vet should be called.

Pre- Fair Items:

1. It is highly encouraged that students purchase their own FFA Jacket. Also, students will need to have all parts of the official FFA show uniform.
2. All Record Books and Thank you letter drafts must be up to date as of April 30th and submitted through Google Classroom to your advisor by May 1st. Failure to meet this deadline will result in your entry being pulled from the fair. **This will be strictly enforced.**
3. Must submit at least 5 addressed professional, business format, typed letters with stamped envelopes to advisor by the assigned date - TBD.
4. Students must attend the Pre-fair parent meeting
5. Students must participate in **one** of the following committees
 - a. Decoration Creation at the school farm
 - b. Tack loading at the school farm
 - c. Tack unloading at the Fair

At Fair Policies: During the fair students will meet the following expectations. If the student fails to meet the following expectations students will be given a "strike" for each violation. If it is their third strike they may be pulled from the livestock auction or have their check donated back to the fair. All students will participate in the creation, installation and deconstruction at the fair decorations.

1. All students will participate in the cleaning, loading and unloading of tack and equipment at the fair.
2. Students are not allowed to have personal tack at the fair which includes tables, tack boxes, feed bags and waters, any tack stored without the approval of the advisor must be removed from the area immediately. Beef and Dairy exhibits may have exceptions to this with the approval of the advisor.
3. Students will participate in barn duty as outlined by the individual advisors. Students

are expected to supervise the appropriate area for the entirety of the assigned shift.

4. Each student will have their animal fed and watered, pen cleaned, and aisle swept by **7:00 am and 5:20 pm daily.**
5. Each student must attend and be on time to the daily Salinas FFA exhibitor meeting at **5:30 pm, or after the last exhibitor shows.** Everyone is expected to stay for the entire meeting. This will be strictly enforced and all meetings are mandatory. **A missed meeting at fair can result in your animal being pulled from the auction and/or your check being donated back to the fair.**
6. It is highly encouraged that you stay in King City for the days of the fair. Students will not be allowed to "sign-out" from the field trip until after the nightly meeting and will sign in at the beginning of each day. This does apply to graduates. This also applies to Sunday evening/the last day of fair. Students are expected to stay until the last equipment is loaded and the advisors dismiss ALL students at the same time. Students and advisors should not ask for special permission to leave on Sunday prior to anyone else.
7. Students must participate in one of the CDE contest at the fair. Livestock or Vegetable Judging. These contests are usually on Sunday.
8. Student will conform to the requests of the Salinas FFA advisors, Other FFA advisors, and Fair management without confrontation and/ or disagreement.
9. Students will follow the dress code of Salinas High School and the National FFA Organization at all times during the fair. Students in violation must change their attire immediately. Even on a hot day, our students are expected to wear FFA jackets while showing.
10. Student must have a SMALL buyer's gift and handwritten note at the auction. As a rule of thumb, and per request of the fair, gifts should be no more than \$20.00.
11. Students will be excused from school for the entirety of Salinas Valley Fair, including weigh-in day. It is strongly discouraged for students to miss more than those three days of school. It places a large burden on teachers and they tend to support the program less when many students miss more than three days at the end of the school year.

Post Fair Responsibilities: Student will not be given their checks until the following conditions have been met. Student's should financially plan and not expect to get their check until at least several days after the fair.

1. QUALITY Thank You letters submitted to the ADVISOR, not directly the fair nor buyer.
2. Farm students must attend in 1 Of the 2 farm clean up days
3. Students with projects kept at the school farm has cleaned and sanitized their pen and tack area.
4. FFA Record Book is updated with the most recent and accurate animal accounting, and submitted to the advisors.
5. All borrowed FFA Jackets/uniforms are cleaned and returned to the Agriculture Department.

3 Strike Policy: Within the program there will be a progressive discipline style of management utilizing a warning system with the concept of "three strikes you're out" If an exhibitor does not follow and abide by the rules and policies detailed in the contract, they will receive a "strike" that will be documented and kept on file. The following are examples of reasons students may receive strikes.

1. Repetitively late to any of the meetings/classes.
2. Late/missed feedings
3. Late/missed farm work days
4. Grade checks not submitted when due
5. Dress code violations
6. Use of profanity and/or inappropriate remarks
7. Violation of tack / personal belonging policy
8. Failure to participate in a CDE event at fair
9. Animal is not properly fitted
10. Horse playing in barns (school and fair)
11. Bullying/Sexual Harassment
12. Pens/barn not cleaned
13. Anything the advisor constitutes as unfit livestock management practices.

If an exhibitor is not holding up to his/her responsibilities(see below), they will receive a 'strike' that will be documented and kept on file in the Ag. Department. If an exhibitor is to get 3 strikes, they will not be allowed to show at the current and following fairs in the calendar year. If at fair and the students earns their third strike, the animal may be pulled from auction or their check will need to be donated back to the fair.

In addition to Strikes: The Advisors, along with the school Administration, reserve the right to determine if immediate removal from the program is fitting. For example, not respecting well known school and district policies

This contract must be returned to your livestock Advisor by October 14, 2016

I, _____, agree to follow and abide by all of the policies, rules, and conditions that are addressed in this contract. I am fully aware of the "3 Strike" policy and realize that on my third strike I will not be allowed to exhibit and sell my animal at the county fairs and will not be able to show for at the next two consecutive fairs. I understand that if I cannot sell my animal at the fair I am responsible for all debts associated with my animal which includes my project loans.

Student Signature _____ Date _____

I, the parent, have read and reviewed the policies, rules, and conditions that are addressed in this contract, and agree and grant my son or daughter permission to participate in raising a livestock project. I am fully aware that if my son or daughter is not allowed to sell his or her animal, that my child/family assumes all financial responsibility for the project and must find alternative means to sell the animal independently.

Parent Signature _____ Date _____

FFA Advisor Signature _____ Date _____

Administrator Signature _____ Date _____



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Mrs. Lindsay Almond and Ms. Rachel Martinez

School and Department Policies

All students are required to have a 2.0 GPA or higher and no more than one U in citizenship in order to be eligible to participate in FFA activities. All students must fill out a medical release form and a teacher notification form before they may participate as well as (see following forms). In order for a student to show any livestock for Salinas FFA comment they must completely fill out a school farm contract which states rules and expectations (see following school farm contract). All school apply when participating in FFA activities (see following student handbook)



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Salinas High Agriculture Grading Policy

SALINAS HIGH SCHOOL

2016-2017



STUDENT HANDBOOK

Bell Schedule

Regular Day

X	6:58a-7:53a
1	8:00a-8:58a
2	9:05a-10:00a
3	10:07a-11:02a
4	11:09a-12:04p
LUNCH 12:04p-12:44p	
5	12:51p-1:46p
6	1:53p-2:48p

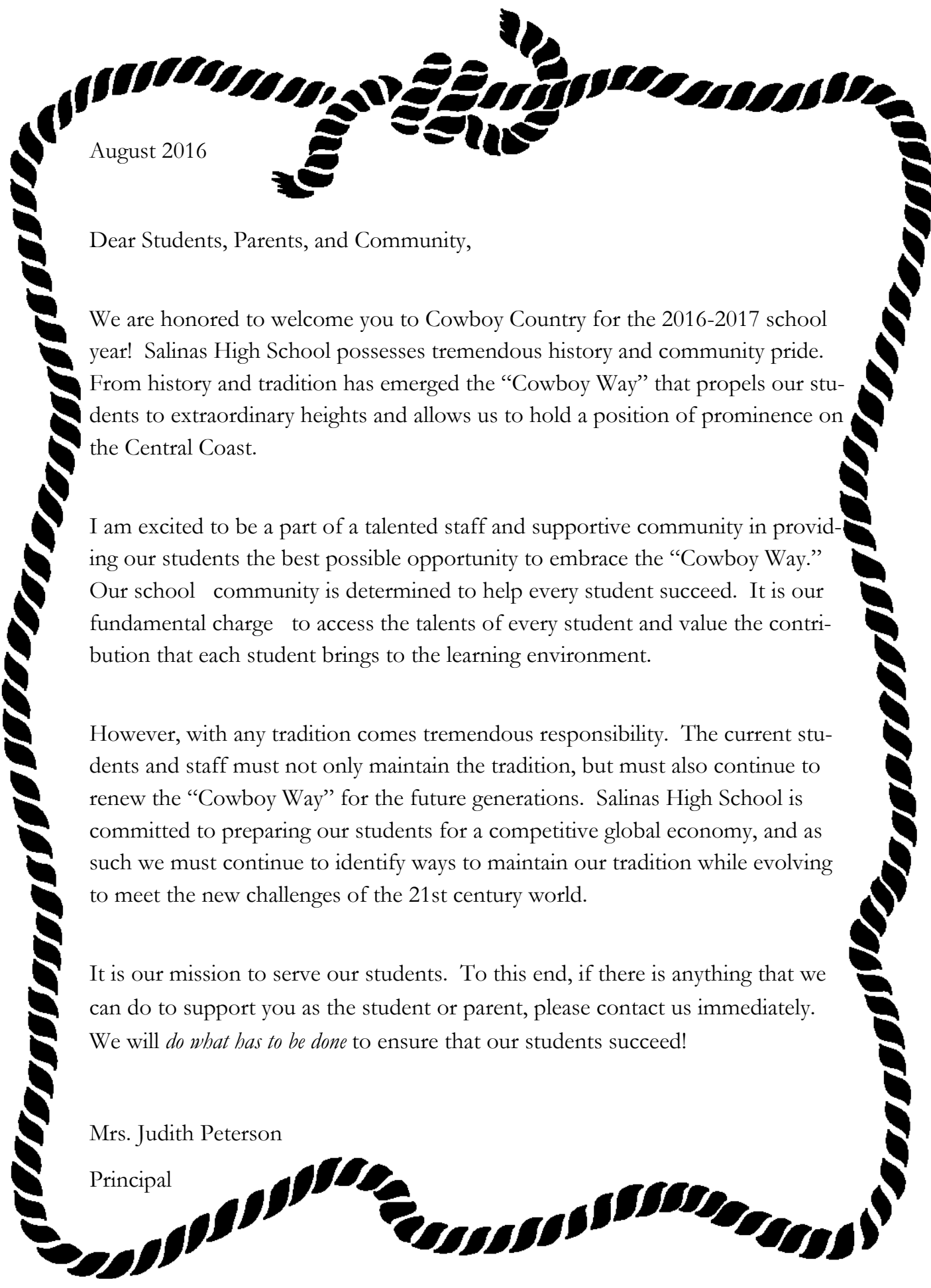
Bell Schedule

Teacher Collaboration

X	7:07a-7:53a
Teacher Collaboration 8:00a-8:55a	
1	9:00a-9:46a
2	9:53a-10:39a
3	10:46a-11:32a
4	11:39a-12:25p
LUNCH 12:25p-1:05p	
5	1:12p-1:58p
6	2:05p-2:51p

**Please note the bell schedule
is subject to change at the
discretion of the Principal.**





August 2016

Dear Students, Parents, and Community,

We are honored to welcome you to Cowboy Country for the 2016-2017 school year! Salinas High School possesses tremendous history and community pride. From history and tradition has emerged the “Cowboy Way” that propels our students to extraordinary heights and allows us to hold a position of prominence on the Central Coast.

I am excited to be a part of a talented staff and supportive community in providing our students the best possible opportunity to embrace the “Cowboy Way.” Our school community is determined to help every student succeed. It is our fundamental charge to access the talents of every student and value the contribution that each student brings to the learning environment.

However, with any tradition comes tremendous responsibility. The current students and staff must not only maintain the tradition, but must also continue to renew the “Cowboy Way” for the future generations. Salinas High School is committed to preparing our students for a competitive global economy, and as such we must continue to identify ways to maintain our tradition while evolving to meet the new challenges of the 21st century world.

It is our mission to serve our students. To this end, if there is anything that we can do to support you as the student or parent, please contact us immediately. We will *do what has to be done* to ensure that our students succeed!

Mrs. Judith Peterson

Principal

The Cowboy Way

Safe - Honorable - Sensible

What is the Cowboy Way?

The Cowboy Way is a focus on behaviors that can help all people on campus engage in building and maintaining a healthy school culture. Understanding expected behaviors both in and out of the classroom ensures learning can take place for all students. At Salinas High, we expect all members of our school community (students, staff, and visitors) to demonstrate behaviors that are Safe, Honorable, and Sensible. It's the #SHS thing to do.

What are Safe, Honorable, & Sensible behaviors?

There are a wide variety of behaviors that can qualify as being Safe, Honorable, or Sensible. Simple things like throwing away your trash, recycling, and bringing materials to class. SHS behaviors can also be things like treating others with respect and courtesy, advocating for yourself and others, and helping people in need. When everyone comes from a place of respect for others, our culture as a school is both positive and productive.

How will I learn about these expected behaviors?

There will be lessons delivered throughout the year to remind students of the expected behaviors, but a lot of what it means to be #SHS is contained in this handbook. Familiarize yourself with the school expectations and rules before the first day of school. Additionally, posters are placed around campus to remind students of specific Safe, Honorable, & Sensible behaviors in each area of the school. Being #SHS is about respecting yourself, others, and the campus, when in doubt ask yourself: Is this safe? Am I honoring myself and others? Is this a sensible thing to do?

How will I know I'm being #SHS?

All teachers and staff have Cowboy Cards they can give out to students who are being Safe, Honorable, and Sensible at school. Once a staff member gives you a card, fill it out with your name and ID number and drop it off in the Main Office. There will be weekly drawings for prizes—gift cards, yearbooks, food, and more!

Remember, the Cowboy Way is:

SAFE: Are my actions demonstrating that I am safe in my behaviors?

HONORABLE: Am I doing the right thing, even when no one is looking?

SENSIBLE: Will my behaviors lead me to be successful as a student and person?

SALINAS HIGH SCHOOL

STUDENT HANDBOOK

Phone Numbers	1		
Academic Honesty	2	Library	16
Associated Student Body	7	Life Pass	17
Student Council	7	Lockers	17
Senate	7	Mascot	17
Getting Involved	7	Map	20
Clubs on Campus	3	Migrant Education	21
Academic Clubs	8	Off-Campus Lunch Privilege	21
Starting a New Club	8	Parent Involvement	18
Fundraising	8	PE Uniforms	19
ASB ID Cards	3	Proactive K-9's	19
Student Store	8	Renaissance	19
Athletics	4	Senior Eligibility	22
Attendance	5	Senior Pictures & Photographers	25
AVID	5	Student Parking	23
Bulletin Boards	5	Tardy Policy	23
Cafeteria	5	Testing Information	24
Career Center	6	Textbooks	25
Mission Trails-ROP	6	Visitors	23
ROP Course Offerings	6	Work Permits	23
Job Shadow	6	Yearbook	25
College & Military Representatives	6		
Cell Phones & Electronic Devices	5		
Community Service	10		
Computer Labs	10		
Counseling Department	11		
Subject Requirements	11		
Dropping/Transferring Classes	12		
Blank Progress Report	26		
Cowboy Way	iii		
Daily Bulletin	13		
Dance Policy	13		
Detention Center	13		
ESLR	9		
Financial Aid for College	14		
Gate	15		
Hall Pass	15		
ID Cards	15		

CALENDAR

STUDENT BEHAVIOR MANUAL

NOTIFICATION OF PARENTS' RIGHTS & RESPONSIBILITIES



PHONE NUMBERS

Salinas Union High School District

796-7000

Salinas High School

796-7400

726 South Main Street

Salinas, CA 93901

Website: shs.salinasuhd.org

Principal: Judith Peterson

Snr Administrative Secretary: Leslye Avalos

Assistant Principals:

Hugo Mariscal

Assistant: Rosa Rodriguez

Ethelvina Sánchez-Vega

Assistant: Doris Finona

Blaise DiGirolamo

Assistant:

Ernesto Pacleb

Assistant: Laura Orozco

Student Activities Office

Activities Director: Mark Dover

Finance Office: Vicky Gonzales

Athletics Office

Assistant: Rosa Rodriguez

Athletic Director: Patty Lamar

Attendance Office

Attendance Tech: Jesus Herrera

Community Liaison: Angelica Martinez

Career Center

ROP & Community Service Coordinator:

Allan Schooley

ROP & Community Service Assistant:

TBA

Counseling Department

Counseling Secretary: Irene Rede

Counselors

Leslie Bowling

Elvia Guzman

Art Hunsdorfer

Christina Peña-Macias

Kristin McCollough

Barbara Hobson

Intervention Specialist

Angelica Simmons

Library

Librarian: Patricia Vargas

Library Technician: Lorraine Sullivan

Study Partners:

ACADEMIC HONESTY POLICY

Academic honesty is extremely important. The teachers and administration will follow the policy outlined below when dealing with those students who are involved in cheating or plagiarism on tests or class assignments. The offenses accumulate over the entire four years while a student is attending Salinas High School. The following procedures will be followed:

FIRST OFFENSE

1. Teacher will notify parents and counselor.
2. Teacher may fail the student on the assignment.
3. Student receives an Unsatisfactory Citizenship Grade for the quarter.
4. Possible referral to an Administrator for documentation and counseling.
5. The student is ineligible for California Scholarship Federation and National Honor Society.

SECOND OFFENSE

In addition to the consequences outlined in First Offense, the following may occur:

1. Referral to an Administrator for parent contact.
2. Quarter Grade may be lowered.

THIRD OFFENSE

In addition to the consequences outlined in First Offense and Second Offense, the following may occur:

1. Referral to an Administrator for possible suspension.

Plagiarism is defined as *the act of representing the work of another as one's own regardless of how that work was obtained and submitting it to fulfill academic requirements. Plagiarism at Salinas High School includes, but is not limited to, copying three consecutive words without proper citation.*



DID YOU KNOW?

John Steinbeck attended Salinas High School in 1915 in a freshman class of 28! In his senior year he was elected Senior Class President and became the associate editor of the school paper, *El Gavilan*.



Fast Facts About Reading

READING IS THE KEY TO KNOWLEDGE. KNOWLEDGE IS THE ULTIMATE WEAPON AGAINST IGNORANCE.

- THE AVERAGE PERSON IN BUSINESS READS NO FASTER THAN PEOPLE DID 100 YEARS AGO.
- THE AVERAGE READING SPEED IS 200-250 WORDS A MINUTE FOR NON-TECHNICAL MATERIAL.
- 360,000 NEW TITLES ARE PUBLISHED EACH YEAR IN THE ENGLISH LANGUAGE ALONE.
- HOWEVER, THE AVERAGE AMERICAN COLLEGE GRADUATE ONLY READS 5 BOOKS IN HIS/HER POST-COLLEGE LIFE-TIME!
- IN BUSINESS, THE AVERAGE PERSON SPENDS 2 HOURS A DAY ON WORK-RELATED INFORMATION MANAGEMENT.
- 90% OF THIS INFORMATION WILL BE ACQUIRED BY READING.
- AT COLLEGE OR UNIVERSITY, THE AVERAGE STUDENT SPENDS 4-5 HOURS A DAY READING AND STUDYING.
- READING CREATES VOCABULARY AND AN INCREASED ABILITY TO COMMUNICATE.
- READING CREATES KNOWLEDGE. YOU ARE WHAT YOU READ. KNOWLEDGE IS WISDOM.

THE CHOICE IS YOURS.

ASB ID CARDS:

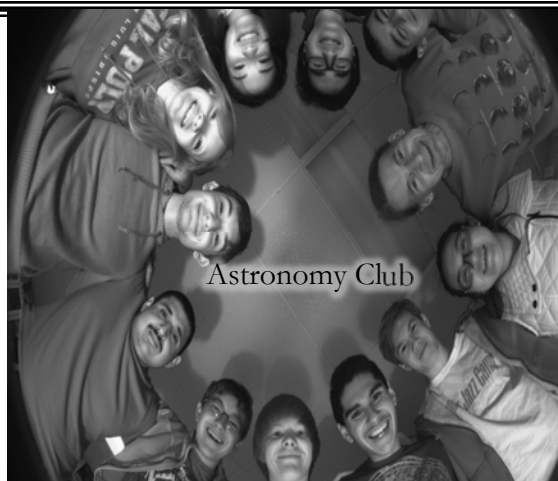
All students at Salinas High are automatically members of the Salinas High Associated Student Body and will receive a free photo ID card when they pick up their schedule or register as a new student. There is a fee for replacement ID cards. The ASB discount sticker costs \$35. Students who purchase an ASB sticker are entitled to discounted prices on most purchases. The purchase of an ASB sticker is optional. A few benefits of the ASB Card are discounts on the following:

Entry to home sporting events The Yearbook

Guest passes PE uniforms

Dance tickets Student Store items

Students can also purchase an ASB Athletic Sticker for \$15—this waives all home game entrance fees (except for CCS games)



SALINAS HIGH SCHOOL CLUBS 2016-2017

EACH YEAR CLUBS ARE CHARTERED DEPENDING ON STUDENT INTEREST. THE CLUBS LISTED ARE NOT AUTOMATICALLY CARRIED OVER TO THE FOLLOWING YEAR. IS THERE A CLUB NOT LISTED THAT YOU WANT TO CREATE? LOOK AT HOW TO START A CLUB ON PAGE 9!

ADAPT

American Sign Language (ASL) Club

Animal Rights Club

AP Calculus

AP Literature Club

AP Language & Composition Club

AP Psychology Club

Aquatics

Astronomy Club

AVID

Band Club

Baseball Club

Batters Up Softball Club

Breakfast Club

Boys Basketball Club

Calculus Club

California Scholarship Federation (CSF)

Ceramics Club

Cheer Club

Chemistry Club

Choir Club

Coding Club

Cowboy TV

Cowboy Up Club

Cowboy Way Club

Creative Arts Club

Cross Country Club

Culinary Club

DREAM Academy

Drumline

Electric Dance Club

European Initiative

Fellowship Christian Athletes

FIDM Club

Film Club

Folklorico Club

Football Club

Gamer Nation

GATE

Gay Straight Alliance Club

Girls Soccer

Girls Tennis

The HERD

Humanitarian Club

Illiteracy Club

Japan Club

Kendama Club

Korean Club

LINK Crew

Mathletics

Math Club

MEChA

Men's Volleyball Club

Mountain Bike Club

Mock Trial

MY Life

MY Strength

National Honor Society

One Bottle at a Time (OBAT)

Orchestra Club

PE Betterment

Performing Arts Club

Philosophy Club

Underwater Robotics Club

Recycling Club

Rotary Interact Club

Salinas High Government Club

Science Club

SHS Relay for Life Club

Skills USA Club

Students for a Better Earth Club

Tennis Aces

Thespian Club

Vegetarian & Animal Rights Club

Volleyball Club

Water Polo Club

Wrestling

Young Democrats of SHS

Young Life

Young Conservative

Korean Club



Calculus Club



ATHLETICS

STUDENT-ATHLETES

Joining an athletic team has many rewards and responsibilities. The rewards include making friends, learning teamwork and getting in great shape! Students should be aware that Salinas High has high expectations from our athletes, their friends and families.

Salinas High expects the highest degree of good sportsmanship from everyone, including players, students, officials, parents and guests.

SPORTSMANSHIP:

- is winning graciously and losing without complaint.
- combines positive, spirited support of one's school.
- is treating opponents and officials with generosity, fairness, courtesy, and most importantly respect.
- is the responsibility of everyone involved in an athletic contest; players, coaches, officials, cheerleaders, students, parents and spectators.

While every game is important to our student-athletes, we all need to remember that it is just that: a game.

ATHLETIC ELIGIBILITY:

1. Maintain a 2.0 GPA w/ no more than 1 F
2. Receive no more than one unsatisfactory citizenship grade during a single grading period (any quarter).
3. We encourage our athletes to purchase an Athletics ASB discount sticker as it will get them into all home games for free (except for CCS games).
4. Get a physical.
5. Complete an eligibility clearance card.
6. Sign and abide by a sportsmanship and drug-free contract.
7. Must follow the student-athlete attendance requirements.
8. Pay the \$50.00 transportation fee at the Finance Office.
9. Not owe any debts (textbooks, library, etc.)

STUDENT-ATHLETE ATTENDANCE REQUIREMENTS:

Athletic participation is a privilege and school attendance is mandatory.

- Student-athletes are expected to attend all classes daily.
- If a contest occurs on a school day, the student-athlete must attend all of his / her classes during that day to be eligible to participate in the contest.
- In the event a student-athlete must be absent for a full or partial day on the day of the contest, the student-athlete must secure prior approval from the Principal and /or designee of the school for an excused absence.
- Student-athletes may attend school-sponsored events on the day of the contest to remain eligible to compete (examples include, but are not limited to Health Academy field trips, Ag / FFA, Fine Arts & Performing Arts activities, etc.)
- For contests on Saturdays or non-school days, the previous school day attend-

ATHLETIC WEBSITE: shs.salinasuhd.org



ATTENDANCE

Good attendance directly affects a student's performance by providing consistency in instruction, access to teacher support, and a mastery learning of curriculum. **Board Policy requires that a student maintain at least 85% attendance for the days enrolled in order to graduate and receive a diploma.**

All schools are CLOSED CAMPUSES during the entire school day. A student must receive a *Permit to Leave* at any time during the school day from the Attendance Office or the absence may be marked invalid.

Clearing Absences

If you know you are going to be out, your parent should call the Attendance Office. If you forget to call, a note needs to be turned into the Attendance Office the next day.

If you are going to be leaving campus for any reason during the day, a note from your parent must be turned into the Attendance Office first thing in the morning. The student should pick up the permission slip between passing periods or at lunchtime. This process eliminates prolonged wait time when picking up your student.

If you have excessive absences, a parent conference will be scheduled with the Attendance Technician. The Monterey County District Attorney's office will be involved with parents of the students who are truant.

AVID

- AVID is an acronym that stands for Advancement Via Individual Determination.
- AVID is an in-school academic support program that prepares students for college eligibility and success.
- AVID levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families.
- AVID is for all students, but it targets those in the academic middle.
- For applications, see the AVID Coordinator.

BULLETIN BOARDS

The school hallways have numerous bulletin boards on which posters and flyers can be posted to help students stay informed of current events and activities. All posters and flyers must be pre-approved by the Activities Director. Flyers that are commercial advertisements are not permitted; however, educational or career oriented posters are permitted on school bulletin boards with appropriate approval.

CAFETERIA

The cafeteria provides breakfast and lunch daily. All students are eligible to receive a free breakfast, which is served from 7:00-7:55a.m. Students are not allowed to purchase food other than at these times. The cafeteria reserves the right to refuse service to anyone. The cafeteria cannot take bills larger than \$20. Qualifying students can take advantage of our free and reduced meal program by completing a form at registration. Please follow these rules when using the cafeteria:

- Form lunch lines in single file: Do not cut into line.
- Put trash in the trash containers.
- Customers should treat others with respect.

CELL PHONES & ELECTRONIC DEVICES

Use of cell phones and electronic devices is not allowed during class time. Class time includes rallies or assemblies that are held during normal school operating hours. *Students seen in possession of a cell phone or electronic device during these times will have the item confiscated and a note added to their discipline record.*

Student Consequences:

First Offense: Students may pick up their equipment from the Main Office by 4:00pm. **Student warning with parent phone call.**

Second Offense: A parent must pick up the equipment from the Main Office by 4:00pm. **Student warning with parent phone call.**

Third Offense: A parent must pick up the equipment from the Main Office by 4:00pm. The student is assigned **Saturday School.**

Fourth Offense: Student is assigned a one-day suspension and device is returned immediately to the student by the Assistant Principal. Parent is contacted. **1 Day Home Suspension.**

Fifth Offense: Student is suspended for three days and equipment returned immediately to the student by the Assistant Principal. Parent is contacted. **3 Day Home Suspension.**

Sixth Offense: Student is suspended for five days and equipment returned immediately to the student by the Assistant Principal. Parent contacted.

5 Day Home Suspension.

The school is NOT responsible for any lost or stolen items. It is strongly recommended that students NOT bring cell phones or other electronics to school because they pose such a disruption to the learning environment and become a target for theft. Resources will not be used to investigate lost or stolen items.

CAREER CENTER

The Career Center offers a wide variety of career awareness activities, presentations and workshops to assist students in career planning. The Career Center is open M-F during school hours and is located in Room 302. Students can sign up for ROP classes that match their career interests, get help in researching colleges and trade schools, find information on scholarships and grants to help them pursue their career goals and students can sign up for a coop class to get high school credit and get paid at the same time!

MISSION TRAILS-REGIONAL OCCUPATIONAL PROGRAM:

Mission Trails ROP offers twenty-six programs to help students explore careers, decide on college majors, prepare for the world of work, or continue their training after high school. In addition to earning credits, the ROP program offers Certificates of Mastery, specifying particular skills/competencies which are recognized and respected by employers.

ROP COURSE OFFERINGS:

Advanced Culinary Arts
Animal Care
Auto Services
Intro to Law Enforcement
Computer Business Applications
Cosmetology
Dental Careers
Floristry
Graphic Design
Health Occupations
Industrial Welding
Media/TV Productions
Mill Cabinet / Construction Technology
Office Careers
Physical Therapy Aide
Restaurant Careers
Retail Sales
Sports Medicine
Theatre Technology
Tractor Operations / Maintenance



ROP CO-OP & WORK EXPERIENCE:

CO-OP and Work Experience are classes that students can take while they have a job. These classes can enable students to earn up to 10 credits per semester by working and extend the permissible hours of employment. These classes usually meet one day per week at 7:00am and meets the vocational education requirement.

JOB SHADOW:

Job Shadowing is spending a day observing a person in the work force. Students can learn a lot about a career by shadowing someone in the profession. It may help students satisfy part of their community service requirement. Call the Career Center if interested: (831) 796-7400 x8 x3

COLLEGE & MILITARY REPRESENTATIVES:

Throughout the year there are numerous opportunities to visit with college and military representatives in the Career Center. Students should pay close attention to the student bulletin to take advantage of these opportunities.

COMMUNITY SERVICE

The Salinas Union High School District has a graduation requirement of 60 hours of community service. In order for students to be on track for completing the Community Service Graduation Requirement, students should begin their community service during their freshman year. Each year a minimum of 15 hours should be completed and turned into the Career Center for documentation.

TO EARN CREDIT, A COMMUNITY SERVICE ACTIVITY:

- Must be pre-approved by the Community Service Coordinator.
- Cannot be done during the school day.
- Must be for or through a non-profit organization.
- Must be recorded on the appropriate Community Service Contract Form (available in the Career Center).
- 20 or more hours submitted requires a time sheet log.

To meet the graduation requirement, the 60 hours must be in at least two of the following categories:

School-Related	Homelessness	Environment
Senior Citizens	Young Children	Arts & Culture
Disabled	Health	Literacy
Ethnic Issues	Political	Job Shadow
Animal Care		

Please note that students must complete their community service hours in at least two different categories. Only 20 hours can count towards the *School Related* category and only 10 hours can count towards a *Job Shadow*.



ASSOCIATED STUDENT BODY

WHO WE ARE:

- Every student enrolled in at least one class at Salinas High School is a member of the Associated Student Body (ASB).
- Elected student body leaders represent and govern student affairs for the duration of one school year.
- The Student Senate is made up of representatives from each 1st period, meets monthly to discuss student issues and is run by the ASB Vice President and Secretary.
- The Activities Director oversees ASB Leadership Students, student clubs and organizations, the Student Senate and the Finance Office.
- The ASB Bookkeeper works with students, staff and parents regarding student and club finances.

WHAT WE DO:

- Leadership students meet each day during 4th period in the Student Center to discuss and decide student issues. Guests and student representatives are always welcome; arrangements can be made with the Activities Director.



HOW TO GET INVOLVED:

The student body's government is elected by the students for the students. Concerns regarding student affairs should be directed to any of the elected student representatives, either in the Student Council or the Senate.

Students who want to participate in a class competition, perform at a rally, help decorate for a dance, sell tickets at a sports event, or do anything ASB related, should go to their class meetings, talk to their class president or Senate representative, or visit the Student Center.



THE STUDENT COUNCIL:

The Student Council has many responsibilities. It charts clubs, regulates fundraisers, and pays all league fees for athletic teams. The Council also represents the student body's interest to the administration, school district, Board of Trustees, and the community. The ASB collects over \$250,000 from various student activities during the year. The Council determines how the student body's money is spent. All of the money goes back to current students in the form of athletic costs, lunchtime activities, rallies, etc. Students, clubs and sports teams receive financial help from the Student Council. The Student Council's voting members are comprised of the four Executive Officers, class Presidents and all Commissioners.

THE STUDENT SENATE:

The ASB Vice President and Secretary preside over the Student Senate. Members of the Senate are elected by all 1st period classes. Each class elects a Senator and an alternate who serve a one-year term. The Senate meets at least once a month. The Senate, like the Student Council, plans activities for the student body and addresses student concerns to the school administration.



CLUBS ON CAMPUS:

The ASB Commission charters many types of clubs. Service clubs such as ADAPT, NHS, and Rotary Interact spend time assisting the community. There are academic clubs like the Calculus Club, National Honor Society, and the California Scholarship Federation. Athletic clubs promote interest in their sport and help raise money for equipment, activities and tournaments. There are also many interest clubs such as the Astronomy Club, Thespian Club, and Philosophy Club. There is a club for everyone and students who want to be involved should attend the Club Rush, talk to the advisor, or attend one of the club's meetings. All club information is available in the Student Center.

ACADEMIC CLUBS:

The National Honor Society is a well-respected national organization. Students may NOT apply for membership in the National Honor Society. Membership is granted in the 11th and 12th grades, only to those students selected by the faculty council, based on evidence of exemplary behavior in all areas of scholarship, leadership, service, and character.

California Scholarship Federation selections are made during the 10th, 11th and 12th grades. Membership in this organization requires good grades for four semesters, one of which must be in the 12th grade. CSF recognizes graduates with a gold seal on their diploma and a cord at graduation. Members may qualify for special scholarships.

****All academic clubs reserve the right to deny or revoke membership if a student fails to comply with the Academic Honesty Policy.***



STARTING A NEW CLUB:

Information on how to start a club can be found in the Student Center. The general steps for starting a new club are:

1. Have at least 10 members.
2. Find a teacher to act as an advisor.
3. Elect student officers.
4. Write a constitution and a mission statement. (Samples are available in the Student Center.)
5. Fill out an application to charter a club.
6. Create a budget and a list of activities.
7. Submit all your paperwork to the Commissioner of Organizations to be voted on by the next ASB meeting.

All clubs must be accessible to ALL students at Salinas High School. At the end of the school year, clubs must submit a copy of their minutes from their club meetings and a copy of their financial records to the Finance Office.

FUNDRAISING ON/OFF CAMPUS:

The Board of Education gives the ASB Commission the right to regulate ALL school fundraisers. An organization planning an event that collects even \$1.00 must fill out a *Request of Approval for Fund Raising Event* form at least three weeks prior to the date of the event. These requests are voted on weekly by the Commission. And don't forget the new guidelines all clubs must follow regarding California's Wellness Policy. Fundraisers are approved on a first-come, first-served basis.



STUDENT STORE:

The Student Store is located in the Student Center and is open every school day from 7:30am-3:15pm. The Student Store sells all types of purple and gold Cowboy spirit merchandise and PE clothes. Any item available for pick up for students (i.e.: dance photos) will be in the Student Store.

To better support the academic atmosphere of our school, we no longer provide balloon bouquets. No outside deliveries are accepted and will be confiscated.

Expected Schoolwide Learning Results

Academically Proficient

- ▣ In the California content/foundation standards
- ▣ Enabling them to have multiple opportunities after high school

Effective Communicators

- ▣ By listening, speaking and writing
- ▣ By using a variety of communication tools

S

- ▣ Reasoning and solving complex problems
- ▣ Transferring learned skills to new situations
- ▣ Evaluating the validity of an argument or information

L

Independent Thinkers

R

- ▣ Able to work collaboratively with a variety of people
- ▣ Understand their impact on community
- ▣ Demonstrate personal responsibility

Responsible Leaders



COMMUNITY SERVICE

AWARDS:

Students who have completed 100 hours or more of community service are awarded in their senior year with cords, medals, and stoles to wear at graduation. The seniors who earn the most community service hours by the deadline (TBD), will be nominated to receive awards at the Senior Awards Night .

Juniors must have completed 30 hours of community service to receive off-campus privileges for first semester and 45 hours for off-campus privileges for second semester.

Seniors must have completed 45 hours of community service in order to receive off-campus privileges for first semester and 60 hours for off-campus privileges for second semester.

It is the student's responsibility to find opportunities to do service. Listen to the school's daily bulletin, visit the Career and Community Service Center or call a non-profit organization to get started. Below are a few organizations to check out.

United Way	American Cancer Society
YMCA	Boy or Girl Scouts
Cherry's Jubilee	California Rodeo
Dorothy's Kitchen	SPCA
convalescent homes	Memorial Hospital
March of Dimes	Sunrise House
churches/synagogues	crisis centers
American Red Cross	elementary schools
Salvation Army	Salinas Air Show
Relay for Life	Salinas Valley Medical Center
Monster Truck Show	science camps
Ariel Theatre	Hide and Seek Foundation



COMPUTER LABS

There are several computer labs on campus: Student Center, Drafting Lab, Tech Core, PC Lab and the Library. School computers are only to be used for research, report writing and school-related assignments.

Computer Lab Rules:

1. Students may not be in computer labs without a teacher.
2. No food, gum, or drinks are allowed in the computer labs.
3. Use only your own log-in password and files.
4. Print only with the teacher's permission.
5. Download from the Internet only with your teacher's permission.
6. Do not reconfigure (screen saver, background, screen resolution, security, browse home page, etc.) computer software or settings.
7. Save only to areas designated by your teacher, i.e. USB Drive, your server space, etc.
8. Do not load software of any nature onto school computers.
9. Do not pirate (copy illegally) the software from school computers.
10. Report malfunctioning equipment to your teacher.
11. Clean you work areas by positioning the monitor, keyboard, mouse, chair, etc. into their proper locations.
12. Failure to follow these rules may result in disciplinary action.



COUNSELING DEPARTMENT

All students are encouraged to consult with their counselors regarding life-planning issues: courses of study, career choices, colleges, technical schools, test preparation and results, course requirements, goal setting through academic planning, personal concerns and crisis intervention. The counseling department's primary focus is to encourage students to become fully capable of making life decisions through productive problem solving. Parents are encouraged to contact their student's counselor by calling the counseling secretary for an appointment at 796-7400 ex 2921. Students also make appointments through the counseling secretary.

Homework requests may be obtained for absences of more than 3 days by calling the counseling secretary. Please allow 24 hours for the teachers to prepare lessons. Requests for transcripts may be made through the Counseling Office. Information regarding school records may be obtained through the Registrar's Office. College, scholarship and financial aid information is available in the Counseling Office and / or the Career Center.

Counselors also provide educational planning, senior evaluations (required of all seniors), consultations for alternative programs, crisis drop-in counseling, college financial aid and scholarship information, concurrent enrollment into Hartnell, Summer School, AVENTA opportunities for remediation, course prerequisites and requirements, graduation status, assistance in academic decisions, and Student Study Team evaluations.

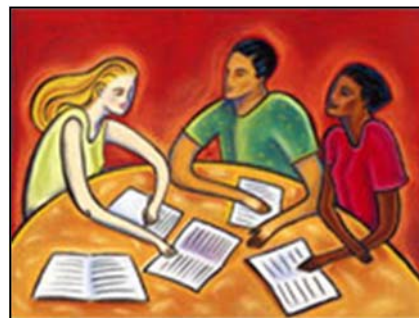
Counselors are available during school hours. Please call the secretary to make an appointment. In a crisis, drop-in visits can be arranged through the secretary. During the first two months of your senior year, you must complete a "Senior Evaluation" to finalize your plan for a successful senior year. A review of graduation and college requirements is required.

MAKING AN APPOINTMENT WITH YOUR COUNSELOR:

Step 1: Bring your photo ID to the counseling department before school, during lunch, or after school to make your appointment.

Step 2: Show up at the scheduled appointment time with your photo ID.

Note: Counselors will not take appointments during the first few weeks of the school year. Directions for changing your schedule the week before school starts and the week after, will be posted in the counseling office. Student appointments can only be made for the current week.



Parents and students can obtain their log in and password for the Home Access Center online by bringing their photo ID to the main office. A master copy of the Weekly Progress Report is available in your Student Handbook for duplication.

SUBJECT REQUIREMENTS

English	40 credits	Vocational Education	10 credits
Mathematics	30 credits	Foreign Language	20 credits
Science	20 credits	(2 years of the same language)	
(20 credits of Lab/Applied Science, with 10 Biological & 10 Physical)		Fine Arts	10 credits
Social Studies	30 credits	Elective Classes	30 credits
(must include 10 credits of World History, 10 of US History, 5 credits of Government, and 5 credits of Economics)			
Health Education	10 credits		
(must pass First Aid)			
Physical Education	20 credits		
(10 credits are required in the 9th grade)			

Completion of 60 Community Service Hours

CREDITS REQUIRED TO GRADUATE ARE:

220

COUNSELING DEPARTMENT—CONTINUED

ATTENDANCE REQUIREMENTS:

The student must maintain at least 85% attendance of days enrolled for each year as a requirement for graduation.

GRADE POINT AVERAGE:

Students must have a 2.0 cumulative high school grade point average to graduate.

PLANNING FOR COLLEGE:

College-bound students should enroll in college-prep classes: algebra and higher, foreign languages, and lab sciences. Students applying for a CSU or UC college must apply by November 30. The minimum weighted GPA required for a UC is 3.0. *with no D's in academic courses.*

COMMUNITY COLLEGES:

All high school graduates and students obtaining a GED certificate are eligible to attend the community college. The community college also permits concurrent enrollment (high school students to register for community college courses while in high school). Application forms and information are available through the Counseling Office.



PRIVATE COLLEGES & UNIVERSITIES:

Most of the private colleges and universities prefer students who have met the University of California or California State Universities entrance requirements with a GPA of 3.0, and take the SAT I or ACT. Private schools may have additional requirements. See your counselor for more information.

UNIVERSITY OF CALIFORNIA & CALIFORNIA STATE UNIVERSITY FRESHMEN MINIMUM ENTRANCE REQUIREMENTS:

English-4 years

Mathematics-3 years / 4 years recommended

US History/Government-2 years

Laboratory Science-2 years / 3 years recommended

Foreign Language-2 years / 3 years recommended

Visual/Performing Arts-1 year

College Preparatory Electives-1 year

QUALIFIABLE ELIGIBILITY INDEX:

See your counselor regarding the eligibility index which is a combination of GPA and SAT 1 or ACT scores.

DROPPING OR

TRANSFERRING A CLASS

The Salinas High School policy for dropping or transferring to a class is as follows:

- Students must make an appointment with their counselor the first 2-3 weeks of a semester to request a schedule change.

TESTING

For information on college required exams please visit the following websites:

- SAT: www.collegeboard.org
- ACT: www.ACT.org

DAILY BULLETIN

A student and staff bulletin is produced each school day by the ASB and read over the loud speaker each morning at the beginning of first period, following the Pledge of Allegiance. Anyone can submit a bulletin to the Student Activities Director following these guidelines:

1. Less than sixty words in length.
2. Submitted two days in advance.
3. Spell checked before submitting.

*Bulletins may be rewritten or postponed without the permission of the person who submitted the bulletin in order to honor the four minutes allotted for the daily bulletin.

DETENTION/SUSPENSION CENTER

The Detention/Suspension center is located on campus. Students may be assigned to the Detention/Suspension Center by an administrator due to a discipline referral in their classroom or other behavior issues. Progressive discipline is used to increase the assignment to the Detention/Suspension Center. It can vary from a 1 period to an all-day in-house suspension based on the student's prior discipline history.

DANCE POLICY

1. Students are ineligible if they have more than one (1) Unsatisfactory citizenship mark or more than one (1) F, or has any unpaid debts.
2. Students must show an 85% attendance record in order to be eligible to buy a dance ticket.
3. Eligibility is based on the most recent grading period.
4. Dance tickets are non-refundable and non-transferable.
5. Formal Dance tickets will not be sold at the door.
6. All students and guests attending dances must show photo identification at the door.
7. All students and guests will be checked for alcohol with a breathalyzer before entry.
8. A Salinas high student may bring a guest to a dance with a guest pass. Purchase a guest pass in the Finance Office prior to purchasing a dance ticket; one guest per student. **Guests 21 years or older are not allowed.**
9. Salinas High students are responsible for their guest and all of his or her actions.
10. All students and guests will have their bags checked before entering the dance.
11. If a guest is asked to leave, the student who accompanied them must also leave. No refunds.
12. All school and district rules apply at the dance.
13. Doors to all dances close 1 1/2 hours after the start of the dance. No person may enter after this time.
14. In and out's are not allowed and for the protection of our students and their guests, once they enter the dance they will not be allowed to leave until one hour before the end of the dance. Students who leave early must be signed out by a parent.

Dance Behavior:

Proper attire and behavior are important to the ASB Leadership. The student government organizes dances for a safe place to have appropriate fun. All district rules apply.





FINANCIAL AID FOR COLLEGE

Many opportunities for financial aid are available. All applicants should complete the Free Federal Application for Financial Student Aid (FAFSA), online by March 1. Also, students must complete the GPA Verification Form waiver before March 1, in order to be considered for the California Grant. This waiver will be electronically sent before the March 1 deadline. www.fafsa.ed.gov

GRANTS & SCHOLARSHIPS:

This is money you do not have to pay back. This money is available from many sources. Check with your counselor or the college you plan to attend to inquire about grants and scholarships available.

WORK STUDY:

A Work Study Program applies to money earned from work during college that can be used to help pay for educational expenses. Check with your counselor or the college you plan to attend to inquire about their Work Study Programs.

LOANS:

Loans are money borrowed that must be repaid with interest after completing your degree. Check with your counselor or the college you plan to attend to inquire about which loans are offered.



FEDERAL & CALIFORNIA PROGRAMS:

Federal Pell Grant: Approximately \$400 to \$2700 per year.

Supplemental Educational Opportunity Grant (SEOG): Amount depends on financial need and available funds.

Federal Work-Study (FWS): Jobs on and off college campus with hourly wages paid directly to the student to help pay for educational expenses.

Federal Perkins Loan (Formally NDSL): Maximum loan amount is up to \$3000 per year. Repayment begins nine months after student status drops to less than halftime with up to 10 years to repay the loan. Current interest rate is 0% in-school and during the grace period (subsidized by the Federal government), and 5% during repayment.

Federal Stafford Loan: \$2625 for first year students enrolled full-time for a full academic year. Repayment begins six months after student status drops to less than halftime with up to 10 years to repay. Current interest rate is 0% in-school and during the grace period (subsidized by the Federal government), and variable with 8.25% cap during repayment.

Federal Unsubsidized Stafford Loan: Dependent students may borrow up to \$2625 less any eligibility for the Subsidized Federal Stafford Loan. Same interest and repayment terms as Federal Stafford except that interest is not subsidized and will accrue during in-school and six months grace periods.

Federal Parent Loan for Undergraduate Students (PLUS): Annual loan limit is the dependent student's cost of education minus any state financial aid received. Repayment begins within sixty days of disbursement with up to 10 years to repay. Interest rate is variable with 9% cap.

California State Grant A, B, & C: For California residents who attend an eligible college in the state. Students are automatically considered for all three grants but may only accept one. Cal Grant A provides for tuition and fees for low and middle-income students. Recipients selected on the basis of financial need and GPA. Cal Grant B provides a living allowance for very low income and disadvantaged students in the freshman year and partial/full tuition, fees, books and supplies for students enrolled in 2 /4 year colleges. Cal Grant C provides for tuition, fees, books and supplies.

TO APPLY FOR GOVERNMENT AID:

1. Students must complete a FAFSA (Free Application for Federal Student Aid). Forms are available at: www.ed.gov/offices/OPE/express.html. Students can apply directly on the web at www.fafsa.ed.gov. The FAFSA should be completed and mailed after January 1. Deadlines will vary by college and state (they may be as early as March 1). Check with the colleges for application deadline dates.
2. Students applying for a California State Grant (Cal Grant) must file a GPA Verification Form. This form is available at the counseling office. The filing is March 1.
3. Students will receive a Student Aid Report (SAR) after the FAFSA is processed. Information is also sent to the college (s) named on the FAFSA. If the student does not receive a SAR in 4-6 weeks, or they need another copy, they should call (319) 337-5665 for a duplicate SAR.
4. Students should check with the college (s) they expect to attend. Additional forms are often required.
5. Students will receive an award letter from the college Financial Aid Office (s) listed on the FAFSA. The award letter (s) will indicate the types of aid the student is eligible to receive.

GATE

The GATE program at Salinas High School is a program that serves a population of students designated either gifted in one of a number of academic subjects i.e., language, math, science, social sciences, or talented in the visual/performing arts. A GATE student usually tests in the top 3% of his/her peers in a nationally normed test, and exhibits an aptitude in his/her given field of giftedness far beyond what would normally be expected in that age group. Currently, Salinas High School offers GATE English at the 9th and 10th grade levels and GATE World History at the 10th grade level. Other opportunities for gifted and talented students include: advanced math and science classes, ceramics, drawing, drama and music (band, orchestra, and choir). One goal of the GATE program is to establish a GATE Club that would host after-school activities, and field trips thereby providing support, enrichment, and social interaction for students who have been identified as gifted and talented in any number of areas.



HALL PASSES

Students in the halls during class time must have an official hall pass. The back page of this handbook serves as an official hall pass and must be completed and signed by the teacher. Students are allowed to have a hall pass to use the restroom, go to the Health Technician or Counseling Office.

ID CARDS

All students must carry their student ID card while on campus during the school day, and while participating in a school function. Students are required to identify themselves and show their ID cards when requested by any school employee. A student must have a school ID to check out textbooks, library books, make a counseling appt., use the school Internet, pick up graduation material, and enter dances. All students receive a new student ID at no charge during schedule distribution. Late registering students will also receive an ID card at no charge when registering. There will be a fee for replacement cards. ID's can be purchased in the Finance Office.



LETTERMEN JACKETS

A lettermen's jacket and the block letter have been a symbol of the active high school student for many years. The participating department sets the rules for block letters and gives them to qualifying students. Students qualify for a block letter by playing on a varsity sports team or cheerleading for a varsity squad.



LIBRARY

HOURS OF OPERATION: 7:30 A.M. - 4:00 P.M. MONDAY TO FRIDAY

The library is open to staff and students during these hours. In order for students to gain access to the library during class times, the student must have a signed pass with his/her name and a teacher signature. No head coverings, and no eating, drinking, or chewing gum are allowed. Phone use is never appropriate in a library.

STAFF

The Library staff consists of Ms. Vargas, the librarian, and Mrs. Sullivan, the library technician.

We are here to help you find materials that you need, to help you learn how to use any equipment properly—such as the research on computers or copier—and to help you develop research skills that you will use the rest of your life. We can also direct you in finding your next book to read, whether your interests run from mystery to manga. If you need any help or have any questions, please do not hesitate to ask Ms. Vargas or Mrs. Sullivan.

RESOURCES & ONLINE DATABASES

(AVAILABLE FROM HOME AND SCHOOL):

Destiny Library

+ Salinasuhdsd.follettdestiny.com

WorldBookOnline

✦ worldbookonline.com

✦ Log In ID: salinashs

Password: cowboys

SIRS Researcher

✦ sks.sirs.com

✦ Log in ID: Salinas hs

Password: cowboys

Destiny Library

+ Salinasuhdsd.follettdestiny.com

BOOK COLLECTION OF 18,000+ VOLUMES, INCLUDING:

- 5,000+ FICTION books.
- 12,000+ NONFICTION books
- 900+ BIOGRAPHIES.
- 65+ STEINBECK COLLECTION

MAGAZINE COLLECTION

Subscriptions to 30+ current magazines including Time, Consumer Reports, Sports Illustrated, Wired, Latina, Rolling Stone, and Car & Driver.



CIRCULATION POLICY

- **BOOKS:** Students must have a SHS ID card to check out books. The only exception made is if a teacher is present to identify the student.
- Students may have five (5) books checked out in their name at a time.
- Most books circulate for four weeks. They may be renewed for an additional four weeks. Books must be returned to the library to be renewed.

OVERDUE BOOKS:

- If a student has one overdue, they may check out one book.
- If a student has more than one overdue, they may not check out more books.
- Students with any overdue books will not be allowed to participate in activities including sports and dances until overdue materials have been returned or paid for.

COMPUTER AND INTERNET EXPECTATIONS

- While using the Internet at school, students need to follow the guidelines set forth in the Acceptable Use Policy signed at the beginning of each school year.
- Any infraction of the AUP by a student will result in a loss of his/her use of the computers in the library, a referral, or a suspension.

USE OF THE COPIER

The library has only black & white printers.
The copier is available to all students, staff and visitors for a fee. The charge is 10 cents per copy.

LIFE PASS

The Student Council awards a Life Pass for free entry to all future Associated Student Body activities to graduating seniors or retiring staff who have achieved any one of the following criteria:

- I. Valedictorian or Salutatorian.
- II. Served as ASB President.
- III. Served four years as an elected officer in the ASB.
- IV. Staff retiring with at least 15 years of service to Salinas High School.

"SOME ARE BORN GREAT, SOME ACHIEVE GREATNESS, AND SOME HAVE GREATNESS THRUST UPON THEM." - WILLIAM SHAKESPEARE

MASCOT

Salinas High School's mascot is the Cowboy on a bucking horse. The official colors are purple and gold. Both boys and girls teams are **Cowboys**.

LOCKERS

Salinas High has more students than lockers. All students are required to share a locker. If you do not know someone, come to the Activity Director's office and we will find a locker-mate for you! Lockers are distributed on a first-come, first-serve basis, provided the student has at least four or more academic classes. Lockers can be obtained during the Herd Round-Up. Students who register late can sign up on a waiting list. Each student must sign a locker contract agreeing to the policies listed below before obtaining a locker. Locker contracts can be found in the Student Center.



Locker Contract:

1. The lock used on the locker must be a gold-faced Salinas High School issued lock. All students will be issued a lock for their locker free of charge. Replacement locks can be purchased in the Student Store for \$5.
2. Salinas High School and the ASB are not responsible for any lost or damaged items due to, but not limited to: vandalism, theft, or natural causes.
3. Lockers are subject to random searches by administration and the ProActive K9's.
4. Lockers are subject to search due to reasonable suspicion by administration or a designee of the administration.
5. The student whose name is registered to a locker is responsible for all items in that locker. Salinas High School takes no responsibility for lost or stolen items from a locker.
6. Students must share a locker to ensure that all students have access to a locker.

Failure to comply with the rules of the Locker Contract will result in the student forfeiting their locker privilege for the remainder of the year.



PARENT INVOLVEMENT

Parents play an important role in the success of Salinas High. There are several organized groups through which parents are invited to participate.

ATHLETIC BOOSTERS:

Athletic Booster Club enhances and supports the athletic program. The Booster Club's financial support is critical to the continued success of over 1000 athletes. All of the funds raised by the club goes to support the athletic program in the form of equipment, trophies, awards, uniforms, coaches training, upgrades on the facilities, etc. Athletic booster meetings are held on Mondays at 6:30pm. Meetings are held every other week for the remainder of the school year. Summer meetings are as needed. Officers are elected each spring for the following year. A portion of the membership fee goes directly to the team of the member's choice. Booster Club Members receive a membership card entitling them to discounts on all home games. The savings on entrance fees can quickly outweigh the cost of a membership. Every year, the club holds a variety of fundraisers to support our athletic program: concessions, the annual crab feed and the fall membership drive are the largest. The club also organizes potluck awards banquets at the end of each season. Joining the Booster Club is fun, rewarding and a great way to meet other parents and be involved! For more information contact the Athletics Office at 796-7400 x2912.

ELAC:

The English Language Learners Advisory Committee (ELAC) consists of parents of English Language Learner students who serve as the oversight committee for the Bilingual Education Program Master plan. ELAC meets monthly to monitor the school goals and activities related to the acquisition of English proficiency for students to be Reclassified Fluent English Proficient (RFEP) students. Parents wanting to participate should contact the Bilingual Education Office at 796-7466.

FUTURE FARMERS OF AMERICA PARENT GROUP:

Parents of FFA students support their program by fundraising, providing transportation or chaperoning events. This group meets once a month. For more information call the Ag Department at 796-7472.

MUSIC ASSOCIATION:

Every parent of a student involved in instrumental or vocal music is automatically a member of the Salinas High Music Association. The Association strengthens the music program through fundraising, benefits instrumental/vocal music students, funds scholarships/trips, defrays accompanist and music coach salaries, and helps defray the costs to purchase or repair instruments. The Association meets the second Monday of every month. For more information contact the Music Department at 796-7400 x3017 or visit their website at salinashighmusic.org

SCHOOL SITE COUNCIL:

The Site Council was created by the California State Legislature to ensure that students, parents, teachers, staff, and community members are part of the decision-making process in schools. Salinas High School has a 9-member site council. Students elect student members, parents elect parent members, teachers elect teacher members and the classified staff elect classified members. The Principal is also a member of the School Site Council. Members are elected for a two-year term. Meetings are open to the public. Meeting notices and agendas are posted at school and on the website 72 hours in advance. Meetings are held on the last Wednesday of the month at 3:15pm. (Meetings that fall on holidays are rescheduled).

SOBER GRAD COMMITTEE:

This group of parents work all year to reward graduating seniors with a Sober Grad Night party. This party provides fantastic decoration, music, food, prizes and activities from 9pm to 5:30am on the night of graduation. Parents from all grades are needed to organize, decorate, supervise, prepare food, fundraise, sell tickets, etc. This group meets once a month in the library. For more information contact the Activities Director at 796-7400 x2911.

WRANGLERS:

The Wranglers support the activities of the student body government. When members sign up to be a Wrangler, they indicate how they can help. There are no meetings. Member are called when help is needed. Activities include: chaperoning dances, supervising and building floats, election monitoring, taking tickets at games, monitoring doors, selling PE clothes, and handing out schedules. Please help the student government have another successful year by being a Wrangler.

*There is a destiny that makes us brothers. None goes his way alone.
All that we send into the lives of others...come back into our own.*
-Edwin Markham



PROACTIVE K-9'S

To provide a safe and secure environment that is conducive to learning Salinas High School uses a canine intervention program for the detection of illegal drugs, ammunition, weapons, and alcohol. Random and regular searches of classrooms, parking lots, vehicles, lockers, and other personal belongings of students are performed in conjunction with the school safety team.

PE UNIFORMS

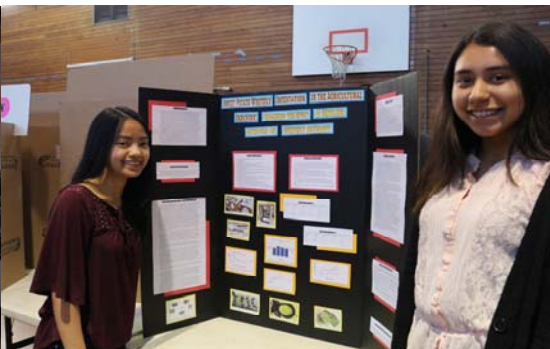
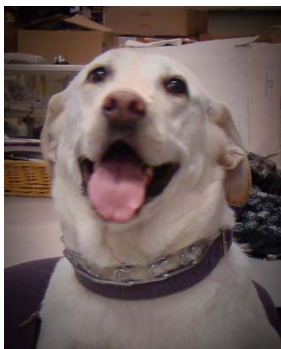
Students taking physical education classes must wear PE approved clothing. All students taking PE must wear a gray t-shirt or sweatshirt, free of ANY logo or writing and black shorts or sweats, free of ANY logo or writing. As a convenience, uniforms are also sold in the Student Store all year long in the ASB student center. The uniform consists of t-shirt (\$12), shorts, (\$15), sweatshirt (\$17) and sweatpants (\$17). Prices are discounted if the student has the ASB Discount Sticker!

RENAISSANCE

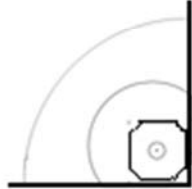
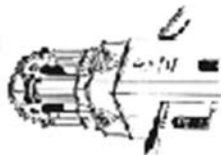


The Renaissance program encourages academic excellence, academic improvement, and citizenship. Founded by educators nationwide in 1988, Renaissance is the first and only national education-focused program created to recognize and reward the academic achievements of students

from elementary school through college. Its primary goals are to increase student performance and teacher enthusiasm, and to raise the level of community participation in schools. The program is based on the principles of performance, promotion, and partnership. Renaissance focuses on increasing attendance, improving academic performance, increasing graduation rates, and creating a positive, safe school environment. Renaissance is led by our ASB student leaders. Renaissance recognizes academics, citizenship and attendance and rewards students throughout the year!



Salinas High School



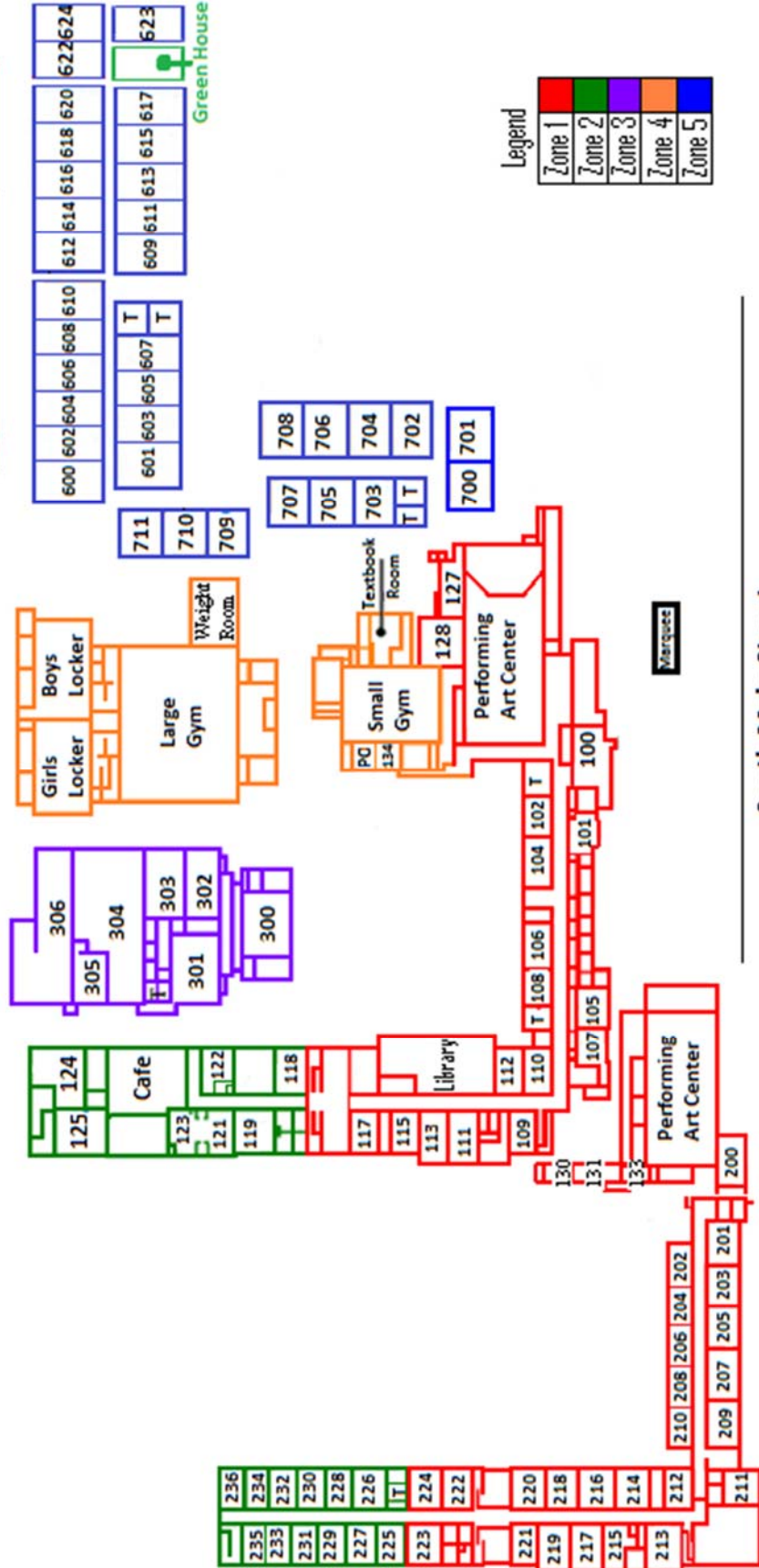
Softball field

500 501

Black Top

Stadium

Practice Field/Track



Legend

Zone 1
Zone 2
Zone 3
Zone 4
Zone 5

South Main Street

MIGRANT EDUCATION

To be eligible to receive Migrant Education Program Services, a student must meet the following requirements:

1. The family must have moved in the preceding three years for the purpose of seeking work in the agricultural industry.
2. The type of work is related to the direct handling of agriculture, fishing, or forestry.
3. The student must be under 22 years of age.

The Migrant Education Program assesses and advocates for students needs. The program helps students succeed in school by providing services in academic areas of credit accrual, graduation requirements, post-secondary opportunities, and tutorials.

The Migrant Education Office often organizes education field trips, summer academic programs and motivational activities. Parent workshops are throughout the year. The Migrant Education office is open Monday through Friday from 8:00am to 3:00pm. Parents wanting to participate should contact the Migrant Education Office 796-7498.

PROGRAMA DE EDUCACIÓN MIGRANTE

El Programa de Educación Migrante evalúa y aboga por las necesidades de los estudiantes. El programa ayuda a los estudiantes a sobresalir en la escuela al proveer servicios en las áreas académicas de recuperación de créditos, requisitos de graduación, oportunidades después de la secundaria, y tutorías. La Oficina del Programa de Educación Migrante frecuentemente organiza excursiones educativas a las universidades, programas académicos en el verano, y actividades de motivación. También ofrece talleres para padres todo el año. Para ser elegible a los servicios del Programa de Educación Migrante, estudiantes deben reunir los siguientes requisitos:

1. La familia debe de haberse mudado en los últimos tres años en búsqueda de trabajo en la industria agrícola.
2. El tipo de trabajo debe relacionarse directamente al trato del producto agrícola.
3. El estudiante debe de ser menor de 22 años.

La Oficina del Programa de Educación Migrante esta abierta de lunes a viernes de 8:00 a.m. a 3:00 p.m.

OFF-CAMPUS LUNCH PRIVILEGE

Salinas High School has a CLOSED CAMPUS policy to ensure student's safety, to focus on learning and place emphasis on academic pursuits. Students can, however, earn the privilege to go off-campus at lunch. Students must apply for the off-campus privilege each semester. The privilege may be denied or revoked if the student violates the contract or loses eligibility.

DISTRICT CRITERIA FOR OFF-CAMPUS PRIVILEGES:

- Earn a 2.3 GPA for the prior semester.

ACADEMIC CREDITS:

- Seniors: 165 credits earned in the fall semester and 195 credits earned in the second semester
- Juniors: 110 credits earned in the fall semester and 140 credits earned in the second semester

COMMUNITY SERVICE HOURS:

- Seniors: 45 hours completed in the first semester and total requirement completed (60 hours) by the start of the second semester.
- Juniors: 30 hours completed in the first semester and 45 hours completed by the start of second semester
- No more than one Unsatisfactory (U) citizenship grade on the prior report card.
- No record of a truant absence.
- To validate the application, parent/guardian on record must sign the application in the presence of a Salinas High School employee.
- Submit completed application during the first two weeks of the semester. Students must apply for off campus for each semester.

THE PRIVILEGE WILL BE REVOKED FOR ANY OF THE FOLLOWING REASONS:

- Late return to campus on 3 or more occasions for 5th period in the same semester.
- Does not return from lunch and is considered truant.
- Student alters, manufactures, shares or misrepresents the off-campus lunch privilege.
- Behavior problems that may include suspension, excessive tardiness, and irregular attendance.

STUDENTS HAVE THE FIRST 20 MINUTES OF LUNCH TO EXIT THE CAMPUS AND WILL NOT BE ALLOWED OFF CAMPUS AFTER THAT TIME.

NOTE: The Administration has the right to revoke the off-campus privilege when deemed necessary and appropriate. Probationary contracts for off-campus lunch privilege are NOT available.

SENIOR INFORMATION

SENIOR ELIGIBILITY:

The Senior year has the potential to be a student's best year of high school! There are numerous fun and exciting activities culminating with graduation. Participation in senior activities is a privilege, not a right. Caps and gowns will only be distributed during the Senior Meeting in April. Seniors who do not attend will automatically be considered to be nonparticipants in prom, Grad Night Trip and graduation. Information will be given out at Herd Round Up, as well as posted on the marquee, the website, and sent through the auto-dialer.

Seniors will lose the privilege to participate in prom, Grad Night Trip, Sober Grad and the graduation ceremony if any of the following happens during the second semester:

1. The student is suspended for five days during the 4th quarter.
2. The student is suspended twice during the 4th quarter.
3. The student has more than ONE *U* in citizenship or an F
4. The student has an un-cleared truancy; either a full day or partial truancy.
5. The student owes money to the textbook, library or finance office.
6. The student falsifies information during enrollment.
7. The student commits a serious violation of the behavior code including a senior prank.

PLEASE NOTE: If a Senior becomes ineligible for the Grad Trip for any reason or is simply unable to go due to personal reasons, the deposit or full cost of the trip WILL NOT be refunded.

SENIORS, PLEASE KEEP YOURSELF AND YOUR FAMILIES INFORMED OF CHANGES AND UPDATES REGARDING END OF YEAR ACTIVITIES AND GRADUATION AT:

[HTTP://WWW.SHS.SALINASUHD.ORG](http://www.shs.salinasuhd.org)



STUDENT PARKING



The parking lots are provided as a convenience to the School District's employees, students, and visitors.

The District is not responsible for fire, theft, damage, or loss to your automobile, or for any article left in it. In effect, you use the parking lot at your own risk.

Salinas High has separate parking lots for staff and students. The parking lot on Geil Street is only for staff and visitor parking. **Student cars found in this lot will be ticketed and may be towed** at the owner's expense. Salinas High School takes no financial responsibility for towing or ticketing fees.

The student parking lot is located off Main Street. Students wishing to park in this lot must show a valid Driver's License and proof of insurance before being able to purchase a parking permit in the ASB Office.

Permits are for the school year and will be revoked if the student violates the Parking Lot Rules. The ASB only sells permits for the number of parking spaces available.



Parking Lot Rules:

1. All California State Vehicle Code Sections apply to all drivers.
2. All District & school rules extend and apply to the parking lots.
3. Park only in designated parking sections.
4. Any object considered a weapon in accordance with National/California State Law and/or the Student-Parent Handbook are strictly prohibited on school premises, even inside a vehicle.
5. All vehicles are subject to searches by the Pro-active K-9's and the school administration.
6. Permits must be mounted or visible to be considered valid.

TARDY POLICY

A student is tardy if he/she is not in their assigned seat when the bell rings. Per District policy, teachers issue Unsatisfactory Citizenship grades to students who accumulate five tardies during a quarter. Students with two or more unsatisfactory citizenship grades in one quarter will lose activity privileges for the following quarter.

A student with two or more tardies in a week will be assigned one lunch detention the following week. Four hours of Saturday School may be assigned for each tardy beyond the third during a quarter. Attending Saturday School does not eliminate the Tardy or change the Unsatisfactory Citizenship Grade.

VISITORS

Salinas High School is a closed campus. All visitors must check in at the Security Station or Main Office.

WORK PERMITS

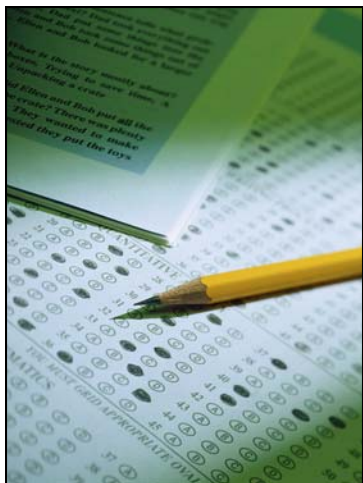
Work Permits:

All employed minors under the age of 18 (including minors employed by parents) must have a Work Permit (Education Code 49141). Work Permits must be renewed at the start of each new school year or at the time the student obtains a new job. Work Permits are required all year, not just when school is in session. It serves as an age certificate and states the maximum hours a minor may work. To be eligible for a Work Permit, minors must attend school full time (except for summer vacation) and have good attendance.

To Obtain A Work Permit:

1. Be employed.
2. Pick up an application for a Work Permit in the Career Center.
3. Fill out an application.
4. Drop off the form in the Career Center.
5. Pick up typed Work Permit and take to employer.

TESTING INFORMATION



ACT AMERICAN COLLEGE TESTS: The ACT test can be used in place of the SAT I and may be required for some universities. Students must register online and pay a fee. Eligible students may get a free waiver from the Counselor's Secretary. For more information you can visit www.act.org.

AP EXAMS ADVANCEMENT PLACEMENT EXAMS: AP Exams will be given on campus during the month of May. Most universities will allow college credit for AP Exams provided you receive a 4 or 5 on the exam. There is a fee for each test.

ASVAB ARMED SERVICES VOCATIONAL APTITUDE TEST: All students interested in the military must take this test. Information may be obtained from the Career Center.

CHISET (FORMERLY GED): This test is administered by the Salinas Adult School.

Students must be seventeen and a half years of age or older.

CHSPE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION: This test is offered 2 times a year. Students are eligible if they are at least 16 years old, in the tenth grade for one academic year or longer, or will complete one academic year of enrollment in the tenth grade at the end of the semester during which the next regular administration will be conducted. For more information, please visit www.chspe.net or email chspe@cde.ca.gov with your specific questions.

CELDT CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST: The CELDT is administered annually to English language learner students between July 1st and October 15th.

SAT I: Entrance examination accepted by most universities and required by some. This test covers verbal, writing and math abilities. The test should be completed by December of a student's senior year for college entrance of the following year. Students must register online and pay a fee. Eligible students may get a fee waiver from the Counselor's Secretary.

SAT II: Two (2) Subject area tests must be taken by December of 12th grade. Register online at www.collegeboard.com. **SALINAS HIGH SCHOOL SAT ID#: 052755**

CAASPP STANDARDIZED TESTING AND REPORTING: The state SBAC (Smarter Balanced) exams are given to all 11th grade students across the state of California. Students are tested on computers in the core subject areas of English and Math. The EAP portion of the test will be embedded into SBAC exam. All 10th graders will take the Science (pen and paper) exam. The exams are given across the district in the spring of each year.

PSAT: A preliminary SAT for college-bound juniors. Sophomores who are enrolled in advanced or GATE classes in Math and English are encouraged to sign up for the test. Juniors who score exceedingly well may be considered for the National Merit Scholarship. Test is generally administered in October.

EARLY ASSESSMENT PROGRAM(EAP): The Early Assessment Program is an exam given to 11th grade students to measure their readiness for college-level English and mathematics, and to facilitate opportunities for them to improve their skills during their senior year. The goal of the EAP program is to have California high school graduates enter the Cal State University system fully prepared to begin college-level study.

For SAT & PSAT schedule information, visit collegeboard.com for the most current testing information.

YEARBOOK

Salinas High School's yearbook is titled *El Gabilan*. This year, *El Gabilan* will celebrate its 114th Edition. The yearbook, with personalization options, goes on sale at schedule distribution; the price is yet to be determined; however prices will increase as the year progresses. Purchasing your yearbook early saves you money! Payment plans are available through the finance office and online at www.jostens.com. If you want personalization, you **MUST** purchase online. Students with the ASB discount card will save \$5.00 but only through the month of August. **NO REFUNDS** will be given for yearbook purchase.

TEXTBOOKS

All textbooks have barcodes. Ms. Patricia requires that all students must have a photo I.D. to check out a textbook. Lost, damaged, or textbooks without barcodes will result in a fine ranging from \$10.00 to \$120.00 for each book. Students with fines will be ineligible for extracurricular activities until the fine has been paid. Books from prior years must be returned or paid for before the new school year begins.

SENIOR PICTURES

Senior YEARBOOK Pictures: All students will receive a FREE FORMAL yearbook picture, taken at Herd Round Up. If students wish to replace their FREE formal portrait with another picture, they must use one of the approved photographers (see below). There will be FREE picture days at the beginning of the school year (dates TBD). See the school website for more details or e-mail: salinashighyearbook@gmail.com

2016-2017 APPROVED SENIOR PHOTOGRAPHER LIST

COOK'S PHOTOGRAPHY

(831) 424-5486

www.cooksphotography.com

MANUEL ORTEGA PHOTOGRAPHY

(831) 682-7170

www.ManuelOrtegaPhoto.com

MORE THAN A THOUSAND WORDS

(831) 676-8788

www.mtatwp.weebly.com

GARY DANGERFIELD PHOTOGRAPHY

(831) 915-9991

www.garydangerfieldphotography.com

VANESSA HICKS PHOTOGRAPHY

(757) 287-2576

www.vanessahicksphotography.com

ANIKA BAKER

(831) 915-0273

IG @photoxanika

CREATIVE IMAGES PHOTOGRAPHY

(831) 649-5443

www.larrynordwick.com

R & R PHOTOGRAPHY

(831) 540-5087

www.rrphotography.us

JIMENEZ VISION PHOTOGRAPHY

(831) 320-7594

www.jimenezvision.com

CHRISTINE DIAZ PHOTOGRAPHY

(831) 998-4767

www.christinediazphoto.com

KAVAN LAKE PHOTOGRAPHY

(850) 206-6070

www.kophoto.squarespace.com

LETTY SLOMA PHOTOGRAPHY

(831) 594-1285

www.lettyslomaphotography.com

PROPIX MEDIA

(831) 206-7468

www.propixmedia.com

LAURA HERNANDEZ PHOTOGRAPHY

IG: @_laurahernandez & @1loverofmusic

www.laurahernandezphotography.com

KATALINA PHOTOGRAPHY

(831) 320-2606

www.katalinaphotography.com

MARLENA MARIKA PHOTOGRAPHY

(562) 338-3853

marlenamarikaphotography.blogspot.com

MEREDITH EVANS

(831) 206-5762

<https://meredithevansphotography.smugmug.com>



MASTER COPY—DUPLICATE AS NEEDED

WEEKLY PROGRESS REPORT FOR _____

Student's name

Date _____

Period / Course	Attendance Tardies	Student's Performance	Grade	Homework / Class work	Work Quality	Teacher's Comments
1st	_____ Absences this week _____ Tardies this week	_____ Doing well _____ Book / Materials not brought to class _____ Improving _____ Declining performance _____ Behavior must improve		_____ Done _____ Partially done _____ None turned in _____ Poor test performance	_____ Above Average _____ Average _____ Below Average	_____ Please contact teacher _____ _____ Teacher's Signature
2nd	_____ Absences this week _____ Tardies this week	_____ Doing well _____ Book / Materials not brought to class _____ Improving _____ Declining performance _____ Behavior must improve		_____ Done _____ Partially done _____ None turned in _____ Poor test performance	_____ Above Average _____ Average _____ Below Average	_____ Please contact teacher _____ _____ Teacher's Signature
3rd	_____ Absences this week _____ Tardies this week	_____ Doing well _____ Book / Materials not brought to class _____ Improving _____ Declining performance _____ Behavior must improve		_____ Done _____ Partially done _____ None turned in _____ Poor test performance	_____ Above Average _____ Average _____ Below Average	_____ Please contact teacher _____ _____ Teacher's Signature
4th	_____ Absences this week _____ Tardies this week	_____ Doing well _____ Book / Materials not brought to class _____ Improving _____ Declining performance _____ Behavior must improve		_____ Done _____ Partially done _____ None turned in _____ Poor test performance	_____ Above Average _____ Average _____ Below Average	_____ Please contact teacher _____ _____ Teacher's Signature
5th	_____ Absences this week _____ Tardies this week	_____ Doing well _____ Book / Materials not brought to class _____ Improving _____ Declining performance _____ Behavior must improve		_____ Done _____ Partially done _____ None turned in _____ Poor test performance	_____ Above Average _____ Average _____ Below Average	_____ Please contact teacher _____ _____ Teacher's Signature
6th	_____ Absences this week _____ Tardies this week	_____ Doing well _____ Book / Materials not brought to class _____ Improving _____ Declining performance _____ Behavior must improve		_____ Done _____ Partially done _____ None turned in _____ Poor test performance	_____ Above Average _____ Average _____ Below Average	_____ Please contact teacher _____ _____ Teacher's Signature

Comments:

SUHSD

AUGUST

2016

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 First Day of School	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SUHSD

SEPTEMBER

2016

NOTES:

[illegible]

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12 Labor Day Holiday	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

SUHSD

OCTOBER

2016

NOTES:

[illegible]

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7 End of 1st Quarter	8
9	10 Quarter Break No School	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

SUHSD

NOVEMBER

2016

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11 Veteran's Day Holiday	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
	Thanksgiving Break					
27	28	29	30			

SUHSD

DECEMBER

2016

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15 End of First Semester/Student Minimum Day	16 No School	17
18	19	20	21	22	23	24
Winter Break						
25	26	27	28	29	30	31
Winter Break						

SUHSD

JANUARY

2017

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
Winter Break						
8	9 Return from Winter Break Semester Two Begins	10	11	12	13	14
15	16 Martin Luther King Holiday	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SUHSD

FEBRUARY

2017

NOTES:

[illegible]

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13 President's Holiday	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

SUHSD

MARCH

2017

NOTES:

[illegible]

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10 End of 3rd Quarter	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 Spring Break No School	28 Return from Spring Break	29	30	31	

SUHSD

APRIL

2017

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
	Spring Break					
16	17 Spring Break Holiday	18 Return from Spring Break	19	20	21	22
23/30	24	25	26	27	28	29

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 Last Student Day/ Minimum Day	26	27
28	29 Memorial Day Holiday	30	31			

	Holiday	First/Last Student Day ^{#4}
1		
2		
3		
4		
5		
6		
7		
8		
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10		
11		
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31		

Middle School Wednesday Collaboration Weekly (Bold)
High School Wednesday Collaboration As shown (Italic Bold)
<p>1. Math</p> <p>2. Science</p> <p>3. History</p> <p>4. Art</p> <p>5. Physical Education</p> <p>6. Music</p> <p>7. Language Arts</p> <p>8. Health</p> <p>9. Computer Science</p> <p>10. Foreign Languages</p> <p>11. Environmental Studies</p> <p>12. Business</p> <p>13. Engineering</p> <p>14. Robotics</p> <p>15. Advanced Placement</p> <p>16. Special Education</p> <p>17. Gifted and Talented</p> <p>18. Career Development</p> <p>19. Student Government</p> <p>20. Clubs and Activities</p>



Salinas Union High School District

July 2016

Dear Parents and Students:

The 2016-2017 school year will be filled with many new academic challenges for students. This Student Behavior Manual outlines the standards and expectations of proper student behavior designed to provide a safe and orderly learning environment. Your adherence to these expected behaviors will help provide that environment.

Our district continues to focus on the academic achievement of all students. This focus is highlighted by our transition to courses and learning objectives aligned with the Common Core State Standards (CCSS). As we move forward with our full implementation of the CCSS, please feel free to contact your child's school to get more information.

The District continues to promote high academic standards, a focus on student improvement, and recognition for student achievement. We emphasize rigorous academic performance, good attendance, and respectful behavior. In order to graduate, students should focus on their attendance and set a goal of being present in class everyday. Good attendance will continue to earn special recognition and privileges. Make sure your children are in school daily.

School districts are required by state law to inform parents of certain rights and school procedures. Please read the information included in this manual and retain it for future reference. Education Code 48982 requires you to acknowledge receipt of this notice. Your acknowledgement does not constitute consent or withdrawal of consent to participate in any program.

Please review the Behavior Manual with your children, be familiar with the provisions and consequences that impact student eligibility, review your rights as a parent, and complete the signature page acknowledging you have read these policies and regulations. We expect this school year to be a highlight in your children's education. Join us in creating a positive partnership to support your children's education.

Sincerely,

Kathryn Ramirez
President, Board of Trustees

Timothy J. Vanoli
Superintendent

SALINAS UNION HIGH SCHOOL DISTRICT

2016-2017

STUDENT BEHAVIOR MANUAL

INTERNET ACCEPTABLE USE POLICY

NOTIFICATION OF PARENTS' RIGHTS AND RESPONSIBILITIES

MISSION STATEMENT

The Salinas Union High School District develops educated learners to the highest standards preparing them to achieve their life's aspirations and to be productive citizens in a global society.

Students in the Salinas Union High School District schools, like the members of any community, have both rights and responsibilities. It is the duty of the school district to protect those rights and to insist upon these responsibilities. The purpose of this student behavior manual is to make sure that students understand their rights and responsibilities, the consequences of violations of school rules, and the procedures for dealing with violations.

This manual is a summary of Board policies and regulations. Copies of these policies and regulations may be obtained through the school or on the district website: www.salinasuhd.org.

The Salinas Union High School District complies with the following federal and state regulations: Title V and VII of the Civil Rights Act of 1964; California State Equal Opportunity Act: Chapter IV (starting with Section 30) of the 1st Division of Title V, Administrative Code of California; Title IX (does not discriminate on the basis of sex, sex orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability) the Education Amendments of 1972. English language skills will not be a barrier to admission and participation in vocational education programs. Parents and students who feel they are not being treated fairly in the light of the regulations may contact the Director, ROP/C, 867 East Laurel Drive, Salinas, Telephone (831) 753-4209.

TABLE OF CONTENTS

SECTION I - BEHAVIOR MANUAL

I. <u>Student Rights</u>	
1. Equal Educational Opportunity	1
2. Freedom of Expression	1
3. Freedom of Assembly	1
4. Due Process	1
5. Request Prevention Services	1
6. Appeal of Citizenship Grade	1
7. Freedom from Sexual Harassment	1
8. Bullying/Cyber-bullying/Harassment & Intimidation	1
II. <u>Renaissance - Excellence In Education</u>	2
III. <u>Student Responsibilities</u>	
1. Respect the Rights of Others	2
2. Attend School Daily	2
3. Be on Time for All Classes	2
4. Obey School and Classroom Rules	2
5. Cooperate with School Personnel	2
6. Be Courteous to Everyone	2
7. Complete All Classwork & Homework	2
8. Respect Public Property	2
9. Adhere to Internet Use Contract	2
10. Come to Class with Books/Materials	2
11. See that School Letters Reach Home	2
12. Dress Appropriately/Safely	3
13. Use & Maintain School Lockers	3
14. Obtaining a Parking Permit	3
15. Electronic Signaling and Media Devices	3
16. Use Proper Language	3
17. Searches	3
IV. <u>Citizenship - Grades/Guidelines</u>	
1. The Classroom Citizenship Grade	3
2. Classroom Citizenship Guidelines	3
3. Unsatisfactory Citizenship	3
V. <u>Eligibility - Extracurricular</u>	4
VI. <u>Eligibility - Attendance</u>	4
VII. <u>Behavior Code Violations</u>	
1. Violations and Consequence	5
2. Attendance Policy	6
3. Permit to Leave/Closed Campus	7
4. Tardy Policy	7
5. Uniforms/Middle Schools	7
6. Dress Code	8
7. Alcohol/Drug Use Policy	8
8. Tobacco Use	8
VIII. <u>Procedures for Violations and Right of Appeal</u>	
1. Suspensions	9
2. Expulsion	10
3. Appeal of Expulsion/Readmission	10

SECTION II – INTERNET ACCEPTABLE USE POLICY 11

SECTION III – PARENTS RIGHTS AND RESPONSIBILITIES 14

I. <u>Absence from School</u>	14
1. Specified Pupil Absences	
II. <u>Instruction</u>	14
1. Drug Education	
2. Excuse from Health Instruction on Religious Belief	
3. Pupils Eligible for Home/Hospital Instruction	
4. Sex Education Courses	
5. Sexually Transmitted Diseases (STD)	
6. Use of Animals in Science Laboratories	
III. <u>Health</u>	14-15
1. Administration of Prescribed Medication	
2. Control of Communicable Diseases	
3. Evaluation of Vision and Hearing	
4. Physical Examinations	
5. Scoliosis Screening	
6. Smoke Free/Tobacco Free	
7. Automated External Defibrillators	
IV. <u>Special Services</u>	15
1. Nutritional Meal Program	
2. Accident Insurance	
3. Voluntary Activities Participation	
V. <u>Records and Information</u>	15-16
1. Family Educational Rights & Privacy Act	
2. Release of Directory Information	
3. Use of Photographs	
VI. <u>Student Attendance/Enrollment</u>	16
1. Attendance	
2. Permission to Leave Premises during Lunch	
3. Release of Students	
4. Attendance Where Caregiver Resides	
5. School Choice	
6. School Enrollment and Attendance Areas	
VII. <u>Other</u>	16-18
1. Crimes on School Grounds	
2. Internet Access	
3. Notice of Alternative School Programs	
4. Sexual Harassment	
5. Public Law 94-142 Handicapped Children Act	
6. Required Parent Attendance	
7. Title IX of the Education Amendments of 1972 Prohibiting Discrimination by Sex	
8. Vocational Education - Nondiscrimination	
9. Uniform Complaint Procedures	
10. School Accountability Report Card	
11. Americans with Disabilities Act	
12. No Child Left Behind (NCLB)	
13. Families in Transition/Homeless	
14. Positive Behavioral Interventions & Supports	

SECTION I. STUDENT BEHAVIOR MANUAL

I. STUDENT RIGHTS

ALL STUDENTS HAVE THE RIGHT TO:

1. EQUAL EDUCATIONAL OPPORTUNITY

The schools must give all students a chance to earn an education. Students have the right to a free education until the age of 18 or until they graduate from high school. Students may not be kept out of any program at school because of sex, race, or ethnic origin. Students have the right to equal educational opportunity without being disturbed by the misbehavior of other students or by people who do not belong on campus.

2. FREEDOM OF EXPRESSION

Subject to the limitations contained in Administrative Regulation 5145.2, which requires prior authorization, the following are permitted:

- Students may say or write their personal opinions.
- Students may circulate petitions with prior approval.
- Students may use certain bulletin boards to put up notices about school activities.
- Students may express themselves by wearing symbols of what they believe, insofar as they do not disrupt the educational process, and comply with the Dress Code (see Dress Code). These symbols may be things like buttons or badges.
- Students may NOT express themselves in ways that use foul language, make lies seem like the truth, or in ways that may lead others to illegal actions.

No student shall keep other students from expressing themselves. No form of expression will be allowed to disturb the classes or activities at school.

3. FREEDOM OF ASSEMBLY

Students may hold meetings during non-class times as long as the meetings do not disturb classes and do not interfere with other school activities.

4. DUE PROCESS

Students facing punishment for their actions at school have a right to due process before they are disciplined, suspended or expelled. This process must be fair and must clearly show what the students have done wrong and what the punishment will be. (See Section VII).

5. REQUEST PREVENTION SERVICES

Conflict Resolution Teams – CRT is available on campuses to assist in resolving student disagreements, and to reduce tension among students. A request for CRT can be made by students or staff.

Drug Intervention Program – A Drug Intervention Specialist is available to conduct group and individual sessions with students. This program is not limited to drug/alcohol problems. Students may request services.

6. APPEAL OF CITIZENSHIP GRADE

Students and parents have the right to appeal a citizenship grade that they feel is a mistake or unfair. They must appeal to the classroom teacher who gave the grade within five school days of the issuance of the report card. The District feels that good citizenship is important; therefore, just as in the case with academic grades, it is not the policy of the administration to overturn a teacher's decision about citizenship grades.

7. FREEDOM FROM SEXUAL HARASSMENT

The Board of Trustees recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self confidence, reduced ability to perform school work, and increased absenteeism or tardiness. Sexual harassment of students by adults or other students will not be tolerated nor condoned. Instances of sexual harassment should be reported to the Administration immediately.

Definition of sexual harassment – Sexual harassment of a student is defined as verbal or physical conduct which is sexual in nature, and which has the purpose or effect of unreasonably interfering with the students' ability to benefit from their education, or of creating an intimidating, hostile or offensive environment. Other examples of sexual harassment include: unwelcome sexual flirtations or propositions, graphic verbal comments about an individual's body, display of sexually suggestive objects or pictures in the educational environment, or other inappropriate conduct.

8. BULLYING, CYBER-BULLYING, HARASSMENT, OR INTIMIDATION

Bullying, cyber-bullying, harassment, or intimidation in any form is against the law and is prohibited by the Salinas Union High School District. Bullying, cyber-bullying, harassment, or intimidation violates Federal Law, California Education Code and SUHSD Board Policies: 5131 Conduct; 5131.2 Bullying; 5145.3 Non-Discrimination/Harassment; 5145.7 Sexual Harassment; and 5145.9 Hate Motivated Behavior. District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation. The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate

in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

Students who bully, cyber-bully, harass, or intimidate others will be subject to disciplinary action, including suspension or expulsion. Staff, students and parents have a responsibility to report bullying, cyber-bullying, harassment or intimidation. To report an incident or a complaint, a reporting form may be obtained at the school office, the district office, or downloaded from the district website at www.salinask12.ca.us.

II. RENAISSANCE – EXCELLENCE IN EDUCATION

The District promotes a rebirth in academic achievement on all campuses designed to produce motivated, resourceful, self-reliant students. Each school has developed its Renaissance—Excellence in Education—Program to recognize and reward students' academic performance and achievement. The program also acknowledges student academic improvement, attendance and special accomplishments. Expectations of students will continue to be high, both scholastically and behaviorally. Through this effort, students and staff focus on the role and purpose of education. Student success and achievement will earn special recognition.

Quarterly recognition is presented for students who achieve:

- Principal's Honor Roll (3.5 GPA or above)
- Honor Roll (3.0-3.49 GPA)
- Academic Improvement (improve GPA by .5)
- Perfect attendance

III. STUDENT RESPONSIBILITIES

ALL STUDENTS HAVE THE RESPONSIBILITY TO:

1. Respect the Rights of Others to Study and Learn

All students have a right to receive an education within a safe learning environment. No one has the right to keep others from obtaining their education.

2. Attend School Daily

In California, a student is required by law to attend school until the age of 18 or graduation from high school. Schools cannot educate students who do not attend class. Irregular attendance can affect a student's learning. Students must attend school at least 85% of the days enrolled to graduate or be promoted.

3. Be on Time for All Classes

Students who come late to class often disturb others who are already there and have started their lessons. Being on time is an important habit to develop in school. Tardiness will lead to disciplinary action.

4. Obey School and Classroom Rules

Rules are necessary so that the school can educate students. All students are expected to follow these rules and to be responsible and respectful at school.

5. Cooperate with School Personnel

Teachers and staff need student cooperation in order to help students learn. All school personnel need cooperation in order to make the school operate efficiently.

6. Be Courteous to Everyone

Students are responsible for the way in which they treat other people.

7. Complete all Classwork and Homework, Participate in Class, and Meet Deadlines

Students must complete their classwork, participate in class activities, and complete the work that is required of them outside of the classroom.

8. Respect Public Property and Carefully Use and Return All Materials and Equipment

Students are issued textbooks or chromebooks valued at more than \$300.00. Students and their parents are liable if textbooks or chromebooks are lost or damaged, and for any damage or destruction of school property up to \$20,000. (E.C. 48904)

9. Adhere to Internet Use Contract

Students must comply with all the provisions for use of the Internet or District network as contained in the contract that they and their parents sign prior to receiving authorization to access the Internet or District network.

10. Come to Class with Necessary Books and Materials

Students are expected to bring assignments, books and materials to class. Without these materials a student cannot be successful.

11. See That School Letters to Parents Reach Home

Students are expected to take notices and messages home. Parents are encouraged to contact the school regarding their children's progress at any time.

12. Dress Appropriately and Safely for School

Appropriate dress is necessary for the healthy, safe and undisturbed operation of school and classes. Good dress sets a tone for the proper learning environment. (See Dress Code)

13. Use and Maintain School Lockers Properly

Lockers are to be used for temporary storage of school-related supplies, equipment, and personal items. Lockers are school property and may be inspected by the administration at any time.

14. Obtain a Parking Permit

High school students must have a valid driver's license and proof of car insurance. Each school site will develop its own process to issue parking permits. **The District is not responsible for damage, theft or accident to vehicles parked on any campus.** Student parking lots are off limits to students during school time without prior administrative approval. Autos parked on campus are subject to District search policies.

15. Electronic Signaling and Media Devices

Except as specified herein, students may possess and use electronic and media devices and other portable electronic or communication devices before the bell signaling the beginning of the first instructional period of each school day and following the bell signaling the end of the final instructional period of each school day. Students may also use such devices during the lunch period or while attending the school-sponsored athletic events.

Students must ensure that permitted devices are turned "off" and out of sight during instructional periods, or as directed by a District employee. All amplification and notification functions, including "silent" and "vibrate" modes, of such devices may not be utilized while the student is participating in classroom instruction and other school activities.

The District assumes no liability for theft, loss, damage, or destruction of any such electronic signaling and media devices and other portable electronic or communication devices brought onto school grounds, left in automobiles or school lockers. For further information, please refer to Salinas Union High School District Board Policy/Administrative Regulation 5131.8.

16. Use Proper Language

A student's expression may not disrupt the classes or activities of the school. Students should refrain from any offensive or sexual remarks or language which may be inflammatory (e.g., racial, gender, hate, etc.).

17. Submit to Random Searches

The administration may conduct random searches of students, their property or automobiles, including the

use of metal detectors and Detection Canines. Random searches will be conducted in accordance with District Policy 5145.12.

IV. CITIZENSHIP

The school has the duty to help students develop responsible attitudes and behavior. Students need to be prepared for adult citizenship in jobs and higher education.

1. CLASSROOM CITIZENSHIP GRADE

Students will receive a citizenship grade every grading period from each of their classroom teachers. Students' citizenship grades in each class depend on their behavior in the classroom.

The grade of "Outstanding," "Satisfactory," or "Unsatisfactory" will be based on the "Citizenship Guidelines" below. The citizenship grade for each class will be shown on the student's report card, but not on the transcript or permanent records.

2. CLASSROOM CITIZENSHIP GUIDELINES

Teachers will discuss and give copies of their classroom rules and regulations to students at the start of the school term.

Teachers are required to issue a preliminary citizenship progress report before giving an "Unsatisfactory" citizenship grade, unless it occurs so close to the end of the grading period that it is not practical to do so. Any combination of five tardies and/or invalid absences in a grading period may result in an "Unsatisfactory" citizenship grade for that grading period.

When a student transfers to schools within the District, the attendance records/citizenship grade will also be transferred to the receiving school.

3. UNSATISFACTORY CITIZENSHIP

CLASSROOM: A student who receives two or more "Unsatisfactory" citizenship grades in one grading period will lose activity privileges (see below) for the following grading period. A student who receives "Unsatisfactory" citizenship grades in the last grading period will lose those privileges for the first grading period of the following year.

OUTSIDE THE CLASSROOM: A student who is suspended for five days or who is suspended twice in one grading period will lose activity privileges for nine school weeks, starting from the date of suspension. If the student is suspended again during that period, she/he will lose privileges for nine more school weeks. A student who is suspended at the end of the school year and is unable to complete the term of suspension prior to the last day of school will attend an equivalent number of hours at Saturday School at the beginning of the next year.

LOSS OF PRIVILEGES: A student's loss of privileges begins on the date the ineligible list is distributed (or the date of suspension) and includes extracurricular activities including but not limited to the following:

- a) After-school recreational or interscholastic athletic teams (including participation, practice or tryouts)
- b) School clubs
- c) Student government/ASB
- d) Field trips that remove a student from regularly scheduled classes, except where the field trip is determined to be an integral part of the curriculum.
- e) Cheerleading, song leading, "spirit" leading (including participation, practice or tryouts)
- f) School dances
- g) *Senior trip/8th Grade Activities
- h) *Graduation/Promotion ceremony activities
- i) Other extracurricular activities as determined by the school

*Graduating seniors or 8th graders who receive two or more unsatisfactory citizenship grades for the third grading period will not be permitted to participate in the senior trip/8th grade activities and graduation/promotion activities. Special consideration may be given to seniors/eighth graders who receive two or more unsatisfactory citizenship grades during the third grading period, but who do not receive any unsatisfactory citizenship grades during the fourth grading period. Fourth grading period citizenship grades may be determined by teacher progress reports. Students being given this special consideration may be allowed to participate in the graduation/promotion activities only.

If a senior/8th grader received one of the following, he/she will lose the privilege of participating in the senior trip/8th grade activities and graduation/promotion activities:

- ◆ Two unsatisfactory citizenship grades during fourth grading period;
- ◆ A five-day suspension or two separate suspensions during the fourth grading period;
- ◆ Commits a serious violation of the behavior code.

Ineligible students may check with their administration about the possibility of a "probation" period. Students are allowed only one probation period for any reason in four years of high school.

V. ELIGIBILITY REQUIREMENTS – ACADEMIC STANDARDS

In addition to meeting the citizenship standard eligibility described in Section IV – Citizenship, all students must meet an academic standard to participate in extracurricular activities*. Students who receive more than one failing grade or who do not maintain a

"C" average (2.0 GPA) for the current grading period will be ineligible to participate in extracurricular activities. The ineligibility will be in effect until grades are issued after the end of the next reporting period.

A "C" average is defined as a "grade point average" of 2.0 or better on a scale where an "A" = 4 points; a "B" = 3 points; a "C" = 2 points; and a "D" = 1 point. An elevated grade point will be used for GATE, Honors and Advanced Placement classes. A grade of "F", "I", or "U" is worth 0 points. A grade of "P" (Pass) is not counted unless the student appeals to the teacher who may translate the "P" to a letter grade for eligibility purposes. Such appeals must be made within two school weeks from the time the grade is issued. A grade of "Incomplete" (I) is treated as an "F" until cleared. "Incompletes" must be cleared within two weeks following receipt of report card. More than one failing grade automatically disqualifies a student from extracurricular participation until the end of the next reporting period.

A student who becomes ineligible for academic reasons may not participate in any extracurricular activities listed in Section IV with the exception of school dances, senior trip, eighth grade activities and graduation/promotion ceremony activities. (See Attendance Policy for additional restrictions).

***Students attending alternative programs must get prior clearance from the Alternative Program Site Administrator in order to attend school activities. The Home Site Administrator must approve the request before a student will be allowed to attend such activities.**

VI. ELIGIBILITY REQUIREMENTS – ATTENDANCE

The goal of the Salinas Union High School District is that all students participating in extra or co-curricular activities including athletics attend school on a regular basis. Participation in extra, co-curricular and/or athletic activities is a privilege and school attendance is of extreme importance.

Students are expected to attend all classes daily. If a contest occurs on a school day, the student must attend all of his/her classes during that day to be eligible to participate in the contest. In the event a student must be absent for a full or partial day on the day of a contest, the student must secure prior approval from the Principal and/or designee of the school for an excused absence.

Students may attend school sponsored events on the day of a contest to remain eligible to compete (examples include, but not limited to Health Academy field trips, Ag/FFA activities, Fine Arts and Performing Arts activities, etc.). For contests on Saturdays or non-

school days, the previous school day attendance will be the determining factor.

VII. BEHAVIOR CODE: VIOLATIONS AND CONSEQUENCES

The following list of violations does not include every action for which a student may be disciplined. It is a list of the most common violations, but other forms of misbehavior may result in discipline. California law states that a student may be disciplined, suspended or expelled for violations of this behavior code while on school grounds, going to or coming from school, during lunch period, whether on or off campus, and during or while going to or from school-sponsored activity.

Several violations listed mentioned “school personnel”. School personnel includes a student’s own teachers **AND ALL OTHER ADULTS** who work on campus or for the school district.

The Board authorizes school officials to conduct searches when there is reasonable suspicion that students have engaged, or are engaging, in a violation of the law, a school rule or regulation. A student’s person, property, auto or school locker may be searched whenever there is cause to believe that the student has in his or her possession contraband, illegal substances, or articles which threaten school activities or the health and safety of students or staff. If appropriate, school officials may utilize metal detectors and detection canines. Random searches may also be conducted. (AR 5145.12)

GROUP 1 VIOLATIONS:

Suspension and Possible Expulsion Upon a First Offense/Law Enforcement Will Be Notified

These are serious violations of the behavior code. Students who commit these violations may be recommended for expulsion. Police will be informed of violations involving assaults, property damage, weapons, and sale or use of illegal drugs or alcohol. The police may be informed of other violations.

A. Principals are required by state law to recommend expulsion for these violations:

1. Causing serious physical injury to any person, except in self-defense;
2. Possession of any firearm, imitation firearm, knife, explosive, weapon, or other dangerous object of no reasonable use to the pupil at school or at school activity off school grounds;
3. Possession for sale/distribution and/or selling/distributing illegal drugs;
4. Robbery or extortion;
5. Brandishing a knife;
6. Committing or attempting to commit sexual assault or committed a sexual battery.

B. Principals are required by District Policy to suspend and may recommend expulsion for the following violations

1. Assaulting or threatening to cause physical injury to school personnel;
2. Committing or attempting to commit an assault and/or battery on another student;
3. Causing, attempting to cause, or threatening to cause physical injury to another person (fighting). Students will be referred to law enforcement for possible citation; a third offense will result in a referral for expulsion.

GROUP 2 VIOLATIONS:

Suspension and Possible Expulsion Upon a First Offense in Certain Circumstances

A pupil may be suspended or expelled upon a first offense if any of the following acts indicate that the pupil’s presence causes a danger to persons or property or threatens to disrupt the education process:

1. Causing or attempting to cause damage to school or private property*;
2. Stealing, attempting to steal, or knowingly receiving stolen school or private property*;
3. Tampering with a fire alarm (fire marshal/law enforcement will be notified);
4. Possessing, offering, arranging, or negotiating sale of any drug paraphernalia;
5. Disrupting school activities or otherwise willfully defying school personnel;
6. Sexual Harassment;
7. **Possessing, using, furnishing or being under the influence of any controlled substance, alcoholic beverage, or an intoxicant of any kind;
8. Selling or offering to sell alcohol, any controlled substances, or an intoxicant of any kind, but then either selling, delivering or furnishing something other than the alcohol or illegal drug;
9. Participation in initiation and hazing activities as defined in Board Policy 6145.5;
10. Hate crimes (E.C. 48900.3).
11. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

*California Law (Education Code 48904) states that a student or his/her parents pay for any willful damage to school property (up to \$10,000). If a student fails to return school property, the school shall withhold the student’s grades, diploma or transcript. It is the policy of the school district to hold the parents responsible to the extent provided by law.

**A first offense of this type will result in a three-day out-of-school suspension and a mandatory referral to the school’s Drug/Alcohol Intervention Program. (See Alcohol/Drug Use Policy)

GROUP 3 VIOLATIONS:

Referral, Parent Conference, and Possible Suspension

1. Using profanity or vulgarity or committing an obscene act;
2. Violation of Internet Use Contract conditions (may also result in loss of Internet privileges);
3. Possessing or using tobacco or nicotine products;
4. Writing or drawing on school property;
5. Unauthorized use or possession of school lunch tickets or other school forms;
6. Throwing food, water balloons, or other objects;
7. Forgery;
8. Inflammatory language, (e.g. race, gender, etc.);
9. Possession or use of laser pointers. Threatening use will be handled with law enforcement per Penal Code 417.25;
10. Gang behavior: flashing signs/signals, yelling gang slogans, wearing "colors", gang graffiti
11. Inappropriate use of school technology and/or the internet infrastructure.
12. Aiding or abetting the infliction of physical injury to another person.

GROUP 4 VIOLATIONS:

Warning, Referral, Parent Conference Possible, Suspension for Repeated Violations

A first offense may result in counseling by either the student's teacher or an administrator. For an especially serious first offense, or for repeated offenses, parents will be notified and suspension may result.

1. Failing to follow classroom procedures;
2. Cheating;
3. Littering or spitting;
4. Riding bikes or skateboards on campus;
5. *Failing to follow school rules about the use of electronic beepers (pagers), cellular phones, radios, tape recorders, headphones, electronic games, or other inappropriate items at school;
6. Wearing clothes inappropriate for school (See Dress Code);
7. Showing affection in a way inappropriate for school;
8. Gambling;
9. Misbehaving on the bus (may also result in loss of bus privileges);
10. Being rude or discourteous to school staff;
11. Deliberately and repeatedly interfering with the rights of other students to learn.

*Inappropriate use of radios, skateboards, and other items on campus may result in their confiscation for a period of time.

ATTENDANCE POLICY

Student learning and achievement are the highest priorities in the Salinas Union High School District. Attendance is a major factor that influences student learning. Students cannot learn if they are absent. Regular attendance can be achieved through a partnership between students, parents and the school. To monitor your student's daily attendance, you may use the Home Access Center (HAC) online. If you do not have online access, contact your school's attendance office.

EXPECT PERFECT ATTENDANCE

You should expect perfect attendance. If your student misses 18 days this year (an average of 1 out of 10), his or her standardized test scores could drop as much as an average of 10 percentile points.

Attendance focuses on those students actually in attendance. Absences for any reason negatively affect a student's learning; students must be in attendance each and every day of school to learn. Students must maintain 85% attendance of days enrolled to graduate from high school. Days less than 85% must be made-up through any of the following: Saturday School, Summer/Winter Intersession, ACE, concurrent enrollment at Hartnell Community College, or other means. Check with school attendance office.

The schools will be in immediate communication with parents regarding any student absence. Frequent and open communications between school and parents will improve student attendance. The Monterey County District Attorney's Office will continue to be involved with parents of students who are truant and fail to meet the attendance requirements of the State of California.

Any student who accumulates one or more truant absences and has not corrected the deficiency through successful attendance at Saturday School will result in additional semester delays. Students with truant, uncorrected absences also may not participate in spring and end-of-the-year activities including but not limited to: Junior/Senior Prom, Senior Trip to Disneyland, Eighth Grade Day and Dance.

Regular attendance is a condition for receiving a Work Permit. The law indicates students with a Work Permit may not work on any day that they are absent from school. Work Permits may be revoked for irregular attendance or truant absences.

Parents must call the Attendance Office on the first day of absence or send a note the first day the student returns after the absence. A 24-hour answering machine at each school may be used to report absences. These notifications will be used to verify that a student does not have a truant absence.

VERIFIED ABSENCES

Student attendance is expected every day and the law does not provide for “excused” absences. Students may have a “verified absence” for the following reasons, but their attendance record will be impacted and they are required to make up the assignments missed (E.C. 48205).

1. Personal illness
2. Attendance at funeral service for a member of the immediate family
3. Part-day absence for medical or dental appointments

Parent conferences will be scheduled for any student who demonstrates excessive absences for any reason (more than 10%). Daily attendance is essential to receiving a successful education and prepares students for the standards of the world of work. For additional information, refer to District Board Policy 5113.

TRUANT ABSENCES

Students who are off campus without a verified excuse may be detained by the police. Disciplinary action for cutting class, skipping school, being habitually tardy or truant will be dealt with through District Policy.

Truant absences occur when a student misses one or more classes without a valid excuse. Truant absences accumulate from the beginning of the school year until the end. If a student transfers within the District, the student’s Truant absences record will be transferred to the other school.

TRUANT ABSENCES/CONSEQUENCES

1. First Truancy Level

The school will notify parents in person or by telephone and letter regarding the absence and compulsory attendance laws. (Ineligibility for Work Permits and school activities may result; remediation may occur through Saturday School or other disciplinary action).

2. Second Truancy Level

Same as Levels 1. The student will be classified as a “Truant.” An Attendance Review Conference (ARC) will be held with administrator (designee)/student/parent to discuss possible solutions to truancy problems. A contractual agreement will be discussed/signed. **The Monterey County District Attorney will be notified regarding student’s truancy.**

3. Habitual Truancy Level

Same as levels 1-2. Student is identified as a “habitual truant” and referred to the Monterey County District Attorney for further legal action.

(An extended Truant absence will result in shortened attendance policy process).

*Education Code Sections 48291 and 48293 provide that parents or guardians who fail to send their children

to school shall be subject to criminal complaint and, upon conviction, payment of a fine.

PERMIT TO LEAVE/CLOSED CAMPUS

All schools are CLOSED CAMPUSES during the entire school day. A student must receive a “Permit to Leave” at any time during the school day from the Attendance Office with a parent phone call or a signed note or the absence may be marked truant.

OFF-CAMPUS LUNCH

High school campuses are closed at lunch. Juniors and Seniors may be afforded the privilege of leaving the campus at lunch if they satisfy the criteria established by the Board of Trustees. Criteria include maintaining a 2.3 GPA, on track for graduation, no truant absences, parent approval, and no serious violations of the Behavior Code. Specific questions about the “Off-Campus Privilege” will be answered at the individual school sites. Applications will be processed through the school principal’s office.

TARDY POLICY

A proper learning environment is essential to learning. To maximize the amount of instructional time per period, students are expected to be in class promptly. By encouraging promptness, the school is aiding the students in developing self-discipline and a sense of responsibility. Tardiness will be dealt with by both teachers and administrators.

UNIFORMS – MIDDLE SCHOOLS

All middle school students are required to wear the designated school uniform daily. Uniforms have been adopted to help create a safe school environment. Specific uniform requirements are explained in the Student Handbook.

DRESS CODE

Appropriate dress is necessary for the healthy, safe and undisturbed operation of school and classes. The following guidelines shall apply to all regular school activities. Students’ attire should be neat and clean.

The following ARE NOT permitted:

1. Bare feet; shoes must be worn at all times.
2. See-through or fishnet fabrics, halter-tops, off-the-shoulder or low-cut tops and skirts or shorts shorter than mid-thigh, bare midriffs (the stomach area should not be exposed). Clothes shall be sufficient to conceal undergarments at all times.
3. Strapless tops; torn or ragged clothing.

4. Apparel, jewelry or accessory that contains profanity or obscenity, or references promoting the use of drugs, alcohol, or tobacco.
5. Clothing that disrupts the effective functioning of the school.
6. Apparel, jewelry, accessory, notebook, or manner of grooming that, by virtue of its color arrangement, trademark or any other attribute, are specifically identifiable as belonging to a disruptive group or gang.
7. Hats/Caps/Sunglasses, except as required for health or safety purposes and approved by the administration.

In accordance with Education Code 35183.5, students may wear articles of sun protective clothing including hats, caps, and visors. Other head coverings are not permitted. Students will be allowed to wear such clothing outdoors only. Clothing and hats/caps determined to be gang related or inappropriate are prohibited. Middle school students may only wear hats or caps that comply with the established uniform colors.

ALCOHOL/DRUG USE POLICY

It is the responsibility of the Salinas Union High School District to protect the health and safety of students in its charge. Therefore, the District has adopted the following rules regarding students possessing, using, or suspected of being under the influence of prohibited chemicals, drugs, or alcohol. (Students suspected of selling or providing drugs will be disciplined under the Behavior Code).

Students participating in activities representing the school and/or of a competitive/performing nature will sign a written contract agreeing not to use, possess, or be under the influence of any controlled substance of any kind at any time, including evenings, weekends, and holidays, on and off school campuses, during the entire term of the activities.

Representative/competitive/performing activities include student government leaders, athletics, cheerleaders, music, drama and dance, academic decathlon, mathletics, speech or debate, Future Farmers of America (FFA), NJROTC, et al.

1. FIRST VIOLATION:

- Administrator/parent conference;
- Three days out-of-school suspension;
- Mandatory attendance at Drug Intervention Insight Program;
- Law enforcement notified;
- Two weeks ineligibility from all activities (practice may continue).

2. SECOND VIOLATION

- Administrator/parent conference;

- Three to five days out-of-school suspension;
- Mandatory attendance at Drug Intervention Insight Program and/or counseling program to be determined at the administrator conference;
- Law enforcement notified;
- Six weeks ineligibility from all activities (practice may continue).

3. THIRD AND SUBSEQUENT VIOLATIONS:

- Administrator/parent conference;
- Five days out-of-school suspension;
- Proof of completion of drug dependency program through non-school agency (specific program to be determined at the administrative conference);
- Law enforcement notified;
- Indefinite eligibility (minimum of six weeks);
- Expulsion in appropriate cases.

NOTE: Violations will be cumulative: (1) while the student is attending any school in the District; or (2) during any three-year period in which the student attends two or more schools in the district.

Students who voluntarily self-refer to the Intervention Program and those referred by parents, friends, or community agencies will not be restricted from participation in their activity on the condition that they complete the intervention program prescribed in consultation with the Drug Intervention Specialist and/or Core Team.

TOBACCO

POSSESSION OR USE OF SMOKING/ SMOKELESS TOBACCO

ALL school campuses are tobacco free. Smoking is prohibited on all school campuses, in district vehicles, and at school activities whether on or off campus by all persons, including students, staff and the public.

The use of smoking/smokeless tobacco, nicotine or electronic cigarettes is prohibited by district policy and violations will be dealt with as follows:

1. FIRST VIOLATION:

- Parents notified;
- Assignment to four (4) hours of Saturday School;
- Mandatory attendance at Drug Intervention Insight Program;
- Two (2) weeks ineligibility from all activities ("practice" may continue).

2. SECOND VIOLATION:

- Administrator/parent conference;
- One day, out-of-school suspension;
- Mandatory attendance at Drug Intervention Insight Program;

- Four (4) weeks ineligibility from all activities (“practice” may continue).

3. THIRD VIOLATION:

- Administrator/parent conference;
- Three to five days, out-of-school suspension
- Mandatory attendance at Drug Intervention Insight program;
- Six (6) weeks ineligibility from all activities (“practice” may continue).

4. SUBSEQUENT VIOLATIONS:

- Parents notified;
- Administrator/parent conference
- Five days out-of-school suspension;
- Possible referral for expulsion;
- Indefinite ineligibility (minimum six weeks – no “practice”).

VIII. PROCEDURES FOR DEALING WITH VIOLATIONS AND RIGHT OF APPEAL

SUSPENSIONS

DEFINITION: A suspension is a temporary removal from school or regular classrooms for violation of school rules. A student on suspension is prohibited from coming on any campus or attending any school activity during the term of his/her suspension.

A student may not be suspended for more than five days at a time or for more than twenty days in a school year, unless the action is taken by the Board of Trustees or the student has been enrolled in a special program for adjustment purposes. A suspended student may be required to complete all work and tests missed during the suspension. When the make-up work is completed, it will be graded for full credit.

The school district may require the parent/guardian of a student who has been suspended to attend a portion of a school day in his/her child’s classroom.

DUE PROCESS FOR SUSPENSIONS

1. STUDENT HEARING

Except in emergency situations, the principal or designee shall conduct an informal conference with a student prior to suspension and:

- a) present the reason for the suspension
- b) explain the evidence against him/her
- c) give the student an opportunity to present his/her version and evidence in his/her defense

2. PARENT NOTIFICATION

Within one school day of the decision to suspend, the parent or guardian will be sent a written notice with the following information:

- a) the date and time when the student will be allowed to return to school;
- b) a statement of the right of the parent or the student to examine the student’s records;
- c) the reason for suspension.

No student will be sent home during the school day without parent or guardian permission.

3. PARENT CONFERENCE

When a student is suspended, the law requires a parent to attend a conference with school officials (E.C. 48911).

4. RIGHT OF APPEAL

If the pupil or parent wants a further review of the case, a meeting with the principal may be scheduled. An appeal of the principal’s review may be forwarded to the Superintendent or designee. The Superintendent or designee will review the evidence, listen to the pupil or parent, and decide if there was sufficient evidence to determine that the violation occurred and whether an appropriate penalty was imposed.

EXPULSION

DEFINITION: An expulsion is the long-term removal of a student from attendance at any school in the District. All expulsions are decided by vote of the Board of Trustees.

DUE PROCESS FOR EXPULSIONS

1. **BRC’s:** If a student commits an expellable offense, the school shall hold a Behavior Review Committee (BRC) Conference with parents and school staff. The BRC will forward a recommendation to the Principal regarding expulsion who shall forward a recommendation for expulsion to the Superintendent, if appropriate.
2. **HEARING:** A pupil is entitled to a formal hearing before expulsion is imposed. The pupil and parent will receive written notice of the hearing, which will include date, time and place of the hearing. A student may be placed on an extended suspension pending the formal expulsion hearing. Parents may choose a “Stipulated Expulsion” in lieu of the Hearing process. Through a “Stipulated Expulsion” parents waive their right to a formal Hearing and agree to accept the decision of the Hearing Officer in order to reduce the normal timelines. Parents may rescind their request for a “Stipulated Expulsion” at any time during the formal process. If interested, parents may request a “Stipulated Expulsion” from the school administration.
3. **APPEAL:** If the Board of Trustees votes to expel the student, its decision may be appealed to the

Monterey County Board of Education within thirty (30) days of the School Board's decision.

4. **REQUIRED NOTIFICATION:** California law requires that if a student is expelled from school, the parent/guardian and student must inform any new district of such expulsion upon registration, and request a hearing from the new district's Board of Trustees (E.C. 48915.1).
5. **READMISSION:** Any student expelled from the Salinas Union High School District or any other school district must request a Readmission Hearing with the Board of Trustees prior to re-enrollment in the schools of the District. Requests should be forwarded to the Superintendent's Office.

SECTION II. INTERNET ACCEPTABLE USE POLICY

SALINAS UNION HIGH SCHOOL DISTRICT INTERNET ACCEPTABLE USE POLICY

Parent/Guardian

I have read this policy and understand my responsibilities as a parent/guardian, as well as the student's responsibilities. I understand that any violation of the provisions of this policy may result in disciplinary action, the revocation of access to the Internet through the Salinas Union High School District's network, and/or legal action.

I hereby give my permission for my child to participate in the use of the Internet, a worldwide telecommunications network, via the Salinas Union High School District's computers and network. I realize that she/he will be able to access major networks throughout the world using the Internet. I understand that this access is designed and intended for educational purposes only. I also understand that she/he will receive instruction in the appropriate use of this resource.

I realize the Internet contains material that is inappropriate for school purposes. I support the School District's position that students are responsible for not accessing such material. I will not hold Salinas Union High School District, its employees, or assignees, accountable for unsuitable materials acquired by my son, daughter, or foster child through Internet usage at school.

I acknowledge that I have read the Salinas Union High School District Internet Acceptable Use Policy.

Student

I understand that use of Salinas Union High School District computers and network services is a privilege and I will abide by the provisions and conditions of the policy. I understand that the Internet contains material inappropriate for school use (defined as those materials prohibited by Section 3 of the Terms and Conditions, "Prohibited Uses") and, therefore will take personal responsibility to not access this material myself. I recognize that it is impossible for Salinas Union High School District schools to prevent access to all controversial materials, and I will not hold them responsible for materials found or acquired on the network. I further understand that if I violate this policy, my access privileges may be revoked and appropriate disciplinary and/or legal action may be taken.

I acknowledge that I have read the Salinas Union High School District Internet Acceptable Use Policy.

*Signature of parent and student required indicating
agreement with this policy*

Salinas Union High School District Internet Acceptable Use Policy

The Internet has become a vital part of our information infrastructure. Used daily by educators, businesses, government agencies, and private individuals, mastery of this relatively new medium has become vital to success in our daily lives.

Internet access is becoming increasingly available in schools of the Salinas Union High School District. The Board of Education believes that this will provide our students with nearly limitless opportunities. The goal in providing this access is to promote educational excellence by facilitating, and encouraging, resource sharing, innovation, collaboration, and communication.

The SALINAS UNION HIGH SCHOOL DISTRICT strongly believes in the educational value of the Internet and recognizes the potential of such to support our curriculum and students learn in our district.

SALINAS UNION HIGH SCHOOL DISTRICT also recognizes the potential for misuse, or abuse, which is inherent in the Internet, and will make reasonable efforts to protect its students and teachers. The District shall install and maintain software that is designed to limit access to harmful matter on the Internet. Such filtering software, however, may not adequately protect users from accessing all harmful matter on the Internet. The installation of such software does not relieve harmful matter. Parents/guardians are advised that it may be possible for a student, using the District Internet services, to purchase goods and services for which the student's parent/guardian may be liable. All users must remain vigilant, and be continuously on guard to avoid inappropriate or illegal interaction with members of the Internet community.

Please read this document carefully. If you violate these provisions, access to the Internet (including any computer connected to the Internet) may be denied and you may be subject to legal and/or disciplinary actions.

Terms and Conditions of This Policy:

1. **Personal Responsibility.** I accept personal responsibility for my use of district Internet services.
2. **Acceptable Use.** My use of the Internet must be in support of education and research, and within the education goals and objectives of the SALINAS UNION HIGH SCHOOL DISTRICT.
3. **Prohibited Use.** The following uses for the Internet are prohibited:
 - a. Any use which is in violation of federal, state or local law. This includes, but is not limited to the transmission of copyrighted materials.
 - b. While using any other organization's network or computing resources, violating that organization's rules for use of its network or computing resources.
 - c. Knowingly bypassing or penetrating any Internet security measures, including gaining entry or "hacking" into systems, or accessing restricted material without authorization.
 - d. Any use which assists, supports or promotes another person's Internet use in violation of these rules.
 - e. Production, transmission or storage of any communication or material which may be considered:
 - (1) Harmful matter as defined by Penal Code section 313, meaning "matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interests, and is matter which, taken as a whole, depicts or describes in a patently offensive way sexual conduct and which, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors." Any communication or material otherwise considered pornographic, obscene, vulgar or sexually explicit is prohibited.
 - (2) Defamatory, abusive, harassing, cyber-bullying or threatening toward another person. Communications or materials that denigrate persons based upon race, ethnicity, religion, gender, or disability are prohibited.
 - (3) Promoting, encouraging or supporting the use of controlled substances.
 - (4) Commercial activities by individuals or for-profit entities.
 - (5) Violating another person's right to privacy.
 - (6) Using a false identity on the Internet.
 - (7) Otherwise prohibited on a school campus or in a workplace.

- f. Accessing any pornographic, obscene, vulgar or sexually explicit material, or any material which promotes, encourages or supports any unlawful activity.
4. **Privileges.** Use of the Internet is a privilege, not a right, and inappropriate use will result in withholding of that privilege. Each person who is granted access must have on file a signed acknowledgment form. Although the Director of Information Services (under the aegis of the Board of Trustees) shall be the final arbitrator regarding decisions of appropriateness, this decision shall normally be delegated to the site Principal. Principal may deny, revoke, or suspend access to the Internet for violations of this policy. Privileges may be suspended pending investigation of suspected violations of this policy. In addition to a possible loss of privileges, disciplinary action may be taken and possible expulsion.
5. **No Expectation of Privacy.** Users of the Salinas Union High School District's network are reminded that the network is District property and that they have no expectation of privacy. Files on machines connected to the network may be inspected at any time. Inappropriate and/or unlicensed files/programs will be deleted and disciplinary action taken as necessary. Users are also reminded that email sent via the District's network is not privileged or private and may be reviewed by the District, as the District deems prudent.
6. **Network Etiquette.** You are expected to abide by the generally accepted rules of network etiquette. These rules include (but are not limited to):
 - a. Be Polite. Never send, or encourage others to send, abusive messages. Cyber-bullying is prohibited and will result in disciplinary action.
 - b. Use Appropriate Language. Remember that you are a representative of our school, and district, on a non-private system. You may be alone with your computer, but what you say and do can be viewed globally! Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
 - c. Personal Privacy. Do not reveal personal identifying information on the Internet, such as your home address or personal telephone number, or the addresses and telephone numbers of students or colleagues.
 - d. Disruptions. Do not use the network in any way that would disrupt use of the network by others.
 - e. Other Considerations:
 - Do be brief. Few people will bother to read a long message.
 - Do minimize spelling errors and make sure your message is easy to understand and read.
 - Do use accurate and descriptive titles for your articles. Tell people what it is about before they read it.
 - Do get the most appropriate audience for your message, not the widest.
 - Do remember that humor and satire is very often misinterpreted.
 - Do remember that if you post to multiple groups, specify all groups in a single message.
 - Do cite references for any facts you present.
 - Do forgive the spelling and grammar errors of others.
 - Do remember that all network users are human beings. Don't "attack" correspondents; persuade them with facts.
 - Do post only to groups you know.
7. **Services.** The Salinas Union High School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Salinas Union High School District will not be responsible for any damages suffered while on this system. These damages include loss of data, inability to complete work due to system downtime, and loss of privacy. Use of information obtained via the Internet is at your own risk. The Salinas Union High School District specifically disclaims any responsibility for the accuracy of information obtained through its services.
8. **Security.** Security on any network is a high priority because of the many people relying on that network. If you suspect a security problem, notify the appropriate school personnel at once. Never demonstrate the problem to other users. Never use another individual's password or account. Never give your passwords to another person. Any use identified as a security risk will be denied access to the network and may face disciplinary action.
9. **Vandalism.** Vandalism is defined as any malicious attempt to harm, or destroy, anyone else's data, or any attempt to deprive other users of network services or computers. This includes, but is not limited to, the creation and uploading/downloading of viruses or Trojan horse programs, unauthorized tampering with the Control Panel setting for computers, or physical damage to any machine. Vandalism will result in the loss of computer access, disciplinary action, and legal referral.
10. **Updating.** Information Services may occasionally update this document as necessary to reflect changing requirements.

SECTION III. PARENTS' RIGHTS AND RESPONSIBILITIES

NOTIFICATION OF PARENTS' RIGHTS AND RESPONSIBILITIES

I. ABSENCE FROM SCHOOL

SPECIFIED PUPIL ABSENCES (Education Code 48205) "...a pupil shall be excused from school for justifiable personal reasons, including, but not limited to, an appearance in court, observance of a holiday or ceremony of his or her religion, or an employment conference when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board."

"A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence which can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. As the teacher of any class from which a pupil is absent shall determine, the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence."

II. INSTRUCTION

DRUG EDUCATION District Board Policy 5131.6-Drugs, Tobacco, and Alcohol – provides for a comprehensive drug/alcohol/tobacco instructional and intervention program for students.

EXCUSE FROM HEALTH INSTRUCTION ON RELIGIOUS BELIEF (Education Code 51240) This law provides that "whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent or guardian of any pupil, the pupil, on written request of the parent or guardian, shall be excused from the part of the training which conflicts with such religious training and beliefs."

PUPILS ELIGIBLE FOR HOME/HOSPITAL INSTRUCTION – Board Policy 6183 – The District will provide Home/Hospital Instruction for students who meet eligibility requirements for such instruction. (Education Code 48207)

SEX EDUCATION COURSES (Education Code 51550) The courses listed below may contain instruction in which human reproductive organs and their functions and processes are described, illustrated or discussed:

Middle School: Science, Physical Education, Health Education, Homemaking, Life Skills.

Senior High School: Biological Courses, Homemaking, Parenting, Prenatal Education, Marriage and Family.

Physical Education, Health Education, ROP Health Occupations.

The school will notify you, usually through a letter or the Principal's Newsletter, when materials will be on display and when instruction in sex education will be offered. You may make an appointment to inspect the instructional materials that will be used. Should you desire that your child not attend a class in which instruction on human reproductive organs is given, please so specify in a written request to the principal of the school.

SEXUALLY TRANSMITTED DISEASES (STD) (Education Code 51933) Each middle and high school health curriculum will include STD instruction and when the instructional materials will be available for inspection. You may request in writing that your child not attend STD education classes.

USE OF ANIMALS IN SCIENCE LABORATORIES (Education Code 32255.1) Each teacher teaching a course that utilizes live or dead animal parts shall inform the pupils of their rights pursuant to this chapter. Parental notification will be given at the beginning of the first semester of the regular school term. Any pupil with a moral objection to dissection (or otherwise harming or destroying animals, or any parts thereof) must notify his or her teacher. The pupil's objections to participate in an educational project pursuant to this section must be substantiated by a note from a parent or guardian. The teacher has the option of working with the pupil to develop an agreed upon alternative education project. Pupils refraining from dissection are still expected to pass all examinations of the respective course study in order to receive credit.

III. HEALTH

ADMINISTRATION OF PRESCRIBED MEDICATION (Education Code 49423) If your child is required to take medication prescribed by a physician during the regular school day, the school Health Aide or other designated school personnel may assist your child if the school receives (1) a written statement from the physician detailing the method, amount, and time schedule by which such medication is to be taken and (2) a written statement from you requesting that the school district assist your child in taking the medication.

CONTROL OF COMMUNICABLE DISEASES (Education Code 49403) School districts are required to cooperate with the local health officer for the prevention and control of communicable diseases in school-age children. **Verification of current status of immunization is required for enrollment in school.** Exemptions based on personal beliefs, including

religious beliefs, will no longer be an option for the vaccines that are currently required (SB 277).

EVALUATION OF VISION AND HEARING (Education Code 49452, 49455) In compliance with these laws, the District gives vision evaluation tests to all pupils in grades 7 and 10 and hearing evaluation tests to all pupils in grades 8 and 10. The vision testing may be waived if you present the results of a determination of the child's vision, including visual acuity and color vision.

No evaluation of your child's vision or hearing will be made if you file with the principal of your child's school a statement in writing that you adhere to the teachings of a well-recognized religious sect, denomination, or organization, and in accordance with its creed, tenets, or principals depend for healing upon prayer in the practice of your religion.

PHYSICAL EXAMINATIONS (Education Code 49451) If you wish to exempt your child from any physical examination, you may file a signed written statement indicating that you do not consent to a physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he/she shall be sent home until school authorities are satisfied that any contagious or infectious disease does not exist.

SCOLIOSIS SCREENING The District will give a scoliosis evaluation for all students in grades 7 or 8. (Education Code 49452.5)

SMOKE FREE/TOBACCO FREE (Health & Safety Code 24160) – All district school property shall be smoke free. This prohibits the use of tobacco products anywhere, anytime on district property and at district activities whether on or off campus by all persons including students, staff and the public.

AUTOMATED EXTERNAL DEFIBRILLATORS The Board authorizes the placement of automated external defibrillators (AEDs) at designated school sites for use by designated personnel who have volunteered to receive training in the use of AEDs.

IV. SPECIAL SERVICES

NUTRITIONAL MEAL PROGRAM (Education Code 49511) The District provides a nutritional school meal program in which identified children may participate free of charge or at nominal cost payments depending upon family income.

ACCIDENT INSURANCE (Education Code 49472) **The District does not carry accident insurance for pupils and assumes no liability for injuries occurring to pupils at school or school-related activities.** Information is available from the school

office concerning a low-cost insurance policy that may be purchased by you to cover school accidents.

VOLUNTARY ACTIVITIES PARTICIPATION ACKNOWLEDGMENT & ASSUMPTION OF POTENTIAL RISK Participation in the District sponsored activities is voluntary. These activities, by their very nature, pose the potential risk of serious injury/illness to individuals who participate in such activities. Some of the injuries/illnesses which may result from participating in these activities include, but are not limited to, the following: (1) Sprains/strains, (2) Fractured Bones, (3) Unconsciousness, (4) Head and/or back injuries, (5) Paralysis, (6) Loss of eyesight, (7) Communicable diseases, and (8) Death. The participation in these activities is completely voluntary and as such is not required by the District for course credit or for completion of graduation requirements. In order to participate in these activities, parents and students agree to assume liability and responsibility for any and all potential risks which may be associated with participation in such activities. The District, its employees, officers, agents, or volunteers shall not be liable for any injury/illness suffered by my son/daughter which is incident to and/or associated with preparing for and/or participating in this activity.

V. RECORDS AND INFORMATION

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (Education Code 49063) Parents or students over eighteen have the right to inspect and review records, files and data directly related to the student. This includes all material in the student's cumulative folder, including academic work completed, grades, aptitude tests, health data, family background information, teacher and counselor ratings, and verified reports of serious or recurrent behavior patterns.

These records are available for your review during regular school hours at the Principal's Office. A school employee will assist you in explaining these records. If, upon review of the records, you have any concern about their accuracy or appropriateness or other concerns, you may challenge their contents and have a hearing to determine if they should be corrected or deleted. You may present relevant evidence at any time for consideration by the District.

You have the right to appeal any unfavorable decision made at the hearing to the Board of Trustees and to meet with the Board or its representative to decide your appeal. The school has forms for your use to implement this challenge procedure should you desire to do so. You also have the right to obtain copies of your child's records at your expense. A charge of twenty-five cents per page will be made for each page of records requested by you. You also have the right to file a rebuttal to any statement made in the educational

records and your rebuttal will be kept on file with the records.

RELEASE OF DIRECTORY INFORMATION

Under Federal and State Law, the following categories of information regarding students are matters of public record and will be made available upon request to those having a legitimate need for the information such as post-secondary institutions, employers, and military recruiters:

- Student's name, address and phone number
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- Most recent previous school attended

Board Policy/Administrative Regulation 5125.1-Release of Directory Information that states: 1) At any time, parents may request not to release a student's directory information to all or selected agencies (See Attached Form at End of Manual), 2) If you choose to restrict the Release of Directory Information, you must indicate your preference(s) to military recruiters and/or colleges and universities and /or employers. All district schools will enforce consistent practices regarding access to campuses by any post-secondary institution recruiters, employers, and military recruiters.

USE OF PHOTOGRAPHS Occasionally, your child may be included in a photograph or video related to school activities. If you desire that your child be excluded from such uses, you must notify the school principal in writing of your intentions.

VI. STUDENT ATTENDANCE AND ENROLLMENT

ATTENDANCE Students are expected to be in school daily. A student absent with a valid absence may "...complete all assignments and tests missed during the absence that can be reasonably provided..."(E.C. 48205).

CLOSED CAMPUS All middle and high school campuses of the District are "closed campuses" throughout the day, including the lunch period.

PERMISSION TO LEAVE PREMISES DURING LUNCH HOUR (Education Code 44808.5) The Board permits identified pupils enrolled in the **SENIOR HIGH SCHOOLS** of the District to leave the school grounds during lunch period. Section 4480805 further states: "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section."

RELEASE OF STUDENTS (Education Code 46010.1) Board Policy 5113 – Release of Students – prohibits release of students from school during the

hours when school is in session or during the times when extracurricular activities are being held to accompany an adult or other student except by the request or consent of the parent or legal guardian. Education Code 460103.1 states that by law school authorities may excuse any pupil from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

School District Policy 5113, however, prohibits such a practice in the Salinas Union High School District.

ATTENDANCE WHERE CAREGIVER RESIDES

If a student lives in the home of a care giving adult, as defined by law; your child may attend the school district in which that residence is located. Execution of an affidavit under penalty of perjury pursuant to the Family Code by the care giving adult is required to determine that your student lives in the caregiver's home. (Education Code 48204{d})

SCHOOL CHOICE (Education Code 35160.5)

District Board Policy 5116 – School Attendance Areas—establishes the rules and regulations to permit School Choice (open enrollment) for residents of the District. Under the provisions parents may apply for their student to attend a school outside their area of residence. Applications are available at all school sites. Applications must be completed and submitted to the requested school site by the due date for the following school year. Students may be approved for admission at the requested site within the limitations of the established capacity of the school. Eligible student selection will be made through a random, unbiased process. Applications and further information are contained in the School Choice brochure.

SCHOOL ENROLLMENT AND ATTENDANCE AREAS

The Superintendent will recommend to the Board of Trustees attendance areas that will provide for an equitable distribution of pupils in the schools of the District. The attendance areas for the various schools of the District may be changed from time to time by Board action as circumstances require. Students are to enroll in their district school of residency, unless they have applied for and been approved for a transfer to another district school, either through the School Choice or Intradistrict Transfer process. Parents are to provide evidence of residency upon enrolling a student in a District school. The Superintendent is authorized to transfer students from one school to another regardless of attendance areas when in his/her opinion such a move is in the best interests of the students and the schools involved. If it is determined that a parent/guardian has falsified information, the Superintendent will direct that the student be returned to the school of attendance based on the location of the legal residence.

VII. OTHER

CRIMES ON SCHOOL GROUNDS (Penal Code 626.1) The Superintendent or designee shall ensure that parents guardians receive information about the contents and availability of the Attorney General's handbook summarizing California law pertaining to crimes committed on school grounds.

INTERNET ACCESS The District provides student access to the Internet at all school sites. Students and parents must sign the District "Internet Use Contract" acknowledging student responsibility to adhere to established Internet protocols and avoid accessing any harmful or illegal matter. (Education Code 51870.5)

NOTICE OF ALTERNATIVE SCHOOL PROGRAMS (Education Code 58501) The District conducts alternative educational programs. These programs are designed to accommodate students whose needs are not being met in the regular comprehensive school program. The alternative programs offered meet the guidelines outlined in Education Code 58501. If parents have any questions regarding educational programs, please contact the school principal.

In the event any parent, pupil or teacher is interested in further information concerning alternative schools, the Principal's Office has copies of the law available for your information.

SEXUAL HARASSMENT (Education Code 212.5) The District prohibits sexual harassment in any of its policies, procedures, or practices in admission and access to, treatment and employment of students and adults in the District's programs and activities. Board Policy 5145.7 outlines the complaint procedure which is to be used by any student who feels that he/she is being sexually harassed. The procedures include the identification of employees who are to receive and investigate any complaints of sexual harassment.

Sexual harassment is a form of personal misconduct by persons of the same or opposite sex that undermines the integrity of employment and academic relationships. No individual, either male or female, shall be subjected to unsolicited and unwelcome sexual overtures or conduct, either verbal or physical. Sexual harassment includes sexual touching, physical interference with movement or work, graffiti, or other written communication of a sexual nature, sexually degrading remarks or jokes, pressure for sexual activity or favor. For the purposes of the District's policy, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive that it has a negative impact upon the individual's academic or work performance, creates an intimidating, hostile, or offensive educational or work environment, or is made to be a condition or consequence of employment or a student's grades.

Students will receive information and orientation annually on the sexual harassment policy and procedures. Copies of the District Policy and administrative regulations are available at the school sites.

PUBLIC LAW 94-142 ALL HANDICAPPED CHILDREN ACT Public Law 94-142 provides¹⁷ assurances through a California Master Plan for Special Education that all handicapped children will be provided a free and appropriate education within the framework of the Public School System. The Law further assures that a program of public awareness involving the search and identification process be performed by the school systems (in this case it is the Monterey County Special Education Local Plan Area) in order that the complete public be served. Other assurances are that students, once identified, be provided an individual educational plan and be involved in an individual conference with the parents and school staff members regarding their complete instructional program. Parents must be involved individually with the educational plan and conference, and, furthermore, have the right to challenge any segment of the plan that they feel would be inappropriate for their child.

REQUIRED PARENTAL ATTENDANCE (Education Code 48900.1) Teachers may require a student's parent/guardian to attend a portion of a school day in the student's class following a suspension from class for commission of an obscene act, habitual profanity, or vulgarity, disruption of school activities, or willful defiance of the valid authority of school staff. After completing the classroom visit, and before leaving school premises, the parent/guardian shall meet with the principal or principal's designee.

TITLE IX: PROHIBITING DISCRIMINATION BY SEX The District makes a concerted effort to comply with Title IX Regulations. Pursuant to section 86.9 of Title IX: "The Salinas Union High School District does not discriminate on the basis of sex in the educational programs or activities which it operates, and no employment practice shall discriminate on the basis of sex."

The grievance procedures in compliance with Title IX Regulations have been set up in the form of District regulations. Parents and students who feel they are not being treated fairly in the light of Title IX Regulations may contact the Assistant Superintendent Human Resources, 431 West Alisal Street, Salinas, Telephone 796-7000.

VOCATIONAL EDUCATION The District provides vocational education programs for students regardless of race, color, national origin, sex or handicap.

The grievance procedures, in compliance with Office of Civil Rights Guidelines, have been set up in the form of District Board Policy 1312.3. Parents and students who feel they are not being treated fairly in the light of the regulations may contact the Assistant Director, ROP/C, 867 East Laurel Drive, Salinas, Telephone 753-4209.

UNIFORM COMPLAINT PROCEDURES The Board of Trustees is committed to providing equal opportunities for all individuals in educational programs. The District has the primary responsibility to insure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination.

The District shall investigate and follow uniform complaint procedures in accordance with District policies and procedures in responding to complaints alleging failure to comply with state or federal law or complaints alleging unlawful discrimination in state or federal programs.

A complaint form may be obtained at the school's main office or the District Office. Complainants are encouraged to try to resolve their complaints directly at the school or work site. The District person responsible for receiving complaints is the Associate Superintendent of Human Resources. The complainant has a right to appeal the District's decision to the California Department of Education by filing a written appeal within 15 days of receiving the District's decision. The complaint review shall be completed within a 60-day period from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. Civil remedies may be available under state or federal discrimination laws pursuant to Education Code 262.3. Copies of the District's complaint procedures are available free of charge.

AMERICANS WITH DISABILITIES ACT (Board Policy 6164.6) The District provides services to students with identified disabilities under Section 504. Parents may refer their child for such identification and consideration through the school site principal. Under Section 504, a disabled student is one who: (a) has a physical or mental impairment that substantially limits one or more major life activities; (b) has a record of such an impairment; or (c) is regarded as having such an impairment.

SCHOOL ACCOUNTABILITY REPORT CARD

The School Accountability Report Card is a report that provides detailed information about teachers, students, test scores, accountability measures, curriculum,

buildings, school and district finances, and other resources. The School Accountability Report Card is available on the Salinas Union High School District webpage at www.salinas.k12.ca.us or a hard copy may be provided upon request at either the Salinas Union High School District main office or school site.

NO CHILD LEFT BEHIND (NCLB) Under the provisions of the NCLB legislation passed in 2001, parents of schools identified as Program Improvement (PI) have the following rights:

- to be informed if their child is in the class of an emergency credentialed teacher for more than 4 weeks;
- to request information regarding their child's teachers certificate and subject area of expertise;
- If school is in Year Two or more of Program Improvement to request transfer to another school in the District that is not PI, if it has sufficient capacity;
- If school is in Year Two of Program Improvement to request Supplemental Education Service if their child is eligible for such services.

FAMILIES IN TRANSITION/HOMELESS Homeless children and youth have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth. (42 USC 11431[1]) If you have uncertain housing, a temporary address, or no permanent physical address, federal and California laws guarantee that your children may be enrolled in their previous school. (42 USC 11432 [g][6][A][iv]) If this describes your family's living situations, or if you are a student not living with a parent or guardian, please contact the Special Projects Office at 796-7000.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions to enhance academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students. PBIS results in the development of structures for effective classroom management and preventative school discipline as the means for supporting teaching and learning. Additionally, PBIS supports the development of school processes to ensure a positive and safe school climate to maximize success for all students.



Salinas Union High School District

Julio, 2016

Estimados Padres y Estudiantes:

El año escolar 2016-2017 estará lleno de muchos nuevos desafíos académicos para los estudiantes. Este Manual de Conducta para los Estudiantes describe los estándares y las expectativas de comportamiento apropiado diseñado a ofrecer un ambiente seguro y disciplinado propicio para la enseñanza. Su adherencia a estas conductas ayudará a facilitar ese ambiente.

Nuestro distrito escolar continúa a enfocarse en el logro académico de todos los estudiantes. Este enfoque es subrayado por nuestra transición a cursos y objetivos de aprendizaje integrados con los Estándares Estatales Básicos Comunes (CCSS). Al seguir adelante con nuestra completa implementación de los estándares CCSS, por favor con toda libertad pónganse en contacto con la escuela de su hijo/hija para conseguir más información.

El Distrito continúa promoviendo superiores estándares académicos, enfocándose en hacer progresar académicamente a los estudiantes, y reconociendo el logro académico estudiantil. Ponemos énfasis en el rendimiento académico riguroso, la buena asistencia, y una conducta respetuosa. Para graduarse, los estudiantes deberían enfocarse en su asistencia y establecer un objetivo de estar presentes en la clase todos los días. La buena asistencia continuará recibiendo el reconocimiento especial y privilegios. Asegúrense que sus hijos estén presentes en la escuela todos los días.

Se les requiere a los distritos escolares por ley estatal informarles a los padres de ciertos derechos y procedimientos escolares. Favor de leer la información incluida en esta guía y guardarla para consultarla en el futuro. El Código de Educación 48982 exige que ustedes acusen recibo de esta notificación. Su acuse de recibo no constituye consentimiento ni retiro de consentimiento de participar en algún programa.

Favor de repasar este Manual de Conducta con sus hijos, familiarizarse con las reglas y las consecuencias que impactan la elegibilidad estudiantil, revisar sus derechos como padres de familia y completar la página de firmas que sirve de comprobante de que han leído estos procedimientos y reglamentos. Esperamos que este año escolar sea uno de los mejores en la educación de sus hijos. Únanse a nosotros en fomentar una colaboración positiva para apoyar la educación de sus hijos.

Atentamente,

Kathryn Ramirez
Presidenta, Mesa Directiva Escolar

Timothy J. Vanoli
Superintendente

SALINAS UNION HIGH SCHOOL DISTRICT

2016-2017

MANUAL DE CONDUCTA PARA LOS ESTUDIANTES

REGLAS DE USO ACEPTABLE DE INTERNET

NOTIFICACIÓN DE LOS DERECHOS Y LAS RESPONSABILIDADES DE LOS PADRES

DECLARACIÓN DE LA MISIÓN

Salinas Union High School District desarrolla estudiantes educados al más alto nivel de estándares y los prepara para lograr sus aspiraciones de vida y convertirse en ciudadanos productivos en una sociedad global.

Los estudiantes de las escuelas del distrito escolar, Salinas Union High School District, como los miembros de cualquier comunidad, tienen derechos y responsabilidades. Es la obligación del distrito escolar de proteger estos derechos e insistir en que cumplan estas responsabilidades. El propósito de este manual de conducta para el estudiantado es el de asegurar que todos los estudiantes entiendan sus derechos y responsabilidades, las consecuencias si desobedecen las reglas escolares y los procedimientos para tratar con las infracciones de estas reglas.

Este manual de conducta es un resumen de las normas y las reglas de la Mesa Directiva Escolar. Se pueden obtener copias de estas normas y reglas en las escuelas o en el sitio web del distrito: www.salinas.k12.ca.us.

El distrito escolar, Salinas Union High School District, cumple con las siguientes reglas estatales y federales: Título IV y VII de la Ley de Derechos Civiles de 1964: La Ley de Igualdad de Oportunidades del Estado de California: Capítulo IV (comenzando con la Sección 30) de la Primera División del Título V, Código Administrativo de California: Título IX (se prohíbe discriminación a base del sexo, orientación del sexo, género, identificación étnica de grupo, raza, ascendencia, origen nacional, religión, color, incapacidad mental, ni incapacidad física) las Enmiendas de Educación de 1972. La falta de conocimientos del idioma inglés no será obstáculo a la admisión y a la participación en los programas de educación vocacional. Los padres y los estudiantes que sientan que no los han tratado justamente con respecto a los reglamentos pueden ponerse en contacto con el Director, Centro ROP, 867 East Laurel Drive, Salinas, Teléfono 753-4209.

ÍNDICE

SECCIÓN I. MANUAL DE CONDUCTA

I. <u>Derechos de los Estudiantes</u>	
1. Oportunidades Equitativas Educativas.....	1
2. Libertad de Expresión.....	1
3. Libertad de Reunión.....	1
4. Proceso Legal.....	1
5. Solicitar Servicios de Prevención.....	1
6. Apelar la Calificación de Civismo.....	1
7. Libre de Acoso Sexual.....	1
8. Intimidación/Intimidación cibernética/Acoso/Hostigamiento...	1
II. <u>Renacimiento – Excelencia en la Educación</u>	2
III. <u>Responsabilidades del Estudiante</u>	2
1. Respetar los Derechos Ajenos.....	2
2. Asistir a la Escuela todos los días	2
3. Llegar Puntual a todas las clases.....	2
4. Obedecer las Reglas Escolares y de Clase.....	2
5. Cooperar con el Personal Escolar	2
6. Portarse Atento con Todos.....	2
7. Completar Todo el Trabajo de Clase y Tareas	2
8. Respetar la Propiedad Ajena	2
9. Obedecer el Contrato de Usar el Internet	2
10. Asistir a Clase con Libros/Materiales	2
11. Cartas de Escuela a los Padres	2
12. Vestir Bien para la Escuela	2
13. Usar y Mantener <i>Lockers</i> de Escuela.....	3
14. Obtener Permiso de Estacionamiento.....	3
15. Dispositivos Señales Electrónicas/Medios Comunicativos.....	3
16. Usar Palabras Apropriadas	3
17. Registros/Inspecciones	3
IV. <u>Conducta—Calificaciones y Guías</u>	
1. Calificación de Conducta de Clase.....	3
2. Guías de Conducta de Clase.....	3
3. Conducta—No Satisfactoria.....	3
V. <u>Elegibilidad – Actividades Extra académicas</u>	4
VI. <u>Elegibilidad – Asistencia</u>	4
VII. <u>Infracciones del Código/Reglas de Conducta</u>	
1. Infracciones y Consecuencias.....	5
2. Reglas de Asistencia	6
3. Permiso de Salida/Plantel Escolar Cerrado.....	7
4. Reglas por Llegar Tarde.....	7
5. Uniformes/Escuelas Intermedias.....	8
6. Reglas de Vestimenta.....	8
7. Reglas de Consumo de Alcohol/Drogas	8
8. Uso de Tabaco.....	9
VIII. <u>Procedimientos para Infracciones y Derecho de Apelar</u>	
1. Suspensiones.....	9
2. Expulsión.....	10
3. Apelar la Expulsión.....	10

SECCIÓN II. <u>REGLAS DE USOS ACEPTADOS DE INTERNET</u>	11
SECCIÓN III. <u>DERECHOS Y RESPONSABILIDADES DE LOS PADRES</u>	14

I. <u>Ausencia de Escuela</u>	14
1. Ausencias Especificadas de Estudiantes	
II. <u>Instrucción</u>	14
1. Educación de Drogas	
2. Excluir al Alumno de Enseñanza de Salud Debido a Creencias Religiosas	
3. Alumnos Elegibles para Instrucción en Hogar/Hospital	
4. Cursos de Educación de Sexo	
5. Enfermedades de Transmisión Sexual (ETS)	
6. Uso de Animales en Laboratorios de Ciencia	
III. <u>Salud</u>	14-15
1. Administración de Medicación Recetada	
2. Controlar Enfermedades Transmisibles	
3. Pruebas de la Vista y Oído	
4. Exámenes Físicos	
5. Examen de Escoliosis (Curvatura de la Espina Dorsal)	
6. Se Prohíbe Fumar/No Tabaco	
7. Desfibriladores Externos Automatizados	
IV. <u>Servicios Especiales</u>	15
1. Programa de Alimentos Nutritivos	
2. Seguro contra Accidentes	
3. Participación voluntaria para las Actividades	
V. <u>Archivos e Información</u>	15-16
1. Derechos Educativos Familiares y Ley de Confidencialidad	
2. Divulgar Información del Directorio	
3. Uso de Fotografías	
VI. <u>Asistencia/Inscripción del Estudiante</u>	16
1. Asistencia	
2. Permiso de Salir de la Escuela a la Hora del Almuerzo	
3. Dejar Salir a los Estudiantes	
4. Asistencia Donde Vive el Proveedor de Cuidado	
5. Preferencia de Escuela	
6. Inscripción Escolar y Zonas de Asistencia Escolar	
VII. <u>Otro</u>	17-18
1. Crímenes en el Plantel Escolar	
2. Acceso al Internet	
3. Aviso de Programas Escolares Alternativos	
4. Acoso Sexual	
5. Ley Pública 94-142 de Niños Incapacitados	
6. Asistencia Requerida de los Padres	
7. Título IX de las Enmiendas Educativas de 1972 Prohíbe Discriminación por Motivo de Sexo	
8. Educación Vocacional – No discriminación	
9. Procedimientos uniformes para presentar quejas	
10. Informe de Cumplimiento de Responsabilidad Escolar	
11. Ley de Americanos que tienen Discapacidades	
12. <i>No Child Left Behind</i> (NCLB)/No Dejar Atrás a Ningún Niño	
13. Familias en transición/sin hogar	
14. Intervención y Apoyo para una Conducta Positiva	

FORMULARIO PARA LAS FIRMAS DEL ESTUDIANTE/PADRES	página final
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SECCIÓN I. MANUAL DE CONDUCTA PARA LOS ESTUDIANTES

I. DERECHOS DE LOS ESTUDIANTES

TODOS LOS ESTUDIANTES TIENEN DERECHO A:

1. OPORTUNIDADES EQUITATIVAS EDUCATIVAS

Las escuelas deben darles a todos los estudiantes la oportunidad de obtener una educación. Los estudiantes tienen el derecho a una educación gratuita hasta la edad de 18 años o hasta su graduación de la preparatoria. A los estudiantes no se les debe negar inscribirse en los programas escolares por motivo de género, raza u origen étnico. Los estudiantes tienen el derecho de gozar de una oportunidad equitativa en la educación sin ser interrumpidos por la mala conducta de otros estudiantes o personas que no tienen ningún negocio en el plantel escolar.

2. LIBERTAD DE EXPRESIÓN

Sujeto a los límites contenidos en el Reglamento Administrativo 5142.2, que requiere autorización previa, se permite lo siguiente:

- Los estudiantes pueden expresar o escribir sus opiniones personales.
- Los estudiantes pueden circular sus peticiones con aprobación anterior.
- Los estudiantes pueden usar ciertos tableros de boletines para anunciar las actividades escolares.
- Los estudiantes pueden expresar sus ideas con símbolos representando lo que ellos creen, hasta el punto que no interrumpan ningún proceso educativo y cumplan con las Reglas de Vestimenta (Ver Reglas de Vestimenta). Estos símbolos pueden ser botones o placas.
- Los estudiantes **NO** deben expresarse con malas palabras ni de una manera que las mentiras parezcan verdades ni deben obligar a otros estudiantes a cometer alguna acción ilegal.

Ningún estudiante impedirá a otros estudiantes de expresarse. No se permitirá ninguna forma de expresión que interrumpa clases o actividades de la escuela.

3. LIBERTAD DE REUNIÓN

Los estudiantes pueden llevar a cabo sus juntas durante horas no de clase mientras que no interrumpan las clases y no impidan otras actividades escolares.

4. PROCESO LEGAL

Los estudiantes a ser castigados por sus acciones en la escuela tienen el derecho a ciertos procesos antes de disciplinarlos, suspenderlos o expulsarlos. Este proceso deberá ser justo y claramente indicar lo que hicieron mal los estudiantes y cuál será el castigo. (Ver la Sección VII).

5. SOLICITAR SERVICIOS DE PREVENCIÓN

Los Equipos de Resolución del Conflicto - CRT están disponibles en las escuelas para ayudar a resolver desacuerdos de estudiantes y reducir la tensión entre estudiantes. Los estudiantes o el personal pueden solicitar los servicios de CRT.

Programa de Intervención de Drogas - Un Especialista de Intervención de Drogas está disponible para conducir sesiones individuales y grupales con los alumnos. Este programa no se limita a problemas de drogas/alcohol. Los estudiantes pueden solicitar estos servicios.

6. APELAR LA CALIFICACIÓN DE CONDUCTA

Los estudiantes y los padres tienen el derecho de apelar la calificación de comportamiento si creen que es injusta o una equivocación. Deben quejarse con el maestro que dio la calificación dentro de cinco días escolares de la fecha en que se repartió la boleta de calificaciones. El distrito cree que la buena conducta es importante; por lo tanto, la administración respeta la decisión del maestro en cuanto a la calificación de conducta y la de estudios académicos.

7. LIBRE DE ACOSO SEXUAL

La Mesa Directiva Escolar reconoce que el acoso sexual causa vergüenza, ineficacia, pérdida de autoconfianza, debilidad en realizar el trabajo escolar, y el aumento en ausentismo o impuntualidades. El acoso sexual contra estudiantes por adultos u otros estudiantes no se tolerará ni se ignorará. Los casos de acoso sexual deberán reportarse inmediatamente a la Administración escolar.

Definición de acoso sexual - El acoso sexual de un estudiante se define como conducta verbal o física de índole sexual, y lo cual tiene el propósito o el efecto de interferir irrazonablemente con la capacidad del estudiante a beneficiarse de su educación, o de producir un ambiente intimidador, hostil u ofensivo. Otros ejemplos de acoso sexual incluyen: los coqueteos sexuales o las declaraciones no deseadas, los comentarios sexualmente degradantes sobre el cuerpo de alguien, exhibir objetos o fotografías sugiriendo el sexo en un ambiente educativo, u otra conducta no apropiada.

8. INTIMIDACIÓN, INTIMIDACIÓN CIBERNÉTICA, ACOSO, U HOSTIGAMIENTO

Se prohíbe y es ilegal toda forma de intimidación, intimidación cibernética o *ciber-hostigamiento*, acoso u hostigamiento en el Salinas Union High School District. La intimidación, la intimidación cibernética, el hostigamiento o el acoso viola la Ley Federal, el Código de Educación de California y las Normas de la Mesa Directiva Escolar SUHSD: 5131 Conducta; 5131.2 Intimidación, 5145.3 No Discriminación/Hostigamiento; 5145.7 Acoso Sexual; y 5145.9 Conducta motivada por el odio. Los programas y las actividades del Salinas Union High School District serán libres de toda discriminación, incluyendo el acoso y el hostigamiento, con respecto a un atributo ya sea real o percibido, género, grupo étnico, raza, origen nacional, religión, color, discapacidad física o mental, edad, u orientación sexual del estudiante. La Mesa Directiva Escolar prohíbe la intimidación, el acoso o el hostigamiento contra cualquier estudiante por cualquier empleado, estudiante u otra persona en el Distrito. El acoso o el hostigamiento prohibido incluye la conducta física, verbal, no verbal o por escrito basada en una de las categorías mencionadas anteriormente que es tan severa y dominante que

esta conducta afecta la habilidad del estudiante a participar o beneficiarse de un programa o una actividad educativa; crea un entorno educativo intimidante, amenazante, hostil u ofensivo; tiene el propósito o el efecto de obstruir o interferir considerable o irrazonablemente con el desempeño académico de un estudiante; o de otro modo desfavorablemente afecta las oportunidades educativas del estudiante.

Los estudiantes que intimidan, hostigan de forma cibernética, o acosan a otros serán sujetos a medidas disciplinarias, incluyendo suspensión o expulsión. El personal, los estudiantes y los padres tienen la responsabilidad de reportar incidentes de intimidación, intimidación cibernética, hostigamiento, o acoso. Para denunciar un incidente o una queja, un formulario se puede obtener en la oficina escolar, la oficina distrital, o en el sitio web del distrito al www.salinas.k12.ca.us.

II. RENACIMIENTO-EXCELENCIA EN LA EDUCACIÓN

El Distrito fomenta un renacimiento en el aprovechamiento académico en todas las escuelas para producir estudiantes motivados, ingeniosos, e independientes. Cada escuela ha formado su Programa de Renacimiento—Excelencia en la Educación—para reconocer y recompensar el rendimiento y aprovechamiento de estudiante. Asimismo el programa reconoce el mejoramiento académico, la buena asistencia, y las realizaciones especiales del estudiante. Se continuará a esperar lo mejor de los estudiantes tanto en sus estudios académicos como en su conducta. A través de este esfuerzo, los estudiantes y el personal se concentran en la función y el propósito de la educación. El éxito y el logro académico de estudiante recibirán un reconocimiento especial. El reconocimiento trimestral es presentado a los estudiantes que logran alcanzar lo siguiente:

Cuadro de Honor del Director (3.5 GPA o superior)

Cuadro de Honor (3.0-3.49 GPA)

Mejoramiento Académico (mejora GPA por .5)

Asistencia Escolar Perfecta

III. RESPONSABILIDADES DEL ESTUDIANTE

TODOS LOS ESTUDIANTES SON RESPONSABLES POR:

1. Respetar los Derechos de Otros a Estudiar y Aprender

Todo estudiante tiene el derecho de recibir una educación en un ambiente seguro de aprendizaje. Nadie tiene el derecho de negar o impedirles el estudio.

2. Asistir a la Escuela Todos los Días

En California, la ley exige que el alumno asista a la escuela hasta la edad de 18 años o graduación de la preparatoria. Las escuelas no pueden educar a los estudiantes si no están presentes en las clases. La asistencia irregular puede afectar la educación del estudiante. Los estudiantes tienen que asistir a la escuela al menos el 85% de los días inscritos para graduarse o pasar de grado.

3. Llegar a Tiempo a Todas las Clases

Los estudiantes que llegan tarde a clase a veces interrumpen a otros que llegan a tiempo y han comenzado a estudiar. La puntualidad es un hábito importante que se debe practicar en la escuela. Tardar a la clase resultará en medida disciplinaria.

4. Obedecer las Reglas de Escuela y de Clase

Las reglas son necesarias para que la escuela pueda educar a los estudiantes. Todos los estudiantes deberán obedecer estas reglas y ser responsables y respetuosos en la escuela.

5. Cooperar con el Personal Escolar

Los maestros y el personal necesitan la cooperación de los estudiantes para ayudarles a aprender. Todo el personal escolar necesita la cooperación para la función eficiente de la escuela.

6. Portarse Atentos con Todos

Los estudiantes son responsables por el modo en que tratan a otras personas.

7. Completar Todo el Trabajo de Clase y la Tarea, Participar en la Clase, y Cumplir con los Plazos

Los estudiantes deberán completar el trabajo de clase, participar en actividades de clase, y completar el trabajo que se exige de ellos fuera del salón de clase.

8. Respetar la Propiedad Pública y Usar con Cuidado y Devolver Todo Material y Equipo

A los estudiantes les prestan libros de texto o *chromebooks* que cuestan más de \$300.00. Los estudiantes y sus padres son responsables si pierden o dañan los libros o los *chromebooks* y por todo daño o destrucción a la propiedad escolar hasta \$20,000. (E.C. 48904)

9. Adherirse al Contrato de Uso de Internet

Los estudiantes deben cumplir con todas las reglas de usar *Internet* o la red del Distrito según detallado en el contrato que ellos y sus padres firman antes de recibir autorización de tener acceso al *Internet* o a la red del Distrito.

10. Venir a Clase bien Preparados con Libros/Materiales

Se espera que los estudiantes traigan sus tareas, libros y materiales a la clase. Sin estos materiales, el estudiante no podrá tener éxito.

11. Ver que la Correspondencia de Escuela a Padres Llegue a Casa

Se espera de los estudiantes llevar a casa las cartas y los mensajes. Se exhorta a los padres a comunicarse con la escuela para solicitar información en cuanto al progreso académico de sus hijos a la hora que gusten.

12. Vestir Bien y Apropriadamente para la Escuela

Es necesario vestirse apropiadamente para no interrumpir la función escolar, ni las clases y también por razones de seguridad y salud. El vestir bien y decentemente establece un buen ambiente para el estudio. (Ver el Código de Vestimenta).

13. **Usar y Mantener Bien los Casilleros (Lockers)**

Los casilleros son para guardar materiales y aparatos escolares y objetos personales temporalmente. Los casilleros o armarios son la propiedad de la escuela y la administración puede inspeccionarlos en todo momento.

14. **Obtener un Permiso de Estacionamiento**

Los estudiantes tienen que tener una licencia válida de conducir y comprobante de seguro contra accidentes. Cada escuela hará sus propias reglas de repartir permisos de estacionarse. **El distrito no es responsable por el daño, el robo, o el accidente causado a vehículos estacionados en el plantel escolar.** Se les prohíbe a los estudiantes entrar en los lotes de estacionamiento durante las horas de escuela sin aprobación previa de la administración. Los autos estacionados en el plantel escolar están sujetos a las reglas de inspección por el Distrito.

15. **Dispositivos de Señales Electrónicas y Medios de Comunicación**

Excepto como especificado aquí, los estudiantes pueden poseer y usar dispositivos electrónicos y de vías de comunicación y otros dispositivos portátiles electrónicos o dispositivos de comunicación antes de la campana que señala el principio del primer periodo educativo de cada día escolar y después de la campana que señala el final del último periodo educativo de cada día escolar. Los estudiantes también pueden usar tales dispositivos durante el periodo de almuerzo o mientras asisten a los eventos atléticos auspiciados por la escuela.

Los estudiantes deben asegurar que los dispositivos permitidos están apagados y fuera de vista durante los periodos de enseñanza o como autorizado por un empleado del Distrito. Toda función de amplificación y notificación, incluyendo poner el celular bajo "silencio" y "vibrar," no se debe utilizar mientras el estudiante participa en la instrucción de clase y otras actividades escolares.

El Distrito no asume ninguna responsabilidad por el robo, la pérdida, el daño, o la destrucción de cualquier aparato electrónico de señales y de vías comunicativas y otros aparatos electrónicos móviles o de comunicación traídos a los terrenos escolares, dejado en los automóviles o armarios escolares. Para más detalles, consulte el Reglamento Administrativo 5131.8 y Normas de la Mesa Directiva Escolar del Salinas Union High School District.

16. **Usar Lenguaje Apropiado**

La expresión de un estudiante no debe interrumpir las clases ni las actividades de la escuela. Los estudiantes deben abstenerse de hacer comentarios ofensivos o sexuales, o lenguaje que pueda ser incendiario (ejemplos: racial, sexo, odio, etc.).

17. **Someterse a Inspecciones o Registros al Azar**

La administración puede conducir registros/inspecciones de los estudiantes, su propiedad o sus automóviles, incluyendo usar detectores de metal y Perros Detectores. Los registros al azar se llevan a cabo de acuerdo con el reglamento distrital 5145.12.

IV. CALIFICACIÓN DE CONDUCTA

La escuela tiene la obligación de ayudar a los estudiantes a desarrollar actitudes y conductas responsables. Los estudiantes deben prepararse para ser buenos ciudadanos adultos tanto en el empleo como en la enseñanza superior.

1. CALIFICACIÓN DE CONDUCTA EN LA CLASE

Los estudiantes recibirán una calificación/nota de conducta en cada periodo de calificar de cada uno de sus maestros. Las calificaciones de conducta de los estudiantes en cada clase dependen en cómo se portan en esa clase.

La calificación de "Sobresaliente - *Outstanding*," "Satisfactorio - *Satisfactory*," o "No Satisfactorio - *Insatisfactory*" se basará en las siguientes "Guías de Conducta." Se indicará la calificación de conducta para cada clase en la boleta de calificaciones, pero no en el certificado de estudios ni en el expediente escolar permanente.

2. GUÍAS DE CONDUCTA EN EL SALÓN DE CLASE

Los maestros repasarán y darán copias de las reglas de clase a cada uno de los estudiantes al comienzo de cada término escolar. Los maestros deben entregar un reporte preliminar de progreso de conducta antes de dar la calificación de "no satisfactoria" de conducta, a menos que no sea práctico porque está por terminarse el periodo calificador. Cualquier combinación de cinco (5) tardanzas/veces de llegar tarde y/o ausencias no verificadas en un periodo de calificar puede resultar en una calificación de conducta "no satisfactoria" para ese periodo calificador.

Cuando un estudiante se cambia de escuela dentro del distrito, también mandamos los expedientes de asistencia y calificaciones de conducta a la nueva escuela.

3. CONDUCTA NO SATISFACTORIA

SALÓN DE CLASE: El estudiante que recibe dos calificaciones "no satisfactorias" de conducta o más en un periodo calificador perderá ciertos privilegios (ver abajo) para el periodo calificador que sigue. El estudiante que recibe calificaciones "no satisfactorias" de conducta para el reporte final de calificaciones perderá ciertos privilegios para el primer periodo calificador del siguiente año escolar.

AFUERA DEL SALÓN DE CLASE: El estudiante suspendido por cinco días o suspendido dos veces en un periodo calificador perderá privilegios de actividad por nueve semanas escolares, a partir de la fecha de suspensión. Si el estudiante es suspendido otra vez durante ese periodo, el estudiante perderá sus privilegios por nueve semanas más de escuela. El estudiante suspendido al fin del año escolar y no puede completar el término de suspensión antes del último día de escuela cumplirá el número equivalente de horas en la Escuela de Sábado para el próximo año escolar.

PÉRDIDA DE PRIVILEGIOS: El estudiante perderá sus privilegios a partir de la fecha en que las escuelas distribuyen la lista de estudiantes no elegibles (o la fecha de suspensión) e incluye, pero no se limita a, lo siguiente:

- Recreación después de clases o equipos interescolares atléticos (incluye participar, practicar o prueba deportista)
- Clubes escolares
- Gobierno estudiantil/ASB
- Excursiones que sacan al estudiante de las clases programadas regularmente, excepto cuando la excursión se determine ser una parte integrante del plan de estudios.
- Porrista – persona que alienta al equipo deportivo* (incluye participación, entrenamiento, ensayos, pruebas)
- Bailes escolares
- *Viaje del grado 12/Actividades del grado 8
- *Actividades de ceremonia de Graduación/Promoción
- Otra actividad extraescolar como determine la escuela

*A los estudiantes del grado 12 o grado 8 que reciben dos o más calificaciones no satisfactorias de conducta para el tercer período calificador no les permitirán ir al viaje del grado 12/actividades del grado 8 ni a las actividades de graduación/promoción. Se dará consideración especial a los estudiantes del grado 12/grado 8 que reciben dos o más calificaciones no satisfactorias de conducta durante el tercer período calificador, pero no reciben ninguna calificación no satisfactoria de conducta durante el cuarto período calificador. Las calificaciones de conducta del cuarto período calificador pueden determinarse por medio de los reportes de progreso académico de los maestros. Los estudiantes que reciben esta consideración especial pueden participar solamente en las actividades de graduación/promoción.

Si un estudiante del grado 12/grado 8 recibió uno de los siguientes, el estudiante perderá el privilegio de participar en el viaje del grado 12/actividades del grado 8 y las actividades de graduación/promoción:

- dos calificaciones de conducta insatisfactoria durante el cuarto período calificador;
- una suspensión de cinco (5) días o dos suspensiones separadas durante el cuarto período calificador;
- comete una infracción grave contra las reglas de conducta.

Los alumnos no elegibles pueden consultar con la administración escolar sobre la posibilidad de un período "condicional." Permiten a los alumnos sólo un período condicional por alguna razón en los 4 años de preparatoria.

V. REQUISITOS DE ELEGIBILIDAD - ESTÁNDARES ACADÉMICOS

Además de cumplir con las reglas de conducta para la elegibilidad descrita en la Sección IV-Conducta, todos los estudiantes tienen que cumplir con el estándar académico para participar en las actividades extraescolares.* Los estudiantes que reciban más de una calificación reprobada o que no

mantengan el promedio de "C" (2.0 GPA) para el período en curso de calificar no serán elegibles para participar en ninguna actividad extraescolar. La inelegibilidad quedará vigente hasta el fin del siguiente período calificador cuando reparten las calificaciones.

El promedio de la calificación "C" significa "el promedio del total de puntos de las calificaciones" (GPA) de 2.0 ó superior en una escala en que: "A" significa 4 puntos; "B" significa 3 puntos; "C" significa 2 puntos; "D" significa 1 punto; y "F" significa 0 cero. Una puntuación elevada de calificaciones se usará para las clases avanzadas de *GATE*, clases avanzadas (*Honors*), y Colocación Avanzada. Una calificación de "F" (reprobar), una "I" (incompleto), o una "U" (insatisfactorio) vale 0 puntos. La nota de "P" (*Passing-Aprobado*) no se cuenta a menos que el estudiante apele la calificación al maestro para que cambie la "P" a una calificación regular para el propósito de elegibilidad. Tales apelaciones deben hacerse dentro de dos semanas escolares de la fecha en que salió la calificación. La calificación de "Incompleto" (I) se trata como una "F" (reprobado) hasta que la cambien. Los "Incompletos" deben completarse dentro de 2 semanas después de recibir la boleta de calificaciones. Más de una calificación reprobada automáticamente descalifica al estudiante de participar en las actividades extraescolares hasta el fin del siguiente período calificador. El estudiante no elegible por razones académicas no puede participar en ninguna actividad extraescolar indicada en la Sección IV con la excepción de bailes escolares, el viaje del grado 12, actividades del grado 8 y actividades de ceremonia de graduación/promoción. (Ver Reglas de Asistencia para restricciones adicionales).

***El estudiante que asiste a los programas alternativos debe obtener permiso previo del Administrador del Programa Alternativo para poder ir a las actividades escolares. El Administrador de la Escuela de Asistencia debe aprobar la petición antes de dejar entrar al estudiante a las actividades.**

Los estudiantes que no han aprobado el Examen de Egreso de Preparatoria de California serán inmediatamente declarados inelegibles. Su inelegibilidad permanecerá vigente hasta que den una convocatoria subsiguiente del examen.

VI. REQUISITOS DE ELEGIBILIDAD - ASISTENCIA

El objetivo del Salinas Union High School District es que todos los estudiantes que participan en actividades extra académicas o actividades complementarias al plan de estudios incluyendo el atletismo asistan a la escuela con regularidad. La participación en actividades extra académicas, complementarias al plan de estudios, y/o actividades deportivas es un privilegio, y la asistencia escolar es sumamente importante.

Se espera que los estudiantes asistan a todas las clases diariamente. Si una competencia ocurre durante un día escolar, el estudiante debe asistir a todas sus clases durante aquel día para ser elegible para participar en la competencia. En caso que

un estudiante tenga que ausentarse por un día completo o parcial durante el día de una competencia, el estudiante debe asegurar la aprobación previa del Director y/o la persona designada de la escuela para una ausencia justificada.

Los estudiantes deben asistir a los eventos patrocinados por la escuela durante el día de una competencia para permanecer elegible para competir (los ejemplos incluyen, pero no limitados a las excursiones de la Academia de Salud, actividades Ag/FFA, actividades de Bellas Artes y artes dramáticas, etc.). Para las competencias los sábados o días no escolares, la asistencia de día escolar anterior será el factor determinante.

VII. CÓDIGO DE CONDUCTA: INFRACCIONES Y CONSECUENCIAS

La siguiente lista de infracciones no incluye todas las medidas por las cuales pueden disciplinar al estudiante. Es una lista de infracciones más comunes, pero otro tipo de mala conducta puede disciplinarse. La ley de California afirma que un estudiante puede ser disciplinado, suspendido o expulsado por infracciones contra este código de conducta mientras que está en los terrenos escolares, al ir o venir de la escuela, durante la hora de comer, ya sea si está en la escuela o fuera de la escuela, y durante o mientras que va y viene de una actividad patrocinada por la escuela.

Varias infracciones mencionan "el personal escolar." El personal escolar incluye los maestros del estudiante y **TODOS LOS DEMÁS ADULTOS** que trabajan en la escuela o para el distrito escolar.

La Mesa Directiva Escolar autoriza a los funcionarios escolares de conducir inspecciones cuando se sospeche que los estudiantes han tomado parte, o toman parte, en quebrantar la ley, la regla escolar o el reglamento. El estudiante mismo, su carro, su propiedad, o *locker* escolar pueden ser inspeccionados si hay motivo que el alumno tiene en su posesión contrabando, sustancias ilegales, u otros objetos amenazantes a las actividades escolares o la salud y la seguridad de estudiantes o personal. Si apropiado, los funcionarios escolares pueden usar detectores de metal y perros detectores. Además se pueden hacer registros al azar. (AR5145.12)

GRUPO 1 DE INFRACCIONES:

Suspensión y Posible Expulsión por el Primer Delito/ Se les Avisará a los Agentes de la Ley

Éstas son infracciones serias contra el código de conducta. Los estudiantes que cometan estas infracciones podrán ser recomendados para expulsión. Informaremos a la policía sobre las infracciones implicando injurias y golpes, daño a la propiedad, armas, y la venta y el uso de drogas ilegales o alcohol. Informaremos a la policía de otras infracciones.

A. La ley estatal requiere a los directores escolares de recomendar expulsión por estas infracciones:

1. Causar lastimaduras físicas graves contra alguna persona, excepto en defensa propia;
2. Poseer alguna arma de fuego, arma imitación, cuchillo, navaja, explosivo, u otro objeto peligroso de ningún uso razonable para el alumno en la escuela o actividad fuera de los terrenos escolares;
3. Poseer drogas ilegales para venta/distribución y/o vender/ distribuir drogas ilegales;
4. Robo o extorsión;
5. Blandir un cuchillo/navaja;
6. Cometer o con intento de cometer un asalto sexual o cometer agresión sexual.

B. El reglamento del Distrito requiere a los directores escolares de suspender y pueden recomendar expulsión por las siguientes infracciones:

1. Agredir o amenazar con causar lesiones corporales contra el personal escolar;
2. Cometer o intentar cometer un asalto y/o agresión contra otro estudiante;
3. Causar, intentar causar, o amenazar con causar lesiones corporales contra otra persona (pelear). El estudiante será referido a la policía para una citación posible; un tercer delito resultará en recomendar expulsión.

GRUPO 2 DE INFRACCIONES:

Suspensión y Posible Expulsión por el Primer Delito en Ciertas Circunstancias

El estudiante podrá ser suspendido o expulsado por el primer delito si algunos de los siguientes actos indican que la presencia del estudiante causa un peligro hacia las personas o la propiedad o amenaza interrumpir el proceso educativo:

1. Causar o intento de causar daño a la escuela o a la propiedad privada*;
2. Robar, hurtar, intento de robar, o deliberadamente recibir propiedad escolar o propiedad privada robada*;
3. Intento de forzar la llave de alarma de incendio (se le avisará al jefe de los bomberos/la policía);
4. Poseer, ofrecer, arreglar, o negociar la venta de parafernalia/aparatos de drogas ilegales;
5. Interrumpir las actividades escolares o de otro modo intencionalmente desobedecer al personal escolar;
6. Acoso sexual;
7. **Poseer, usar, dar o estar bajo la influencia de drogas ilegales, bebidas alcohólicas, o cualquier intoxicante;
8. Vender u ofrecer vender bebidas alcohólicas, drogas ilegales, o cualquier intoxicante, pero en vez venden, entregan o dan otra cosa parecida a la bebida alcohólica o a las drogas ilegales;
9. Participar en actividades de iniciación y novatadas según definido en la Norma de la Mesa Directiva Escolar 6145.5.
10. Crímenes motivados por odio (E.C. 48900.3);

11. Participar en un acto de intimidación, incluso, pero no limitado a la intimidación cometida por medio de un acto electrónico.

*La Ley de California (Código de Educación 48904) afirma que el estudiante o sus padres paguen por cualquier daño a la propiedad escolar (hasta \$10,000). Si el estudiante no devuelve la propiedad escolar, la escuela no le dará al estudiante las calificaciones, el diploma ni el certificado de estudios. Es la norma del distrito escolar considerar a los padres responsables hasta el punto provisto por la ley.

**El primer delito de este tipo resultará en una suspensión de tres días afuera de la escuela y una recomendación obligatoria al Programa escolar de Intervención de Drogas/Alcohol. (Ver las Reglas de Alcohol/Drogas)

GRUPO 3 DE INFRACCIONES:

Envío Disciplinario, Reunirse con los Padres, y Posible Suspensión

1. Usar profanidad o vulgaridad o cometer un acto obsceno;
2. Violación de las condiciones del Contrato de Usar *Internet* (también puede resultar en perder privilegios de *Internet*;
3. Poseer y/o usar productos de tabaco o nicotina;
4. Escribir, pintar o dibujar en la propiedad escolar;
5. Usar o poseer sin autorización boletos de almuerzos escolares u otros formularios escolares;
6. Arrojar comida, globos de agua, u otros objetos;
7. Cometer falsificaciones;
8. Lenguaje incendiario, (ejemplos: racial, de sexo, etc.).
9. Poseer o usar punteros láser. La policía se encargará del uso amenazante según el Código Penal 417.25.
10. Conducta pandillera: dar señas/señales, gritar lemas pandilleros, usar "colores" y graffiti pandilleros.
11. Uso inadecuado de tecnología escolar y/o la infraestructura de Internet.
12. Ser cómplice en la imposición de daño físico contra otra persona.

GRUPO 4 DE INFRACCIONES:

Advertencia, Envío Disciplinario, Reunirse con los Padres, Posible Suspensión por Infracciones Repetidas

El primer delito puede resultar en darle consejos al estudiante ya sea el maestro del estudiante o un administrador. Para el primer delito grave o por delitos repetidos, se le avisará a los padres y puede resultar en una suspensión como castigo.

1. No seguir los procedimientos del salón de clase;
2. Defraudar o estafar;
3. Arrojar basura o escupir;
4. Andar en bicicleta o monopatines en el campo escolar;
5. *Desobedecer las reglas escolares de usar recibidores electrónicos de señales (localizadores), celulares, radios, grabadoras, auriculares, juegos electrónicos, u otros dispositivos no apropiados en la escuela;
6. Usar ropa que no es adecuada para la escuela (Ver Reglas de Vestimenta);

7. Portarse muy cariñoso - no adecuado para la escuela;
8. Juego (por dinero);
9. Portarse mal en el autobús escolar (puede resultar en perder el privilegio de viajar en el autobús);
10. Portarse grosero o descortés con el personal escolar;
11. Intencionalmente y repetidas veces oponerse al derecho de otros estudiantes a aprender.

*El uso no apropiado de radios, monopatines, y otros artículos en el plantel escolar podrá resultar en confiscar dichos aparatos/ artículos por un tiempo.

REGLAS DE ASISTENCIA

El aprendizaje y el aprovechamiento estudiantil son las mayores prioridades de Salinas Union High School District. La asistencia es un factor principal que influye en el aprendizaje del alumno. El alumno no puede aprender si falta a la escuela. Se puede lograr la asistencia constante al colaborar con los alumnos, los padres, y la escuela. Para vigilar la asistencia diaria de su hijo/a, Ud. puede usar el sistema acceso en línea desde su hogar (*HAC-Home Access Center*). Si no tiene acceso en línea, póngase en contacto con la oficina de asistencia de su escuela.

SE ESPERA UNA ASISTENCIA PERFECTA

Debería esperar una asistencia perfecta. Si su hijo/hija falta a la escuela 18 días este año (promedio de 1 de 10), el resultado logrado en las pruebas estandarizadas podría bajar hasta 10 puntos.

La asistencia se enfoca en esos alumnos que verdaderamente están presentes. Las ausencias por cualquier razón afectan negativamente al estudio del alumno; los alumnos deben estar presentes en la escuela diariamente para que aprendan. Los alumnos deben mantener una asistencia de 85% de los días inscritos para graduarse de la preparatoria. Si es menos del 85% de asistencia, esos días perdidos deben cumplirse en uno de los siguientes: clases de sábado, sesiones de verano/invierno, ACE, matrícula concurrente en Hartnell Community College, o por otros medios. Consultar la oficina de asistencia de la escuela.

Las escuelas se comunicarán inmediatamente con los padres con respecto a cualquier ausencia del alumno. La comunicación abierta y constante entre la escuela y los padres mejorará la asistencia del alumno. La Oficina del Fiscal Distrital del Condado de Monterey continuará a trabajar con los padres de alumnos que frecuentemente faltan a las clases y no cumplen con los requisitos de asistencia del Estado de California.

El alumno que acumule una o más ausencias injustificadas (*truant*) y no ha corregido esta deficiencia por medio de una asistencia exitosa en las clases de sábado, resultará en retrasos semestrales adicionales. El alumno que tenga ausencias injustificadas sin explicar también no puede participar en actividades primaverales y finales del año incluyendo pero no limitado a: Baile *Prom* 11/12, Viaje del Grado 12 a Disneyland, Día del Grado 8 y Baile.

La asistencia regular es una condición para recibir un Permiso de Trabajo. La ley indica que los estudiantes con un Permiso de Trabajo no pueden trabajar en el día que falten a la escuela. Podemos revocar los Permisos de Trabajo por causa de asistencia irregular o por ausencias injustificadas y sin verificar.

Los padres deben llamar a la Oficina de Asistencia de la escuela el primer día de la ausencia o mandar una nota el primer día en que el estudiante regrese a la escuela después de la ausencia. Un contestador automático de 24 horas en cada escuela puede usarse para reportar las ausencias. Estas notificaciones se usarán para comprobar que el estudiante no tiene ausencia injustificada (*truant*).

AUSENCIAS VERIFICADAS

Se espera que los estudiantes asistan a la escuela todos los días, y la ley no acepta ausencias "con excusa". Los estudiantes podrán tener una "ausencia verificada" por las siguientes razones, pero su expediente de asistencia será afectado, y se les requiere a los estudiantes de recuperar y cumplir con el trabajo escolar que no hicieron. (E.C. 48205).

1. Enfermedad personal
2. Asistir a servicio funeral de pariente cercano familiar
3. Ausencias de día parcial para citas médicas o dentales

Reservaremos conferencias con los padres si el estudiante tiene inasistencias *excesivas* por cualquier razón (más del 10%). La asistencia diaria es esencial a recibir una buena educación y prepara al estudiante para las reglas del mundo de trabajo. Para más información, consulte el Reglamento Distrital de la Mesa Directiva Escolar 5113.

AUSENCIAS INJUSTIFICADAS (*truant*)

La policía puede detener al estudiante que encuentren fuera del plantel escolar sin alguna excusa verificada. Las medidas disciplinarias por cortar o faltar a las clases, faltar a la escuela, o llegar tarde con frecuencia se tratarán según el Reglamento del Distrito.

La ausencia injustificada ocurre cuando el estudiante falta a una o más clases sin excusa válida. Las ausencias injustificadas se acumulan desde el inicio del año escolar hasta el final. Si el estudiante cambia de escuelas dentro del Distrito, el registro de ausencias injustificadas del estudiante se mandará a la otra escuela.

AUSENCIAS INJUSTIFICADAS/CONSECUENCIAS

1. **Primer nivel de ausencia injustificada (*truant*):**
La escuela les avisará a los padres en persona o por teléfono y carta tocante a la ausencia y a las leyes de asistencia obligatoria. (Puede resultar ilegible para los Permisos de Trabajo y actividades escolares; la disciplina correctiva puede ocurrir en clases de sábado u otra medida disciplinaria).

2. Segundo nivel de ausencia injustificada (*truant*):

Lo mismo que el Primer Nivel. El estudiante será clasificado como "estudiante que falta a la escuela sin justificación." Se llevará a cabo una junta con el Comité de Repasar la Asistencia del Estudiante (ARC) con el administrador (designado)/estudiante/padres para hablar de posibles soluciones a problemas de faltar a la clase sin permiso. Se examinará/firmará un contrato contractual. **Avisaremos al Fiscal Distrital del Condado de Monterey de las ausencias injustificadas del estudiante.**

3. *Nivel de Ausencias Injustificadas por Hábito:

Lo mismo que los niveles 1-2. El estudiante es identificado como "estudiante que falta a la escuela con frecuencia o por hábito" y es enviado al Fiscal Distrital del Condado de Monterey para más medidas legales.

(Si hay demasiadas ausencias injustificadas, entonces reducirán el proceso de reglas de asistencia.)

*Las secciones 48291 y 48293 del Código de Educación especifican que los padres o los tutores que no mandan a sus hijos a la escuela serán sujetos a una queja criminal y, bajo declaración de culpabilidad, pagar una multa.

PERMISO DE SALIDA/PLANTEL ESCOLAR CERRADO

Todas las escuelas cierran los planteles escolares durante todo el día escolar. El estudiante debe obtener un "Permiso de Salida" en cualquier momento durante el día escolar en la Oficina de Asistencia con una llamada telefónica por los padres o una nota escrita y firmada por los padres o la ausencia se puede marcar injustificada (*truant*).

SALIR DEL PLANTEL ESCOLAR DURANTE EL ALMUERZO

Los planteles escolares de preparatorias están cerrados durante la hora de lonche. Los alumnos del grado 11 y 12 pueden recibir el privilegio de salir del plantel escolar durante el almuerzo si cumplen con los requisitos establecidos por la Mesa Directiva Escolar. Los requisitos incluyen aprobar el examen de egreso de preparatoria, mantener un GPA de 2.3, se graduará a tiempo, ninguna ausencia injustificada (*truant*), aprobación y permiso de los padres, y ninguna violación seria contra el Código de Conducta. Cada escuela puede contestar a las preguntas específicas de "*Senior Privilege*." Las solicitudes se procesarán por la oficina del director de la escuela.

REGLAS POR LLEGAR TARDE

Un ambiente apropiado de aprendizaje es esencial para el aprendizaje. Para usar el mayor tiempo de instrucción, se espera que los estudiantes lleguen a clase con puntualidad. Por medio de estimular la puntualidad, la escuela está ayudando a los alumnos a desarrollar la autodisciplina y un sentido de responsabilidad. Los maestros y administradores se van a encargar de las tardanzas/impuntualidades.

UNIFORMES – ESCUELAS INTERMEDIAS

A todos los estudiantes de escuela intermedia se les requiere usar diariamente el uniforme escolar designado. Los uniformes escolares han sido adoptados para ayudar a crear un ambiente de seguridad escolar. La Guía Estudiantil (*Student Handbook*) de cada escuela intermedia explica los requisitos específicos para los uniformes escolares.

REGLAS DE VESTIMENTA

Es imprescindible vestir apropiada y decentemente para mantenerse seguro, saludable y no interrumpir la operación escolar y las clases. Las siguientes guías se aplicarán a todas las actividades escolares regulares. La vestimenta de los estudiantes debe estar limpia y apropiada a la escuela.

NO se permite lo siguiente:

1. Venir a la escuela descalzos; siempre deben usar zapatos.
2. Blusas de tela transparente o de malla, blusas sin espalda, blusas escotadas y sin tirantes, y faldas o pantaloncillos cortos no deben ser más cortos que a mitad del muslo, blusas cortas que no cubran la cintura (no enseñar el estómago). La ropa exterior deberá cubrir la ropa interior a todas horas.
3. Blusitas sin tirantes y escotadas; ropa rasgada o rota.
4. Ropa, joyas, o accesorios que contienen expresiones obscenas o vulgares, o expresiones que provoquen el uso de drogas, alcohol, o tabaco.
5. Ropa llamativa que interrumpe la función eficaz de la escuela.
6. Ropa, joyas, accesorios, cuadernos, libretas o modo de arreglarse lo cual debido al arreglo del color, marca, o cualquier atributo que se identifique con pertenecer a algún grupo o pandilla que cause disturbios.
7. Prendas para la cabeza, cachuchas/gorras/sombreros y lentes para el sol excepto por causa de salud o seguridad y aprobado por la administración.

De acuerdo con el Código de Educación 35183.5, los estudiantes pueden usar prendas para la cabeza protectoras contra el sol incluyendo sombreros, cachuchas, y viseras. Otras prendas para la cabeza no se permiten. Solamente dejarán a los estudiantes usar ese tipo de ropa al aire libre. Se prohíbe la ropa y sombreros/cachuchas que se determine pertenecer a alguna pandilla o que no sea apropiado. Los estudiantes de la escuela intermedia pueden usar solamente los sombreros o cachuchas que cumplen con los colores establecidos del uniforme.

REGLAS DE CONSUMIR ALCOHOL/DROGAS

Es la responsabilidad del Salinas Union High School District de proteger la salud y la seguridad de los estudiantes bajo su cargo. Por lo tanto, el Distrito ha adoptado las siguientes reglas sobre los estudiantes que poseen, usan, que se sospecha que están bajo la influencia de sustancias químicas prohibidas, drogas o alcohol. (Los estudiantes sospechosos de vender o proporcionar drogas serán disciplinados de acuerdo con las Reglas de Conducta.).

Los estudiantes que participen en actividades representando a la escuela y/o actividades de competencia/actuación firmarán un contrato escrito aceptando no usar, poseer, ni estar bajo la influencia de alguna sustancia controlada de cualquier clase a cualquier hora, incluyendo en la noche, los fines de semana, y los días de fiesta, dentro y fuera del campo escolar, durante el término completo de las actividades.

Las actividades representativas y de competencia/actuación incluyen los líderes del gobierno estudiantil, deportes, porristas, música, drama y baile, decatión académico, concurso de matemáticas, discurso o debate, Agricultores Futuros de América (FFA), NJROTC, et al.

1. PRIMERA INFRACCIÓN:

- Junta con el administrador/los padres;
- Suspensión de tres días afuera de la escuela;
- Asistencia obligatoria al Programa "*Insight*" de Intervención de Drogas;
- Le avisan a la policía;
- Dos semanas de inelegibilidad en todas las actividades (la práctica puede continuar).

2. SEGUNDA INFRACCIÓN:

- Junta con el administrador/los padres;
- Suspensión de tres a cinco días afuera de la escuela;
- Asistencia obligatoria al Programa "*Insight*" de Intervención de Drogas y/o un programa de ayuda a ser determinado en la conferencia administrativa;
- Le avisan a la policía;
- Seis semanas de inelegibilidad en todas las actividades (la práctica puede continuar).

3. TERCERA E INFRACCIONES SUBSIGUIENTES:

- Junta con el administrador/los padres;
- Suspensión de cinco días afuera de la escuela;
- Comprobante de completar el programa de dependencia de drogas por medio de una agencia que no sea de la escuela (programa específico a ser determinado en la conferencia administrativa);
- Le avisan a la policía;
- Inelegibilidad indefinida (el mínimo de seis semanas);
- Expulsión en casos apropiados.

NOTA: Las infracciones se acumulan: (1) mientras que el estudiante esté asistiendo a alguna escuela en el distrito; o, (2) durante cualquier periodo de tres años en que el estudiante asiste a dos o más escuelas en el distrito.

Los estudiantes que voluntariamente se recomiendan al Programa de Intervención y los enviados por los padres, amigos, o agencias comunitarias no serán sometidos a restricciones de participar en su actividad con la condición de que completen el programa de intervención prescrito en consulta con el Especialista de Intervención de Drogas y/o el Equipo "*Core*".

TABACO

POSESIÓN O CONSUMO DE TABACO DE FUMAR /TABACO SIN HUMO

Se prohíbe fumar en todos los campos escolares. Se prohíbe fumar en todos los terrenos escolares, en los vehículos de la escuela, y en las actividades de escuela ya sea si son en el campo escolar o fuera del campo escolar--esto se les prohíbe a todas las personas, incluyendo los estudiantes, el personal escolar, y el público.

El uso de productos de tabaco de fumar/tabaco sin humo o nicotina o cigarrillos electrónicos se prohíbe por los reglamentos del distrito, y las infracciones serán castigadas según lo siguiente:

1. PRIMERA INFRACCIÓN:

- Les avisan a los padres;
- Asignar al estudiante a cuatro (4) horas de Escuela de Sábado;
- Asistencia obligatoria al Programa "Insight" de Intervención de Drogas;
- Dos (2) semanas de inelegibilidad en todas las actividades ("la práctica" puede continuar).

2. SEGUNDA INFRACCIÓN:

- Junta con el administrador/los padres;
- Suspensión fuera de la escuela, de un día;
- Asistencia obligatoria al Programa "Insight" de Intervención de Drogas;
- Cuatro (4) semanas de inelegibilidad en todas las actividades ("la práctica" puede continuar).

3. TERCERA INFRACCIÓN:

- Junta con el administrador/los padres;
- Suspensión fuera de la escuela, de tres a cinco días;
- Asistencia obligatoria al Programa "Insight" de Intervención de Drogas;
- Seis (6) semanas de inelegibilidad en todas las actividades ("la práctica" puede continuar).

4. INFRACCIONES SUBSIGUIENTES:

- Les avisan a los padres;
- Junta con el administrador/los padres;
- Suspensión fuera de la escuela, de cinco días;
- Posiblemente recomendar expulsión;
- Inelegibilidad indefinida (el mínimo de seis semanas – no puede "practicar").

VIII. PROCEDIMIENTOS PARA TRATAR CON LAS INFRACCIONES Y EL DERECHO DE APELAR

SUSPENSIONES

DEFINICIÓN: Una suspensión es una remoción temporal de la escuela o de las clases regulares por desobedecer las reglas de la escuela. Se le prohíbe a un estudiante suspendido ir al plantel escolar o asistir a alguna actividad escolar durante el término de su suspensión.

No pueden suspender al estudiante por más de cinco días seguidos ni por más de veinte (20) días en un año escolar, a no ser que la Mesa Directiva Escolar tome alguna medida o el estudiante haya sido inscrito en un programa especial para el propósito de ajuste/cambio. Se le puede exigir al estudiante suspendido de completar toda la tarea y las pruebas que no hizo durante la suspensión. Cuando recupere este trabajo, entonces calificarán el trabajo para obtener el crédito completo.

El distrito escolar les puede requerir a los padres/tutor, de un estudiante quien ha sido suspendido, de asistir al salón de clase del estudiante parte del día escolar.

PROCESO LEGAL PARA LAS SUSPENSIONES

1. AUDIENCIA PARA EL ESTUDIANTE

Con excepción a circunstancias de emergencia, el director o una persona designada conducirá una junta informal con el estudiante antes de la suspensión y:

- a) presentar la razón por la suspensión
- b) explicar las pruebas contra él/ella
- c) darle al estudiante la oportunidad de presentar su versión y pruebas para su defensa

2. NOTIFICACIÓN A LOS PADRES

Dentro de un día escolar de la decisión a suspender, les mandarán a los padres o a los tutores responsables una carta con la siguiente información:

- a) la fecha y la hora cuando al estudiante se le permitirá regresar a la escuela;
- b) una declaración del derecho de los padres o del estudiante de examinar el expediente del estudiante;
- c) la razón por la suspensión.

Ningún estudiante será mandado a casa durante el día escolar sin el permiso de los padres o a los tutores.

3. JUNTA CON LOS PADRES

Cuando un estudiante es suspendido, la ley exige que los padres asistan a una reunión con los funcionarios de la escuela. (Código de Educación 48911).

4. DERECHO DE APELAR

Si el estudiante o los padres desean que sigan revisando o estudiando el caso, se puede reservar una junta con el Director. Se puede mandar una apelación de la revisión del Director al Superintendente o a la persona designada. El Superintendente o la persona designada examinarán las pruebas, escuchará al estudiante o a los padres, y decidirá si existen bastantes pruebas para determinar si cometió la infracción y si le dieron el castigo correspondiente para dicha infracción/delito.

EXPULSIÓN

DEFINICIÓN: Una expulsión es una remoción indefinida de un estudiante de no asistir a ninguna escuela en el distrito. La Mesa Directiva Escolar decide todas las expulsiones por medio de votación.

PROCESO LEGAL PARA LAS EXPULSIONES

1. **BRC:** Si un estudiante comete un delito para el cual se le puede expulsar, la escuela convocará una junta del Comité de Repasar la Conducta (BRC) con los padres y el personal escolar. El BRC enviará la recomendación al Director sobre la expulsión y luego él/ella enviará la recomendación para expulsión al Superintendente, si apropiado.
2. **AUDIENCIA:** El estudiante tiene derecho a una audiencia formal antes de ser expulsado de la escuela. Tanto el estudiante como los padres recibirán una notificación escrita tocante a la audiencia con la fecha, la hora y el lugar indicados, así como también los cargos específicos contra el estudiante, copias de las reglas disciplinarias pertinentes o reglamentos, y les harán saber que ellos tienen derecho de tener copias de todos los documentos a usarse en la audiencia. Los padres pueden escoger una "Expulsión Estipulada" en lugar del proceso de audiencia. Por medio de una "Expulsión Estipulada", los padres renuncian sus derechos a una audiencia formal y concuerdan aceptar la decisión del Funcionario de la Audiencia a fin de reducir los plazos normales. Los padres pueden rescindir su petición para una "Expulsión Estipulada" en cualquier momento durante el procedimiento formal. Si interesados, los padres pueden solicitar una "Expulsión Estipulada" de la administración de la escuela.
3. **APELACIÓN:** Si la Mesa Directiva Escolar decide expulsar al alumno, esta decisión se puede apelar ante la Junta de Educación del Condado de Monterey dentro de treinta (30) días en que la Mesa Directiva Escolar tomó su decisión.
4. **NOTIFICACIÓN REQUERIDA:** La ley de California requiere que si un estudiante es expulsado de la escuela los padres/tutor y el estudiante deberán informarle a cualquier distrito nuevo de tal expulsión al matricularse, y solicitar una audiencia con la Mesa Directiva Escolar del nuevo distrito. (C.E. 48915.1)
5. **READMISIÓN:** Cualquier estudiante expulsado del Salinas Union High School District o cualquier otro distrito escolar deberá solicitar una Audiencia de Readmisión con la Mesa Directiva Escolar antes de volverse a matricular en las escuelas del Distrito. Las peticiones deberán enviarse a la Oficina del Superintendente.

SECCIÓN II.

REGLAMENTOS DE USO ACEPTABLE DE INTERNET

SALINAS UNION HIGH SCHOOL DISTRICT

REGLAMENTOS DE USO ACEPTABLE DE INTERNET

Padre/Madre/Tutor

Yo he leído este contrato y entiendo mis responsabilidades y las de mi hijo/hija. Entiendo que cualquier infracción de las estipulaciones de este contrato puede resultar en acción disciplinaria, la revocación de acceso a la Internet a través del sistema de redes del Salinas Union High School District, y puede resultar en medidas legales.

Yo por la presente doy mi permiso para que mi hijo/a participe en el uso de Internet, una red telecomunicadora mundial, vía las computadoras y redes del Salinas Union High School District. Me doy cuenta que él/ella podrá tener acceso a mayores redes a través del mundo usando la Internet. Yo entiendo que este acceso está diseñado y destinado solamente para propósitos relacionados a la educación. Asimismo entiendo que él/ella recibirá información en el uso apropiado de este recurso.

Me doy cuenta que Internet contiene materiales que no son apropiados para propósitos relacionados a la educación. Yo apoyo la posición del distrito escolar que los estudiantes son responsables de no tener acceso a tales materiales. Tal uso inaceptable de la red resultará en la suspensión de todos los privilegios y puede resultar en medidas disciplinarias y/o legales. Yo no haré responsable al Salinas Union High School District, a sus empleados, ni a sus representantes, por materiales inaceptables adquiridos por mi hijo, hija, o niño bajo mi custodia legal que cause al de usar Internet en la escuela.

Yo les hago saber que he leído los Reglamentos de Uso Aceptable de Internet del Salinas Union High School District.

Estudiante

Yo entiendo que el uso de computadoras y servicios de la red del Salinas Union High School District es un privilegio y voy a obedecer las estipulaciones y condiciones de este contrato. Yo entiendo que la red Internet contiene materiales inapropiados para el uso escolar (definido como los materiales prohibidos por la Sección 3 de los Términos y Condiciones, “Usos Prohibidos”) y, por lo tanto, yo tomaré responsabilidad personal de no tener acceso a ese material. Yo reconozco que es imposible que las escuelas del Salinas Union High School District impidan el acceso de todos los materiales controversiales, y yo no haré responsable al distrito escolar por los materiales encontrados o adquiridos en la red. También entiendo que si no cumplo con este contrato mis privilegios de acceso serán revocados y podré ser sometido a acciones disciplinarias y/o legales como sean apropiadas.

Yo les hago saber que he leído los Reglamentos de Uso Aceptable de Internet del Salinas Union High School District.

Se requieren las firmas de los padres y el estudiante lo cual indica que ellos están de acuerdo con estos reglamentos.

(Ver la página de firmas al final de este folleto.)

REGLAMENTOS DE USO ACEPTABLE DE INTERNET DEL SALINAS UNION HIGH SCHOOL DISTRICT

Internet se ha convertido en una parte vital de nuestra infraestructura de información. Usada diariamente por los educadores, empresarios, agencias gubernamentales, e individuos privados, el dominio de este medio comunicativo relativamente nuevo se ha hecho muy importante para el éxito en nuestras vidas cotidianas.

El acceso en Internet se está haciendo mucho más disponible en las escuelas del Salinas Union High School District. La Mesa Directiva Escolar cree que esto les proporcionará a nuestros estudiantes oportunidades ilimitadas. La meta al proporcionar este acceso es de promover la excelencia educativa al facilitar, persuadir, compartir recursos, innovación, colaboración, y comunicación.

Nuestro distrito escolar, SALINAS UNION HIGH SCHOOL DISTRICT, cree firmemente en el valor educativo de Internet y reconoce el potencial de tal para apoyar nuestro plan de estudios y la futura enseñanza del estudiante en nuestro distrito.

SALINAS UNION HIGH SCHOOL DISTRICT también reconoce el potencial del mal uso, o abuso, lo cual es propio de la Internet, y hará esfuerzos razonables por proteger a sus estudiantes y maestros. El Distrito instalará y mantendrá el software que está diseñado para limitar el acceso a materiales dañinos o perjudiciales en Internet. Tal filtración de software, sin embargo, no podrá con adecuación proteger a los usuarios de tener acceso a todos los materiales perjudiciales en Internet. La instalación de tal software no protege al usuario de su responsabilidad personal de no tener acceso a los materiales inapropiados o perjudiciales. Se les aconseja a los padres/tutor que tal vez sea posible para un estudiante, que use los servicios de Internet del Distrito, de comprar objetos y servicios para lo cual los padres/tutor serán responsables. Todos los usuarios deberán permanecer alerta, y continuamente tener cuidado para evitar la interacción inapropiada o ilegal con miembros de la comunidad Internet.

Favor de leer este documento con cuidado. Si el usuario quebranta estas condiciones, se le puede negar acceso a Internet (incluyendo cualquier computadora conectada a Internet), y el usuario puede estar sujeto a acciones legales y/o disciplinarias.

Términos y Condiciones de Este Contrato:

- 1. Responsabilidad Personal.** Yo acepto responsabilidad personal por mi uso de los servicios distritales de Internet.
- 2. Uso Aceptable.** El uso de Internet deberá ser un apoyo para mi educación e investigación, y dentro de las metas y los objetivos educativos del SALINAS UNION HIGH SCHOOL DISTRICT.
- 3. Uso Prohibido.** Se prohíben los siguientes usos de Internet:
 - a. Cualquier uso que esté en violación de la ley federal, estatal o local. Esto incluye, pero no se limita a, la transmisión de materiales de derechos reservados.
 - b. Mientras usan alguna red o recursos de computadora de otra organización, quebrantando las reglas de esa organización con respecto al uso de su red o recursos de computadora.
 - c. Violar intencionalmente alguna medida de seguridad de Internet, y los sistemas, o tener acceso a materiales prohibidos sin autorización.
 - d. Cualquier uso que ayuda, apoya, o promueve el uso de la Internet de otra persona y no cumplir con estas reglas.
 - e. Producción, transmisión o almacenaje de alguna comunicación o material lo cual puede considerarse:
 - (1) Los asuntos perjudiciales según definido por la sección 313 del Código Penal, incluyen “materias, tomadas como un total, lo cual para una persona regular, aplicando las normas contemporáneas del estado, apela al desagradable interés y es materia que representa o describe en una manera de conducta sexual ofensiva y lo cual, tomado como un total, carece de valores literarios, artísticos, políticos o científicos para el menor.” Se prohíbe toda comunicación o materiales considerados pornográficos, obscenos, vulgares o de índole sexual.
 - (2) Comentarios denigrantes, abusivos, intimidaciones cibernéticas, acosadoras o amenazantes a otra persona. Se prohíben comunicaciones o materiales que denigran a las personas a base de raza, grupo étnico, religión, género, o personas discapacitadas.
 - (3) Promover, persuadir, o apoyar el uso de sustancias químicas controladas.
 - (4) El uso de actividades comerciales por individuos e instituciones lucrativas.
 - (5) No cumplir con el derecho a privacidad de otra persona.
 - (6) Usar identificación falsa en Internet.
 - (7) De otro modo prohibido en el plantel escolar o en el lugar de empleo.

- f. Acceso a materiales pornográficos, obscenos, vulgares o de índole sexual o cualquier material para promover, persuadir, o apoyar a cualquier actividad ilegal.
4. **Privilegios.** El uso de Internet es un privilegio, no es un derecho, y cualquier uso inapropiado resultará en la cancelación de ese privilegio. Cada persona que reciba ese acceso deberá tener archivado un Contrato completo de Uso Aceptable. Aunque el Director de Servicios de Información (bajo el patrocinio de la Mesa Directiva Escolar) será la autoridad final tocante a las decisiones del uso apropiado, esta decisión será delegada normalmente a los Directores de los planteles escolares. El Director de la escuela podrá negar, revocar, o suspender a un usuario el acceso Internet por las infracciones realizadas contra este contrato. Los privilegios podrán suspenderse hasta llevar a cabo la investigación de infracciones sospechosas contra este contrato. Además de posiblemente perder los privilegios, se puede tomar acción disciplinaria y posible expulsión.
5. **No tienen expectativa de privacidad.** A los usuarios de la red del Salinas Union High School District se les recuerda que la red es la propiedad del Distrito y que no tienen expectativa de privacidad. En cualquier momento podrán revisar los archivos en las máquinas conectadas a la red. Archivos/programas inapropiados y/o sin licencia serán borrados y se tomará acción disciplinaria si fuese necesario. Se les recuerda a los usuarios también que el correo electrónico enviado vía la red del Distrito no es un privilegio ni propiedad privada y puede ser revisado por el Distrito, como el Distrito considere prudente.
6. **Ética de la Red-Network.** Se espera que el usuario obedezca las reglas generalmente aceptadas de la ética de la red. Estas reglas incluyen (pero no se limitan):
- a. Debes ser amable. Nunca mandar o persuadir a otros que manden mensajes injuriosos y abusivos. Se prohíbe la intimidación cibernética y resultará en medidas disciplinarias.
 - b. Usar lenguaje apropiado. Recuerde que Ud. es un representante de nuestra escuela y del distrito usando un sistema no-privado. Puede estar solo/a con su computadora, pero lo que se diga y se haga se puede ver globalmente. Nunca diga malas palabras, ni use palabras vulgares, groserías, u otro lenguaje impropio. Toda actividad ilegal de toda clase se prohíbe estrictamente.
 - c. Privacidad Personal. No enseñe o revele información personal de identificación en la Internet, tal como su domicilio ni su número telefónico personal ni las direcciones ni números telefónicos de estudiantes o colegas.
 - d. Interrupciones. No use la red en cualquier manera que interrumpa el uso de la red por otras personas.
 - e. Otras consideraciones:
 - Sea breve. Pocas personas leen mensajes largos con atención.
 - Haga el menor número de faltas ortográficas y asegúrese de que sus mensajes sean fáciles de leer y de entender.
 - Use títulos exactos y descriptivos para sus artículos. Informe a la gente de qué se trata antes de que lo lean.
 - Procure atraer al público más apropiado para su mensaje, no el más numeroso.
 - Recuerde que el humor y la sátira se pueden interpretar mal.
 - Recuerde si informa a grupos múltiples, mencione a todos los grupos en un solo mensaje.
 - Cite consultas por los datos que Ud. presente.
 - Procure perdonar faltas de ortografía de otros.
 - Recuerde que los usuarios de la red son seres humanos. No "ataque" a los corresponsales; procure convencerlos con datos.
 - Mande información solamente a grupos que conozca.
7. **Servicios.** Salinas Union High School District no hace garantías de ninguna clase, ya sea expresadas o implicadas, por el servicio que está ofreciendo. Salinas Union High School District no será responsable por ningún daño sufrido mientras se usa este sistema. Estos daños incluyen la pérdida de datos, no poder terminar el trabajo debido a que el sistema no está funcionando, y pérdida de privacidad. El uso de información obtenido por medio del sistema Internet lo hace el usuario a su propio riesgo. Salinas Union High School District específicamente rechaza toda responsabilidad por la exactitud de información obtenida por medio de sus servicios.
8. **Seguridad.** La seguridad en cualquier computadora es una alta prioridad porque hay muchas personas que dependen de ese sistema. El usuario deberá reportarle inmediatamente al personal escolar cualquier problema de seguridad o mal uso. El usuario nunca deberá demostrar el problema a otros usuarios. El usuario nunca deberá usar la contraseña o cuenta de otra persona. El usuario nunca deberá dar sus contraseñas a otra persona. Cualquier uso identificado como un riesgo de seguridad será negado acceso a la red y puede ser sometido a acción disciplinaria.
9. **Vandalismo.** El vandalismo se define como cualquier intento delictivo o malicioso de dañar, o destruir datos de otro usuario, o tratar de dejar a otros usuarios sin servicios de red o computadoras. Esto incluye, pero no se limita a, la instalación, destrucción o creación de virus o programas de computadoras escondidos o disfrazados, falsificar y alterar sin autorización los controles establecidos en las computadoras, o dañar o destruir equipo. Cualquier vandalismo resultará en la pérdida de servicios de computadora, acción disciplinaria, y recomendación legal.
10. **Actualización.** La oficina de *Information Services* en ocasiones puede poner al día este documento según sea necesario para reflejar los requisitos nuevos.

SECCIÓN III. DERECHOS Y RESPONSABILIDADES DE LOS PADRES

NOTIFICACIÓN DE LOS DERECHOS Y LAS RESPONSABILIDADES DE LOS PADRES

I. AUSENCIA DE ESCUELA

AUSENCIAS ESPECIFICADAS DE ESTUDIANTE. (Código de Educación 48205) "...a un estudiante le darán permiso de ausentarse de la escuela por razones justificadas personales, incluyendo, pero no se limita a, presentarse en la corte, guardar un día de fiesta o ceremonia religiosa, o ir a una conferencia de empleo, cuando la ausencia del estudiante sea solicitada por escrito por los padres o el tutor legal y se apruebe por el director o algún representante designado conforme a las reglas uniformes establecidas por la mesa directiva escolar."

"Bajo esta sección un estudiante que falte a la escuela le darán permiso de terminar toda la tarea y pruebas perdidas, por causa de la ausencia, que se pueden dar razonablemente y, a terminación satisfactoria dentro de un tiempo razonable, le darán crédito completo. Según determine el maestro de alguna clase a la que faltó el estudiante, las pruebas y tareas serán equivalentes, pero no necesitan ser iguales, a las pruebas y a las tareas que el alumno perdió durante la ausencia."

II. INSTRUCCIÓN

EDUCACIÓN DE DROGAS. El Reglamento 5131.6 de la Mesa Directiva del Distrito - Drogas, Tabaco, Alcohol - facilita para los estudiantes un programa completo, instructivo y de intervención sobre el consumo de drogas/alcohol/tabaco.

EXCLUIR AL ESTUDIANTE DE LA ENSEÑANZA DE SALUD DEBIDO A CREENCIAS RELIGIOSAS. (Código de Educación 51240) Esta ley estipula que "cada vez que alguna parte de la enseñanza de salud, educación de vida familiar y educación sexual esté en conflicto con la educación religiosa y creencias de los padres o tutor de algún alumno, a petición escrita del padre o tutor, el alumno será excluido de la parte que esté en conflicto con su enseñanza religiosa y sus creencias."

ESTUDIANTES ELEGIBLES PARA INSTRUCCIÓN EN EL HOGAR/HOSPITAL – Reglamento de la Mesa Directiva 6183 – El Distrito ofrecerá Instrucción de Hogar/Hospital para los estudiantes que satisfacen los requisitos de elegibilidad para tal enseñanza. (Código de Educación 48207)

CURSOS DE EDUCACIÓN SEXUAL. (Código de Educación 51550) Los siguientes cursos pueden abarcar enseñanza en la que describen, ilustran o hablan de las funciones y los procesos de los órganos reproductivos del cuerpo humano:

Escuela Intermedia: Ciencias, Educación Física, Educación de Salud, Educación Doméstica, Habilidades de Vida.

Preparatoria: Cursos Biológicos, Educación Doméstica, Crianza de Hijos, Educación Prenatal, Matrimonio y Familia, Educación Física, Psicología, Sociología, Educación de Salud, Educación de Salud, ROP Oficios de Salud.

La escuela le avisará, por lo general con una carta o el Boletín del Director, cuándo exhibirán los materiales y cuándo ofrecerán la instrucción de educación sexual. Puede reservar una cita para inspeccionar los materiales a usarse. Si no quiere que su hijo/hija asista a una clase en donde se imparte instrucción de los órganos reproductivos humanos, favor de avisar por escrito al director/directora de la escuela.

ENFERMEDADES DE TRANSMISIÓN SEXUAL (ETS). (Código de Educación 51933) Cada plan de estudios de salud de escuela intermedia y preparatoria incluirá instrucción de enfermedades de transmisión sexual. La escuela le avisará en el Boletín del Director/a, las fechas de enseñanza de las enfermedades venéreas y cuándo estarán listos los materiales para inspección. Ud. puede pedir por escrito excluir a su hijo/hija de las clases de educación de enfermedades de transmisión sexual.

USO DE ANIMALES EN LABORATORIOS DE CIENCIA. (Código de Educación 32255.1) Todo maestro enseñando un curso que utiliza partes de animales vivos o muertos les informará a los estudiantes de sus derechos de acuerdo con este capítulo. Se les avisa a los padres al inicio del primer semestre del ciclo escolar regular. El estudiante que tenga objeción moral contra la disección (o de otro modo lastimar o destruir animales, o alguna parte del mismo), deberá de avisarle a su maestro. Si el estudiante decide no participar en un proyecto educativo de acuerdo a esta sección, la escuela debe recibir una nota firmada por los padres indicando la objeción de su hijo/hija. El maestro tiene la opción de trabajar con el estudiante para acordar un proyecto educativo alterno aceptable. El estudiante que se abstenga de la disección aún tiene que pasar todas las pruebas en el curso de estudio respectivo para recibir crédito.

III. SALUD

ADMINISTRACIÓN DE MEDICACIÓN RECETADA. (Código de Educación 49423) Si su hijo/hija tiene que tomar algún medicamento recetado por el médico durante el día escolar regular, el Ayudante de Salud de escuela u otra persona designada del personal escolar puede ayudar a su hijo/hija si la escuela recibe (1) un documento escrito por el médico indicando el método, la cantidad y el horario de tomar la medicina y (2) un documento escrito por Ud. solicitando que el distrito escolar le ayude a su hijo/hija a tomar la medicina.

CONTROLAR ENFERMEDADES TRANSMISIBLES. (Código de Educación 49403) Se requiere a los distritos escolares de cooperar con el funcionario local de salud para prevenir y controlar enfermedades contagiosas de niños de edad escolar. **Se requiere un comprobante actualizado de inmunizaciones/vacunas para inscribir a su hijo/hija en la escuela.** Exenciones basadas en creencias personales, incluyendo creencias religiosas, ya no podrán ser una opción por las vacunas que son requeridas actualmente (SB 277).

PRUEBAS/EVALUACIÓN DE LA VISTA Y OÍDO. (Código de Educación 49452, 49455) De acuerdo con estas leyes, el Distrito ofrece pruebas de la vista a todos los alumnos de los grados 7 y 10, y pruebas del oído a todos los estudiantes de los grados 8 y 10. Se puede cancelar la prueba de la vista si se presenta un documento de un doctor o un oculista verificando que le hayan hecho pruebas anteriormente, inclusive agudeza visual y visión de color.

No se hará ninguna prueba de la vista ni del oído de su hijo/a si los padres presentan a la oficina del director escolar de su hijo/a un documento por escrito comprobando que siguen alguna creencia, doctrina, o principio religioso y dependen en la oración para curarse según la práctica de su religión.

EXÁMENES FÍSICOS. (Código de Educación 49451) Si desean que su hijo/hija sea exento de los exámenes físicos en la escuela, sometan una petición por escrito y firmada que ustedes rechazan tales exámenes físicos. Sin embargo, cuando exista una buena razón para creer que su hijo/hija padece de una enfermedad contagiosa o infecciosa reconocida, se lo podrán regresar a casa y no le permitirán que regrese a la escuela hasta que ya no tenga la enfermedad contagiosa o infecciosa.

EXAMEN DE ESCOLIOSIS (*Curvatura de Espina Dorsal*) El distrito dará una evaluación de escoliosis para todos los estudiantes en el grado 7 o en el 8. (Código de Educación 49452.5)

SE PROHÍBE FUMAR/NO TABACO. (Código-Salud y Seguridad 24160) Toda la propiedad del distrito escolar se guardará libre de humo y tabaco. Esto prohíbe el consumo de productos de tabaco en todas partes y a todas horas en la propiedad del distrito escolar y en actividades distritales ya sea en el plantel escolar o fuera del plantel escolar por todas las personas incluyendo los alumnos, el personal escolar y el público.

DESFIBRILADORES EXTERNOS AUTOMATIZADOS. La Mesa Directiva Escolar autoriza la colocación de desfibriladores externos automatizados (AED) en las escuelas designadas para el uso por el personal escolar designado que se ha ofrecido de voluntario para recibir el entrenamiento para usar los AED.

IV. SERVICIOS ESPECIALES

PROGRAMA DE ALIMENTOS NUTRITIVOS. (Código de Educación 49511) El Distrito ofrece un programa escolar de alimentos nutritivos en el cual los niños identificados pueden participar gratis o a pagos de costo nominal según el ingreso de la familia.

SEGURO CONTRA LOS ACCIDENTES. (Código de Educación 49472) El Distrito Escolar no tiene seguro (aseguranza) contra accidentes para los estudiantes, y no es responsable si el estudiante se lastima/lesiona en la escuela o en actividades relacionadas a la escuela. Puede recoger en la oficina escolar información de una póliza de bajo costo que los padres pueden comprar para asegurar a sus hijos contra accidentes en la escuela.

RECONOCIMIENTO DE PARTICIPACIÓN VOLUNTARIA EN LAS ACTIVIDADES Y SUPOSICIÓN DE RIESGO POTENCIAL

– La participación en actividades patrocinadas por el Distrito es voluntaria. Estas actividades, por su pura naturaleza, presentan un riesgo potencial de una lesión/enfermedad grave a las personas que participan en tales actividades. Algunas lesiones/enfermedades que pueden resultar por participar en estas actividades incluyen, pero no se limitan a lo siguiente: (1) Torceduras/distensión, (2) Huesos fracturados, (3) Inconsciencia, (4) Lesiones a la cabeza y/o espalda, (5) Parálisis, (6) Pérdida de la vista, (7) Enfermedades contagiosas, y (8) Muerte. La participación en estas actividades es completamente voluntaria, y como tal, no es requerido por el Distrito para el crédito de curso o para completar los requisitos de graduación. A fin de participar en estas actividades, los padres y los estudiantes están de acuerdo con asumir la responsabilidad por todos los riesgos potenciales que puedan estar relacionados con la participación en tales actividades. El Distrito, sus empleados, funcionarios, agentes, o voluntarios no serán responsables por ninguna lesión/lastimadura/enfermedad sufrida por mi hijo/hija lo cual es inherente a y/o relacionado con la preparación para y/o la participación en esta actividad.

V. ARCHIVOS E INFORMACIÓN

DERECHOS EDUCATIVOS DE LA FAMILIA Y LA LEY DE CONFIDENCIALIDAD. (Código de Educación 49063) Los padres o los estudiantes de 18 años y mayores tienen el derecho de inspeccionar y revisar expedientes académicos, archivos y datos relacionados directamente al estudiante. Esto incluye toda información en el archivo acumulativo del estudiante, incluyendo el trabajo académico terminado, las calificaciones, los resultados de pruebas, las pruebas de aptitud, los datos de salud, la información de familia, las evaluaciones dadas por el maestro y por el consejero y los reportes comprobantes de patrones de conducta serios o recurrentes.

Puede revisar estos archivos durante las horas regulares de escuela en la Oficina del Director. Un empleado escolar le explica estos archivos. Si, al revisar estos archivos, tiene alguna duda a la exactitud de los datos u otras inquietudes, puede desafiar el contenido y pedir una audiencia para determinar si deben corregir o tacharlos. Puede presentar evidencia significativa en cualquier momento para ser considerada por el distrito.

Ud. tiene el derecho de apelar cualquier decisión no favorable tomada en la audiencia ante la Mesa Directiva Escolar y reunirse con la Mesa Directiva Escolar o sus representantes para decidir su apelación. La escuela tiene solicitudes para realizar este proceso de recusación si lo desea. También tiene Ud. el derecho de obtener copias de los expedientes académicos de su hijo/hija a gasto suyo. Le van a cobrar veinticinco (25) centavos por cada copia solicitada. Además tiene Ud. el derecho de presentar una refutación contra alguna declaración hecha en el expediente académico, y su refutación será archivada/guardada con los registros/expedientes.

DIVULGACIÓN DE INFORMACIÓN DEL DIRECTORIO

Bajo la ley Federal y Estatal, las siguientes categorías de información sobre los estudiantes son asuntos de registro público, y se harán disponibles a los que pidan esta información por necesidad legítima, tales como las instituciones después de la preparatoria, empleadores, y reclutadores militares:

- Nombre del estudiante, domicilio y número telefónico
- Peso y estatura de miembros de equipos atléticos
- Fechas de asistencia escolar
- Títulos y premios recibidos
- Escuela a la que se ha asistido anteriormente

Norma de la Mesa Directiva Escolar/Reglamento Administrativo 5125.1-Divulgación de Información del Directorio que establece:

1) En cualquier momento, los padres pueden solicitar que no se divulgue la información contenida en el directorio del estudiante a ninguna entidad o a ciertas entidades (Ver formulario adjuntado al final de este manual), 2) Si Ud. desea limitar la Divulgación de Información del Directorio Escolar, debe indicar su(s) preferencia(s) a los reclutadores militares y/o universidades y/o empleadores. Todas las escuelas del distrito harán cumplir prácticas constantes en cuanto al acceso al plantel educativo por cualquier reclutador de instituciones posteriores a la preparatoria, empleadores, y reclutadores militares.

USO DE FOTOGRAFÍAS. En ocasiones, su hijo/hija puede ser incluido/a en una fotografía o video relacionado a actividades escolares. Si Ud. desea que su hijo/hija sea excluido/a de tales usos, tiene que avisarle al director escolar por escrito acerca de sus intenciones.

VI. ASISTENCIA E INSCRIPCIÓN DE ESTUDIANTE

ASISTENCIA. Se espera que los estudiantes estén en la escuela diariamente. Un estudiante ausente con una ausencia verificada puede *"...terminar toda la tarea y pruebas perdidas, por causa de la ausencia, que se pueden dar razonablemente..."* (E.C. 48205)

PLANTEL ESCOLAR CERRADO: Todos los planteles escolares de escuelas intermedias y preparatorias del Distrito escolar son "planteles cerrados" durante el día, incluyendo durante la hora de almuerzo.

PERMISO DE SALIR DE LA ESCUELA A LA HORA DEL ALMUERZO. (Código de Educación 44808.5) La Mesa Directiva Escolar permite a los alumnos identificados e inscritos en las **ESCUELAS SUPERIORES** del Distrito salir de los terrenos escolares durante la hora de comer. La sección 44808.5 además afirma: *"Ni el distrito escolar ni ningún funcionario o empleado de ahí será responsable por la conducta o la seguridad de algún alumno durante tal hora ya que el estudiante ha salido de los terrenos escolares de acuerdo con esta sección."*

DEJAR SALIR A LOS ESTUDIANTES. (Código de Educación 46010.1) La Norma 5113 de la Mesa Directiva Escolar - Dejar Salir a los Estudiantes - prohíbe dejar salir a los estudiantes de la escuela durante horas de clase o durante horas de actividades extraescolares para acompañar a un adulto o a otro estudiante

salvo por petición o consentimiento de los padres o tutor legal. El Código de Educación 46010.1 afirma que según la ley las autoridades escolares pueden dejar salir al estudiante de la escuela con fines de obtener servicios médicos confidenciales sin el consentimiento de los padres o tutor legal.

El reglamento 5113 del Distrito Escolar, sin embargo, prohíbe tal práctica en Salinas Union High School District.

ASISTENCIA EN DONDE VIVE EL PROVEEDOR DE CUIDADO.

Si el alumno vive en la casa de un adulto que lo cuida, como lo define la ley, su hijo/a puede asistir al distrito escolar en donde está localizada esa residencia. Se requiere que el adulto que cuida a su hijo/a firme una declaración jurada bajo pena de perjurio de acuerdo al Código Familiar para determinar que el alumno vive en la casa del proveedor de cuidado. (Código de Educación 48204(d))

PREFERENCIA DE ESCUELA. (Código de Educación 35160.5)

La Norma 5116 de la Mesa Directiva Escolar - Áreas Escolares de Asistencia - establece las reglas y los reglamentos de permitir la Preferencia de Escuela (matrícula abierta) para residentes del Distrito. Bajo las disposiciones, los padres pueden solicitar que su hijo/hija asista a una escuela fuera de su zona de asistencia (de domicilio). Hay solicitudes disponibles en todas las escuelas. Se deben completar las solicitudes y entregarlas a la escuela preferida para la fecha límite del siguiente año escolar. Los estudiantes pueden ser aprobados para admisión dentro de los límites de la capacidad establecida para la escuela. La selección de estudiante elegible se hará por un proceso de selección imparcial al azar. El folleto de Preferencia de Escuela contiene solicitudes y más detalles. (Hay copias en español.)

INSCRIPCIÓN DE ESTUDIANTE Y ZONAS DE ASISTENCIA

El Superintendente recomendará a la Mesa Directiva Escolar las zonas de asistencia escolar que presentarán una distribución equitativa de alumnos en las escuelas del Distrito. Las zonas o límites de asistencia para varias escuelas del Distrito se pueden cambiar de vez en cuando por medio de una medida de la Mesa Directiva Escolar cuando exijan las circunstancias. Los alumnos deben matricularse en su distrito escolar de domicilio, a menos que hayan presentado una solicitud que ha sido aprobada para un cambio a otro distrito escolar, ya sea por medio del proceso de Preferencia de Escuela o Transferir al Estudiante de un Distrito a otro. Los padres deben presentar evidencia de domicilio al matricular a un estudiante en una escuela del Distrito. El Superintendente tiene la autorización de transferir a los alumnos de una escuela a otra sin tener en cuenta las zonas de asistencia cuando en su opinión tal cambio se lleva a cabo por el bien de los estudiantes y las escuelas involucradas. Si se determina que un padre/madre/tutor legal ha falsificado la información, el Superintendente mandará que el estudiante sea devuelto a la escuela de asistencia basada en la ubicación de su domicilio de residencia legal.

VII. OTRO

CRÍMENES EN LOS PLANTELES ESCOLARES (Código Penal 626.1). El Superintendente o el representante designado asegurarán que los padres/tutor legal reciban información acerca del contenido y de la disponibilidad del manual del Procurador General. Este manual hace un resumen de la ley de California acerca de los crímenes cometidos en los terrenos escolares.

ACCESO INTERNET - El Distrito da a los estudiantes acceso al Internet en todos los planteles escolares. Los estudiantes y sus padres tienen que firmar el "Contrato de Uso Internet" del Distrito reconociendo la responsabilidad de los estudiantes de obedecer el protocolo establecido del Internet y evitar entrar a temas peligrosos o ilegales. (Código de Educación 51870.5)

AVISO DE LOS PROGRAMAS ALTERNATIVOS DE ESCUELA (Código de Educación 58501) El Distrito ofrece programas alternativos educativos. Estos programas son para servir a los estudiantes cuyas necesidades no se cumplen en el programa escolar regular. Los programas alternativos ofrecidos cumplen con las guías expresadas en el Código de Educación 58501. Si los padres tienen preguntas acerca de los programas educativos, llamen al director/directora de la escuela.

En caso de que los padres, el estudiante o el maestro deseen más información sobre las escuelas alternativas, la oficina del director/a tiene copias disponibles de la ley para su información.

ACOSO SEXUAL. (Código de Educación 212.5) El Distrito prohíbe el acoso sexual en todas sus políticas, normas, procedimientos, o prácticas en la admisión y acceso al, tratamiento y empleo de estudiantes y adultos en los programas y en las actividades del Distrito escolar. La Norma de la Mesa Directiva 5145.7 bosqueja el proceso o procedimiento de quejas que se usará por el estudiante que sienta que él/ella está siendo acosado/a sexualmente. Los procedimientos incluyen la identificación de empleados que recibirán e investigarán cualquiera de las quejas de acoso sexual.

El acoso sexual es una forma de mala conducta personal por personas del mismo sexo o el otro sexo que desmoraliza la integridad de relaciones académicas y de empleo. Ningún individuo, ya sea hombre o mujer, será sujeto a declaraciones o conductas sexuales, ya sea verbales o físicas, no solicitadas o deseadas. El acoso sexual incluye el contacto sexual, la interferencia física con movimiento o trabajo, *graffiti* u otras formas escritas de comunicación de índole sexual, los comentarios sexualmente degradantes o bromas, chistes, presión para entrar en actividades sexuales o conseguir favor sexual. Para el propósito del reglamento del Distrito, la conducta deberá ser considerada por una persona razonable del mismo sexo como la víctima de ser suficientemente severa o penetrante que la conducta que tiene un impacto negativo sobre el desempeño académico o de trabajo, produce un ambiente educativo o de empleo que sea intimidador, hostil u ofensivo, o esta conducta se hace como una condición o una consecuencia de empleo o de calificaciones del estudiante.

Los estudiantes recibirán información y orientación cada año en cuanto a las reglas y los procesos de acoso sexual. Hay copias disponibles de los reglamentos administrativos del Distrito en cada plantel escolar.

LEY PÚBLICA 94-142, LEY DE TODOS LOS NIÑOS INCAPACITADOS - La Ley Pública 94-142 presenta garantías por medio de un Plan Maestro de California para la Educación Especial que a todos los niños incapacitados se les impartirá una adecuada y gratuita educación dentro de la estructura del Sistema de Escuela Pública. Asimismo la Ley asegura que un programa de información pública incluyendo el sistema de investigación e identificación sea realizado por el sistema escolar (en este caso es el Plan Local de Educación Especial del Condado de Monterey) para servir a todo el público. Otras garantías son de que se asegura que a los estudiantes, una vez identificados, se les ofrezca un plan educativo individual y que participen en una junta individual con los padres y miembros del personal escolar con respecto a su programa de enseñanza. Los padres deben participar individualmente con el plan educativo y reunión, y además, tienen el derecho de recusar alguna sección del plan que crea que sería inadecuado para su hijo/hija.

ASISTENCIA REQUERIDA DE LOS PADRES. (Código de Educación 48900.1) Los maestros podrán exigir que los padres asistan a la clase del estudiante durante parte del día escolar después de que el estudiante sea disciplinado con una suspensión de clase por haber cometido algún acto indecente, malas palabras con frecuencia, o vulgaridad, interrumpir las actividades escolares, o deliberadamente desafiar la autoridad del personal escolar. Después de completar la visita a la clase y antes de salir del plantel escolar, los padres se reunirán con el director/la directora o con la persona responsable designada del director/directora.

TÍTULO IX: SE PROHÍBE LA DISCRIMINACIÓN POR MOTIVO DE SEXO. El Distrito hace un esfuerzo unido de cumplir con los reglamentos del Título IX. Conforme a la sección 86.9 del Título IX: "Salinas Union High School District no discrimina por motivo de género en los programas o en las actividades educativas que opera, y ninguna práctica de empleo discriminará por motivo de género."

Los procesos de agravios de acuerdo con los reglamentos del Título IX se han establecido en la forma de reglamentos del Distrito escolar. Los padres y los estudiantes que sientan que no los han tratado justamente en vista de los reglamentos del Título IX pueden ponerse en contacto con el Superintendente Adjunto de Recursos Humanos, 431 West Alisal Street, Salinas, Teléfono 796-7000.

EDUCACIÓN VOCACIONAL. El Distrito ofrece programas de educación vocacional para los estudiantes y no discrimina por razones de raza, color, origen nacional, género o incapacidad. Los procesos de agravios de acuerdo con las guías de la Oficina de Derechos Civiles han sido establecidos en la forma de Normas de la Mesa Directiva del Distrito 1312.3. Los padres y

los estudiantes que sientan que no los han tratado justamente en vista de las reglas pueden comunicarse con el Director Auxiliar, Centro ROP, 867 East Laurel Drive, Salinas, Teléfono 753-4209.

PROCEDIMIENTOS UNIFORMES PARA LA PRESENTACIÓN DE QUEJAS. La Mesa Directiva Escolar se compromete a proporcionar oportunidades de igualdad a todos los individuos en los programas educativos. El Distrito tiene la responsabilidad primordial de asegurar que se cumplan las leyes y los reglamentos estatales y federales que se puedan aplicar al caso, e investigará las quejas que alegan falta de cumplimiento con las leyes y los reglamentos pertinentes estatales y federales y/o quejas que alegan discriminación.

El Distrito investigará y seguirá los procedimientos uniformes de quejas de acuerdo con los reglamentos y los procedimientos del Distrito en responder a las quejas que alegan falta de cumplimiento con la ley estatal y federal o quejas que alegan discriminación ilegal dentro de los programas estatales o federales.

Se puede obtener un formulario de presentar una queja en la oficina central de la escuela o en la Oficina del Distrito. Se les anima a las personas que presentan la queja de tratar de resolver sus quejas directamente en la escuela o en su trabajo. La persona responsable del Distrito por recibir las quejas es el Superintendente Adjunto de Recursos Humanos. La persona que presenta la queja tiene el derecho de apelar a la decisión del Distrito ante el Departamento de Educación de California por medio de presentar una apelación por escrito dentro de los 15 días en que recibió la decisión del Distrito. La revisión de queja será completada dentro de un período de sesenta (60) días posteriores al recibo de la queja a menos que la persona que presentó la queja esté de acuerdo por escrito con una extensión del plazo. Los recursos de la ley civil pueden ser disponibles bajo las leyes estatales y federales de discriminación conforme al Código de Educación 262.3. Las copias de los procedimientos de quejas del Distrito están disponibles gratuitamente.

LEY DE AMERICANOS QUE TIENEN DISCAPACIDADES. (Reglamento de la Mesa Directiva Escolar 6164.6) El Distrito escolar ofrece servicios a los estudiantes que tienen discapacidades identificadas bajo la Sección 504. Los padres pueden mandar a su hijo/hija para tal identificación y consideración por medio del director/directora de la escuela. Bajo la Sección 504, el estudiante que tiene discapacidades es uno que: (a) tiene una incapacitación física o mental que substancialmente limita una actividad o mayores actividades de vida; (b) tiene historial de tal incapacitación; o (c) se considera que tiene tal incapacitación.

INFORME DEL CUMPLIMIENTO DE RESPONSABILIDAD ESCOLAR. El Informe del Cumplimiento de Responsabilidad Escolar es un informe que presenta información detallada sobre los maestros, los estudiantes, los resultados de las pruebas, las medidas de rendición de cuentas, el plan de estudios, los

edificios, las finanzas de la escuela y del distrito, y otros recursos. El Informe del Cumplimiento de Responsabilidad Escolar está en la página web del distrito escolar, Salinas Union High School District: www.salinas.k12.ca.us o una copia impresa puede ser proporcionada cuando solicitada en la oficina central del Salinas Union High School District o en la escuela.

NO DEJAR ATRÁS A NINGÚN NIÑO (NCLB, siglas en inglés para, *NO CHILD LEFT BEHIND*). Bajo las estipulaciones de la ley NCLB aprobada en 2001, los padres que tienen hijos en las escuelas identificadas como escuelas en Mejoramiento de su Programa Escolar (PI) tienen los siguientes derechos:

- a ser informados si su hijo/hija está en una clase impartida por un maestro que enseña con una licenciatura provisional por más de 4 semanas;
- solicitar información sobre la certificación académica y la especialización académica del maestro de su hijo/hija;
- si la escuela está en su Año Dos o más de escuela en mejoramiento del programa solicitar trasladarse a otra escuela en el Distrito que no sea escuela PI, si hay suficiente lugar en esa escuela; y
- si la escuela está en su Año Dos de escuela en mejoramiento del programa solicitar Servicios Educativos Suplementarios si su hijo/hija califica para tales servicios.

FAMILIAS EN TRANSICIÓN/SIN HOGAR. Los niños y jóvenes tienen igualdad de acceso a la misma educación pública gratuita, incluyendo la educación pública preescolar, como es ofrecida a otros niños y jóvenes. (42 USC 11431[1]). Si tienen vivienda incierta, temporalmente viven en un domicilio, o carecen de un domicilio fijo, las leyes federales y de California garantizan que sus hijos pueden inscribirse en su escuela anterior. (42 USC 11432[g][6][A][iv]). Si lo antes mencionado describe la situación de vivienda para tu familia, o si tú eres un estudiante que no reside con sus padres o tutor legal, favor de ponerte en contacto con la Oficina de Proyectos Especiales al 796-7000.

INTERVENCIONES Y APOYOS PARA COMPORTAMIENTO POSITIVO (PBIS). PBIS es una estructura o enfoque para ayudar al personal escolar con adoptar y organizar intervenciones de conducta basadas en evidencia para mejorar los resultados de conducta académica y social para todos los estudiantes. PBIS es un modo o forma orientada a la prevención para que el personal escolar desempeñe lo siguiente: (a) organizar prácticas basadas en pruebas (evidencia), (b) mejorar su implementación de esas prácticas, y (c) llevar al máximo los resultados de conducta académica y social para los estudiantes. PBIS apoya el éxito de TODOS los estudiantes. PBIS resulta en el desarrollo de estructuras para administrar la clase con eficiencia y para la disciplina de prevención escolar como medios de apoyar la enseñanza y el aprendizaje. Además, PBIS apoya el desarrollo de los procesos escolares en asegurar un clima o ámbito escolar positivo y seguro para llevar al máximo el éxito para todos los estudiantes.



SALINAS UNION HIGH SCHOOL DISTRICT
Directory Information Release Form

Under Federal and State law, school districts may share student directory information with authorized agencies. Pursuant to California Education Code, section 49073. SUHSD has identified the categories of information listed below as directory information that may be released to the officials and organizations named below (Board Policy/Admin Reg. 5125.1). Parents may request that the school principal limit the release of directory information or not release directory information at all. The request to withhold the student directory information must be renewed annually.

PLEASE READ AND COMPLETE THE INFORMATION RELEASE FORM AND RETURN IT TO YOUR SCHOOL PRINCIPAL. UNLESS THIS FORM IS RETURNED, YOUR STUDENT'S INFORMATION MAY BE RELEASED AS INDICATED.

----- Tear-Off -----

DIRECTORY INFORMATION RELEASE FORM

TO: _____
School Name

DATE: _____

Student name: (please print)			
Date of Birth:	Grade:	Student ID:	Telephone Number:
Address:		City:	Zip

***Student Directory Information**

- ☐ 1. I do not wish to release any directory information to any individual agency/organization.
OR
- ☐ 2. I do not wish to release any directory information to the agencies/organizations checked below.
- [] College/University Recruitment [] Employers [] Military Recruiters

Parent/Guardian Signature _____ Date _____

* *Directory information* means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (34 CFR 99.3; Education Code 49061), (SUHSD~AR 5125.1)

1. Name, address, phone number
2. Weight and height of athletic team members
3. Dates of attendance
4. Degrees and awards received
5. Most recent previous schools attended



SALINAS UNION HIGH SCHOOL DISTRICT
Formulario de Divulgación de Información del Directorio

Conforme a la ley Federal y Estatal, los distritos escolares pueden compartir la información del directorio estudiantil con agencias autorizadas. De acuerdo con el Código de Educación de California, la sección 49073. El distrito escolar, SUHSD, ha identificado las categorías de información enumeradas a continuación como la información del directorio que pueden ser divulgadas a los funcionarios y las organizaciones indicadas abajo. (Norma de la Mesa Directiva/Reg. Adm. 5125.1). Los padres pueden solicitarle al director/a de escuela de restringir la divulgación de información del directorio o que se prohíba divulgar la información del directorio. La petición para prohibir la divulgación de información del directorio estudiantil debe ser renovada anualmente.

POR FAVOR LEA Y COMPLETE EL FORMULARIO DE DIVULGACIÓN DE INFORMACIÓN Y DEVUÉLVALO A SU DIRECTOR/A DE SU ESCUELA. A MENOS QUE ESTE FORMULARIO SEA DEVUELTO, LA INFORMACIÓN DE SU HIJO/HIJA PUEDE SER DIVULGADA COMO INDICADO.

----- Cortar Aquí -----

FORMULARIO DE DIVULGACIÓN DE INFORMACIÓN DEL DIRECTORIO

A: _____
Nombre de la Escuela

Fecha: _____

Nombre del estudiante: (En letra de molde por favor)			
Fecha de Nacimiento:	Grado:	ID Estudiante:	Núm. de Teléfono:
Domicilio:		Ciudad:	Zona Postal:

***Información del Directorio Estudiantil**

- ☐ 1. No quiero divulgar ninguna información del directorio a ninguna agencia/organización individual.
O
- ☐ 2. No quiero divulgar ninguna información del directorio a ninguna agencia/organización indicada abajo.
- [] Reclutamiento Universitario [] Empleadores [] Reclutadores Militares

Firma del Padre/Madre/Tutor: _____ Fecha: _____

*La información del directorio significa la información contenida en un expediente de educación de un estudiante que no sería considerada generalmente perjudicial ni una intromisión de privacidad de lo divulgado. Tal información de estudiante incluye: (34 CFR 99.3; Código de Educación 49061), (SUHSD-AR 5125.1)

1. Nombre, dirección, y número de teléfono del estudiante.
2. Peso y estatura de estudiantes participando en equipos deportistas.
3. Fechas de asistencia.
4. Títulos y premios recibidos.
5. La escuela anterior más reciente asistida.

STUDENT/PARENT SIGNATURE FORM

Formulario de Firmas de los Padres/Estudiante

Student's Last Name/APELLIDO del Estudiante _____ First Name/Nombre _____ Grade Level/Grado _____

School/Escuela _____ Birthdate/Fecha de Nacimiento _____ Student ID/Número-Identidad de Estudiante _____

We have received the "Notification of Parents' Rights and Responsibilities" and have read and discussed the contents of it including the Attendance Policy and the Student Behavior Manual (noticed per E.C. 35291). We understand that no student may enroll until this form is signed and returned to the school. *(Nosotros hemos recibido la "Notificación de los Derechos y las Responsabilidades de los Padres" y hemos leído y hablado del contenido de esta información incluyendo las Reglas de Asistencia y el Manual de Conducta de los Estudiantes (notificado según C.E. 35291). Nosotros entendemos que ningún estudiante puede inscribirse en la escuela hasta que este documento sea firmado y regresado a la escuela.)*

We have also received and have read and discussed the Internet Acceptable Use Policy. We understand and agree to the parameters for student participation in the use of the internet via the Salinas Union High School District's computers and network. *(Nosotros también hemos recibido las Reglas de Usos Aceptados del Internet y hemos leído y hablado de estas reglas. Nosotros entendemos y aceptamos las guías y reglas para que el estudiante use el internet en las computadoras y las redes del Salinas Union High School District.)*

Date/Fecha

Student Signature: _____
Firma del Estudiante

Mother/Guardian Signature: _____
Firma de la Madre/tutora

Father/Guardian Signature: _____
Firma del Padre/tutor

Telephone Number: _____ Home: _____
Número telefónico Hogar

Work (Mother): _____
Trabajo (Madre)

Work (Father): _____
Trabajo (Padre)

Email Address (*Dirección de Correo Electrónico*): _____

Emergency Name (*Nombre de emergencia*): _____

Telephone (*Teléfono*): _____ Relationship (*Parentesco*): _____

NOTE: The above signatures may be used to verify the validity of notes submitted to the school.
(NOTA: La escuela usará las firmas de arriba como comprobantes para verificar las notas entregadas a la escuela.)

No student may enroll until this page has been signed and returned to the school.
(Ningún estudiante puede matricularse hasta que se firme y se regrese este documento a la escuela.)



Salinas High School
Agriculture Department and FFA
726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Mrs. Lindsay Almond and Ms. Rachel Martinez

**Proficiency Standards for
Program Completers**

Agriculture Biology

Student has completed courses of study and practice in Agriculture Biology and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic FFA Information & Knowledge
- _____ Has completed necessary Record Book pages and are on file
- _____ Scientific Method
- _____ Cell Parts & Functions
- _____ Photosynthesis
- _____ DNA
- _____ RNA
- _____ Meiosis
- _____ Mitosis
- _____ Mendel's Laws
- _____ Punnett Squares
- _____ Random Segregation
- _____ Natural Selection
- _____ Endocrine System
- _____ Bacteria & Viruses
- _____ Biological Diversity
- _____ Ecosystems
- _____ Animal Biology

Example of a Course Proficiency Standards for Students to Meet



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Certifying Instructor

Course Grade

Date

Agriculture Biology

- A. Basic FFA information and knowledge.
 - I. Be able to identify important dates in FFA history.
 - II. Be able to identify the correct colors of the FFA.
 - III. Be able to identify the 6 parts of the FFA emblem and what they stand for.
 - IV. Be able to identify the 3 circle model for agriculture education.
 - V. Be able to describe what a SAE is and have acceptable plans for a SAE
- B. Has complete necessary Record Book pages and are on file.
 - I. Be able to complete the cover, introduction, business agreement, calendar, and activities pages.
 - II. All completed books are on file in the ag. Department.
- C. Scientific Method
 - I. Be able to identify the 6 steps of the Scientific Method.
 - II. Be able to identify an example and use it for all 6 steps.
 - III. Demonstrate an understanding of why the Scientific Method is important.
- D. Cell Parts & Functions
 - I. Be able to identify the 6 steps of the Scientific Method.
 - II. Be able to correctly identify structures on a diagram.
 - III. Demonstrate an understanding of cell transport.
- E. Photosynthesis
 - I. Be able to identify the equation for photosynthesis.
 - II. Be able to identify the inputs and outputs for photosynthesis.
 - III. Be able to identify the importance of photosynthesis
- F. DNA
 - I. Be able to identify what DNA stands for.
 - II. Be able to understand how DNA replicates.
 - III. Be able to identify what DNA is responsible for.
- G. RNA
 - I. Be able to identify what RNA stands for.
 - II. Be able to understand how transcription works.
 - III. Be able to identify the different types of RNA.
 - IV. Be able to identify what RNA is responsible for.



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H. Meiosis

- I. Be able to identify the stages of meiosis.
- II. Be able to identify the end product of this process.
- III. Differentiate between mitosis and meiosis

I. Mitosis

- I. Be able to identify the stages of Mitosis I and Mitosis II
- II. Be able to identify the end product of this process.

J. Mendel's Laws

- I. Demonstrate an understanding for Mendel's various laws.
- II. Be able to discuss how Mendel's experiments have led to different scientific discoveries.

K. Punnett Squares

- I. Be able to identify the importance of Punnett Squares.
- II. Be able to complete a Punnett Square.
- III. Be able to identify the difference between dominant and recessive alleles.
- IV. Be able to make inferences about probable offspring using Punnett Squares.

L. Random Segregation

- I. Be able to describe what random segregation is.
- II. Be able to discuss how random segregation affects populations.

M. Natural Selection

- I. Be able to identify who Charles Darwin was and what he discovered.
- II. Be able to describe what natural selection is.
- III. Be able to discuss how natural selection affects populations.

N. Endocrine System

- I. Be able to identify the various organs that make up the endocrine system.
- II. Be able to label the organs on a diagram.
- III. Demonstrate an understanding of the roles of the organs in the endocrine system.

O. Bacteria & Viruses

- I. Be able to identify the differences between bacteria and viruses.
- II. Demonstrate an understanding of how to prevent getting bacterial infections and viruses.
- III. Be able to discuss how they infect the body of an organism.
- IV. Be able to discuss the structure of bacteria viruses.



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P. Biological Diversity

- I. Demonstrate an understanding of how biological diversity benefits a population.
- II. Be able to draw a food web and describe how it works.

Q. Ecosystems

- I. Be able to create an example of an ecosystem.
- II. Demonstrate an understanding of the importance of different relationships in various ecosystems.

R. Animal Biology.

- I. Be able to identify the different parts of a pig, lamb, beef animal and horse.
- II. Be able to discuss and label the different digestive system of swine, sheep, beef and horses.
- III. Be able to identify at least ten different breeds of swine, sheep, beef and horses.



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

LINDSAY ALMOND

is hereby awarded a

Clear Single Subject Teaching Credential: Renewal

AUTHORIZED SUBJECT(S):

Agriculture

SUBJECT MATTER AUTHORIZATION(S):

Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 07/01/2014 to 07/01/2019

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

LINDSAY ALMOND

is hereby awarded a

Clear Single Subject Teaching Credential: Added Authorization

*AUTHORIZED SUBJECT(S):
Agriculture, Physical Education (Examination)*

*SUBJECT MATTER AUTHORIZATION(S):
Agriculture, Physical Education (Examination)*

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 07/01/2015 to 07/01/2019

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

RACHEL MARTINEZ

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): New Credential Type

AUTHORIZED SUBJECT(S):

Agriculture

SUBJECT MATTER AUTHORIZATION(S):

Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 07/02/2015 to 08/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

RACHEL MARTINEZ

is hereby awarded a

Preliminary Single Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):

Agriculture

SUBJECT MATTER AUTHORIZATION(S):

Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 07/02/2015 to 08/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

Mission Trails Regional Occupational Program
Floristry/The Art and History of Floral Design Advisory Meeting
Advisory Committee Meeting - Wednesday, October 16, 2016
Held at Swenson & Silacci Flowers

Members Present:

Kyle Robinson (Instructor)
Tiffany Garza (Instructor)
Stephanie Serna (Instructor)
Lindsay Almond (Instructor)
Fred Cuevas (Matranga Wholesale Florist)
Ginnie Gerberick
Shelly Berg
Tony Caldera
Karisma Trujillo
John Bagnau
Michelle Farley (Administrator/Counselor)
Nancy Renteria (ROP Coordinator)

The meeting was called to order at 5:35 p.m. by Kyle Robinson. Introductions were made and the purpose of the meeting was stated for the Fall 2016 Advisory Meeting. Minutes from the Spring 2016 meeting were read. Ginnie Gerberick motioned to approve the minutes as presented and it was seconded by Lindsay Almond. Motion was carried.

Review of Course Sequence:

NSHS/ROP currently offer The Art and History of Floral Design for two periods a day and Floristry for four periods a day. Soledad/ROP offers The Art and History of Floral Design for 5 periods a day. Everett Alvarez offers 2 sections of The Art and History of Floral Design. Reviewed Curriculum

Review of Labor Market:

Current pay rate is \$ 10.50 per hour to start. Looks like a better year.

Each Course Outline in the Pathway:

Juniors and Seniors can take Floral classes at NSHS and Soledad. Floral classes at Everett Alvarez are designed for sophomores due to the academy design. Salinas High School gives priority to Juniors and Seniors, but has some sophomores enrolled.

Hours of Instruction:

Instruction should be at 180 hours for 1 hour students and at 360 hours for 2 period students.

Methodology:

Following district initiatives. Common Core, Gradual Release of Responsibility, and Constructing Meaning. Students receive knowledge tests and project based learning as well.

Review of Relevant Data:

Soledad has 236 students roughly. NSHS has roughly 92 students, SHS has 27 students and Everett Alvarez has roughly 48 students. Next years numbers are all projected to rise based on current master schedule.

Review of Industry Certifications - ICEV program discussed.

New Certification require: Motion: Recommended new Textbook by Shelley Berg

Second: Karisma Trujillo
Motion was Carried

Number of Completers and Graduates: Office will provide.

Review of Textbook and Instructional Materials:

MTROP has the Art of Floral Design and Personal development of Life and Work. Use of videos and industry publications are used in both classrooms. No motion was necessary. Travis Wyrick has a single copy of the newest edition of The Art of Floral Design and Personal Development of Life and Work.

The Committee has decided to adopt a new textbook for the 2017 - 2018 school year. The Principles of Floral Design By Pat Diehl and James M. DelPrince, published by Goodheart Wilcox Publisher.

Review of Equipment Needs:

Salinas High School would like Supplies and a budget. EAHS is in need pf 4 tables.

Motion: Fred Cuevas
Second: John Bagnau
Approved: Motion Carried

Motion to Support Curriculum for the pathway:

Motion: Fred Cuevas
Second: John Bagnau
Approved: Motion Carried

Discuss the need for training in the area/duplication of effort: No duplication

Employment Opportunities:

Schools should contact all floral shops to discuss job shadowing possibilities for all students and possible internships. There are opportunities for community classroom spots at Swenson's. They will come to NSHS classroom to discuss.

Other Business:

Shelly from Swenson's was us to take more advantage of their support.

Date and Time of next meeting: TBD Date to be in March. (not the 6th or 7th)

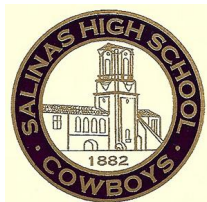
Location - Swenson & Silacci Flowers - 5:30 p.m.

Meeting adjourned: Michelle Farley

Seconded by: Tiffany Garza

Motion: Carried

Meeting Adjourned: 7:15p.m.



Salinas High School

Agriculture Department and FFA

726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Mrs. Lindsay Almond and Ms. Rachel Martinez

Chapter Budget

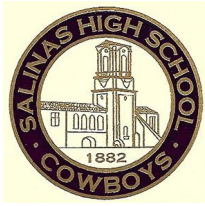
SHS FFA CHAPTER BUDGET 2016-2017				
DATE: JULY 1, 2016 TO JUNE 30, 2017		TOTAL OPENING	BALANCE	\$
DATE	ESTIMATED INCOME (SOURCE , USE, PURPOSE)	BUDGETED		ACTUAL
8/13/16	Tanimura and Antle Day	\$2,000		\$1,200
8/25/16	Rita's	\$2,000		\$2,000
10/26/16	Greenhand Auction	\$3,000		\$3,000
10/14/16	Gizdich Pie Fundraiser	\$1,500		\$2,000.00
12/12/16	Chapter T-Shirts	\$0		\$587

COMMITTEES, EVENTS, ETC (SUB-ACCOUNTS)				
ROP Farm				
11/6/16	Applebee's Pancake Breakfast	\$1,500		\$900
	Fair Supplies	\$300		
	Farm Supplies	\$400		
	Livestock Show Team Shirts			
	Floral	\$3,200		
	Halloween Floral Arrangements			
	Thanksgiving Floral Arrangements			
	Livestock			

12/1/16	Swine	\$8,550	\$8,550
	Beef	\$0	\$0
	Sheep/ Goats	\$0	\$0
	Miscellaneous Stock...	\$0	\$0
	Veterinary Science Team		
	Vet Fee-Travel, registration, materials	\$0	\$600

DATE	ESTIMATED EXPENSES (DESCRIBE)	BUDGET ED	ACTUAL	DATE UPDATED
Annual	FFA Meetings	\$700		
Annual	CATA advisors	\$200		
5/31/17	Top 20 trip	\$680		
Annual	Miscellaneous supplies	\$300		
	Elementary Day	\$250		
5/25/16	Monterey Bay Section Dues	\$100	\$100	
5/25/16	Sectional Events	\$150		
5/25/16	Officer Polos	\$292	\$292	
	COLC	\$140	\$140	
	Aggie Prom (2018)	\$300	\$0	
	Scrapbook	\$200		
1/9/16	Conference Scholarships	\$200	\$400	
	Hockey Game	\$200		
12/5/16	Chapter T-Shirts	\$300	\$587	
	Movie Night	\$100		
	COMMITTEES, EVENTS, ETC (SUB-ACCOUNTS)			
10/24/2016	GREENHAND WEEK			
	Bowling (Greenhand Week)	\$300	\$250	
	Greenhand Week Misc. (Pins, decorations, pizza)	\$200	\$200	
	Supplies	\$0	\$140	
2/21/2017	NATIONAL FFA WEEK			
	National FFA Week Lunch	\$200		
	National FFA Supplies	\$75		
	BANQUET			
	Banquet Awards, decorations	\$500		
	Misc. FFA			
11/3/16	Station Markers	\$250	\$229	
	Jacket Scholarships	\$120		
	Veterinary Science Team			
	Vet Supplies	\$300	\$110	
	Registration	\$0	\$367	

[illegible]



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Articulation Agreements

At this time, Salinas high does not have an articulation agreement. We have had multiple meetings and discussions with Hartnell College, but no specific avenues have been explored. We will continue to meet with the new Agricultural Director and include them on our advisory committee so that we can further this venture until we have established articulation agreements.



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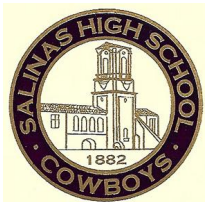
Agriculture Teachers and FFA Advisors: Mrs. Lindsay Almond and Ms. Rachel Martinez

Graduate Follow- up

The department does not have a system in place to track and/or survey or graduates.

We have entered information for the students that we do know their status in CalAgEd.org

We plan to use Google Forms to create a survey of all graduates for the 2017 School Year.



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Current Work Placement Sites for Students

All Pets Animal Hospital
Dole
Grower's Express
Main Street Veterinary Clinic
Salinas Fire Department
T & A
The Farm Produce Stand and Agritourism Site
The Feed Trough
Zio Brand Meats and Sausages
Star Market- Butcher
Mc Shanes Landscaping

Leadership Development

Career Development Events:

- Public Speaking
 - Prepared Public Speaking
 - Extemporaneous
 - Impromptu
 - FFA Creed
- Veterinary Science CDE Team
- Job Interview CDE

Leadership Conferences:

- Greenhand
- Made For Excellence
- State FFA Convention
- Advanced Leadership Academy
- Chapter Officer Leadership Conference

Fairs:

- Monterey County Fair
- Salinas Valley Fair



Salinas FFA

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



Salinas H.S Agriculture
Department

726 S. Main Street
Salinas, CA 93901

For More Information about the program
please contact Rachel Martinez at
Rachel.martinez@salinasuhd.org

Salinas High School Agriculture



Salinas FFA





Agricultural Courses

Agricultural Biology (UC): This course has an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills. FFA and SAEP are integral parts of the curriculum.

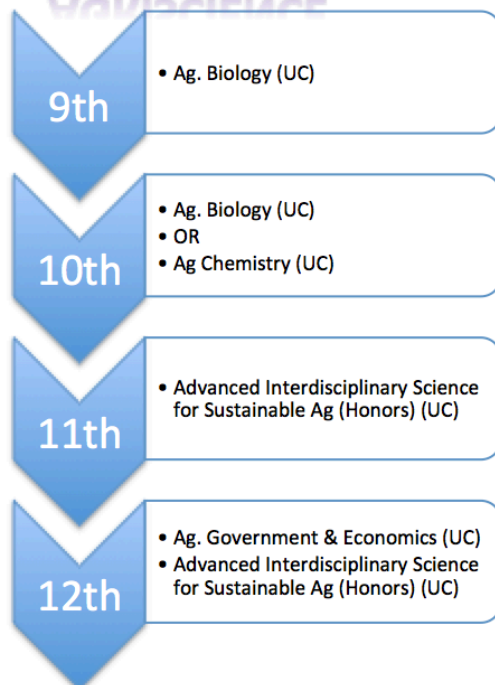
Agricultural Chemistry (UC): This lab-based course is aligned to the California Content Standards for Chemistry and will include an agricultural component. This course studies the composition and behavior of matter. Atomic and molecular structure; conservation of matter and stoichiometry; chemicals and their properties; and nuclear processes are studied.

Agricultural Mechanics 1-2: This course will cover: general equipment and shop safety practices, selection and use of hand and power tools, project planning with materials, oxy-acetylene and arc welding, basic concrete work, basic electrical wiring, and principles of carpentry. Career awareness, FFA achievement programs, and supervised project program opportunities will also be studied. Practical experience will be gained through student completion of selected projects related to study areas.

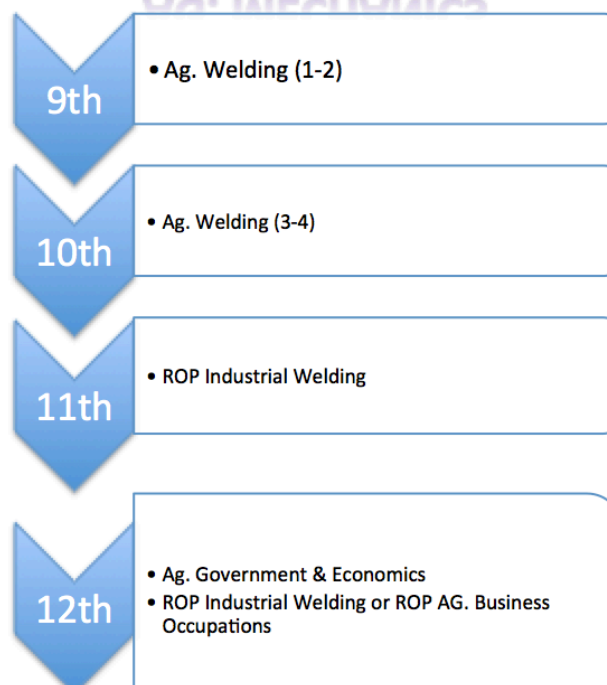
Advanced Interdisciplinary Science for Sustainable Agriculture (Honors): This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments 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.

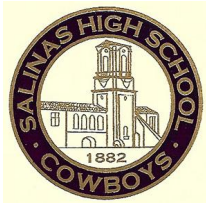
SHS Career Pathways in Agriculture

AGRISCIENCE



AG. MECHANICS





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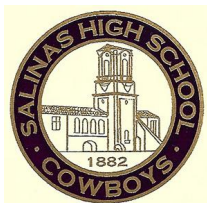
Recruitment Activities & Materials

FFA Booth & Boosters Booth at Salinas High Back to School Night
FFA Booth & Boosters Booth at Salinas High Open House
Pancake Breakfast at Salinas High Craft Fair
Parade of Lights
National FFA Week

Future Goals:

Ag leadership students to put together presentations to be given to local
Junior High Science classes.

Outreach day planned for the local Elementary and feeder Middle Schools



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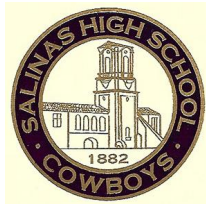
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Staff in Service Record

<u>Teacher</u>	<u>Section</u>	<u>R-Fall</u>	<u>R-Spring</u>	<u>Road Show</u>
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CATA Meeting

Almond	A,J,M,M	<input type="checkbox"/>	<input type="checkbox"/>	X
Martinez	A,O,J,M,M	<input type="checkbox"/>	<input type="checkbox"/>	X



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SHS Ag Department Meeting Agenda

Aug 9, 2016

Buena Vista School Farm and SHS

R. Martinez, L. Almond, H. Mariscal

Agenda

Calendar

Dates

Supervision

Costs

Chart of Responsibilities

Budgets

Open PO's

Encumbered is 2873.51

Question is where and if any open invoices/orders (per Joe maybe yes)

Total outstanding from last year is 3677.22

$367.22 - 2873.57 = 803.71$ To be spent ASAP

South Coast Region Grant

Carry over amount of 7785.42

2016-2017 is 28,00 for Science and 28,000 for Mech

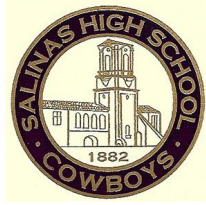
Questions are: what about other classes floral, animal science, etc?

Ipads

Farm

Greenhouse

Advisory Meeting



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Other???



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SHS Ag Department Meeting Agenda

Aug 9, 2016

Buena Vista School Farm and SHS

R. Martinez, L. Almond, H. Mariscal

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Advisory Meeting

Other???



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Advisory Committee Meeting Agendas



Advisory Committee Project Review

Quality Criteria 6

Synopsis

An Advisory Committee is a required component of a comprehensive Agriculture Program. The committee serves as the program's link to the community and helps guide the school in curriculum and industry trends. The committee becomes a place for advice and advocacy for the school.

The Salinas Agriculture Department will create a functioning Advisory Committee for the 2017-2018 school year. The committee will consist of agriculture industry partners and will be approved by our school's administration.

Background and Need

The Salinas High Agriculture Advisory Committee consisted of one member from the community, my teaching partner, and myself. That was in 2015, when I first began teaching. The committee was not effective and our one true advisory member was a parent who a conflict of interest. My teaching partner left in January 2016 and the Advisory Committee was now my responsibility. My assistant principal, Hugo Mariscal, and I set forth to create a committee that could help me advocate for our program.

Rationale

The Salinas High School Agriculture program is required to have an Advisory Committee by the Career Technical Education Department and to receive funds from the Agriculture Incentive grant. Mission Trails ROP oversees each Agriculture Department in the Salinas Union High School District, and they require two meetings a year with an advisory committee. The minutes must be sent to the ROP secretary.



Currently, Salinas High School does not have a functioning Advisory Committee to meet the requirement of the Agriculture Incentive Grant. The lack of an Advisory Committee has put us in jeopardy of losing our funding from AIG but also from Mission Trails ROP.

Current Requirements for Quality Criteria 6

6A. The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".

6B. The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)

6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes

- * Job Market Description * Targeted Occupations
- * Total Program Goals & Objectives * Program Description - Courses, SAE, FFA
- * Course Subject Matter Outlines * Program Completion Standards
- * 5 Year Facility & Equipment Acquisition * Current Year Budget
- * Graduate Follow Up* List of Active placement Sites

6D. The contact information of the Advisory Committee Chair has been provided on the cover of this checklist

Possible District Concerns

My administration and district support me creating an advisory board.

Projected Costs



None

Timeline and Tasks

April-May 2017	Nominations from community, administration, and current instructors
July 2017	First Advisory Committee Meeting Executive Board Nominated Approval of Constitution and By-Laws New members
September	Second Advisory Committee Meeting
February	Third Advisory Committee Meeting
April	Fourth Advisory Committee Meeting
May	Annual Perkins Meeting held at ROP for all industry sectors and a member of their advisory committee. Kelly and I will attend with our wish list.

Reflection

At the end of the 2017-2018 school year I am please with the progress I have made with my programs Advisory Committee. As of now, I have committee members in the target areas I listed in my project proposal. In the area of horticulture, Juan Bautista was nominated for the committee and accepted. He is employed by Quiedan Company, an agricultural structure company that specializes in hoop houses. Quiedan Company is global, with offices in New Zealand and China. Their headquarters are located in Salinas, CA.



Kelly Violini and Alyssa Wygal are both valuable members to the committee and specialise in Agriculture Communications. Kelly is the CEO of Monterey County Fair and Alyssa works under her. They are both Salinas natives and Alyssa is alumni of Salinas FFA. I am thankful for their help this year. They have played a critical role in helping me create an advisory committee.

I was unsuccessful in finding an agriculture mechanics representative for the 2017-2018 school year that could commit to attending our meetings. The Salinas Agriculture program has three sections of agriculture mechanics and welding, and we need the guidance of someone in industry. My goal is to have Mr. Zook of El Camino to become an active member of the committee for the 2018-2019 school year. He brings over forty years of expertise to our school and our welding teacher has built a relationship with his this past year. He has been on the committee previously but hasn't been able to attend meetings.

Next year I will be utilizing Doodle Poll to schedule our meetings. It has been a struggle to find a day and a time that works for everyone. By utilizing Doodle Poll I will be able to accommodate more committee members. I also will be creating a page on our Salinas FFA website to post current Advisory Committee agendas and meetings.

This past school year I have meet with my committee four times, and we have accomplished several main tasks. The biggest accomplishment was the approval of new welders for the shop and the blessing to build new welding booths. Kelly plays such a crucial role in the committee, I couldn't have done it without her. She helps keep the committee organized and focused. Kelly and I meet with the director of ROP and CTE, Dr. Glenn, and helped secure a more transparent budget for the 2018-2019 school year. We previously only received \$300 to Office Depot to fund Floral and Animal Care courses. The increase in funding is a pivotal turn for our program. We went from no funding to funding from Mission Trails and Salinas High. The 2018-2019 school year will be the first school year we don't have to scrape by for the welding and agricultural mechanics courses.



Salinas High School Ag. Advisory Committee Meeting
July 7, 2017 6:00 PM
Salinas High School Ag Department

The purpose of The Agriculture Advisory Board is to bridge the gap between the program and industry standards regarding curriculum and equipment. The Advisory Board is the program's advocate when needed.

Excerpts from CTE Advisory Handbook for Ag Advisory Boards

5. Understanding of Responsibility

- 5.1 Of greatest importance is that the committee is *only* advisory in character.
- 5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
- 5.3 It has no administrative or policy forming power.
- 5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Functions and Duties of Advisory Committees

- 1. Help to determine what type of Career Technical Education program is offered.
- 2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production Career Technical and agri-industry occupations.
- 3. Help the instructor establish curriculum that has a hands-on, technological approach.
- 4. Help attract and encourage qualified/capable students into the Career Technical Education program.
- 5. Help in recruiting and providing opportunities for special-needs students.



6. Help to evaluate the effectiveness of the Career Technical Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the CTE department of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and the CTSO. or other youth programs.
10. Help unify the activities of the Career Technical Education program with those of other groups and agencies interested in Career Technical Education.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting workplace learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the Career Technical industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning Career Technical and Career Technical occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.



18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Salinas High School Ag. Advisory Committee Meeting Agenda and Minutes

I. Introduction

- a. Administration
 - i. Mr. Hugo Mariscal- Assistant Principal overseeing Ag
- b. New Committee Member
 - i. Dr. Alex Eastman of Steinbeck Equine Veterinary Hospital
 - ii. Juan Bautista of Queden Company
 - iii. Jeff Rianda of Gonzales Irrigation
- c. Guest

II. New Business

- a. Chair Nominations
 - i. Bill Hammond- Chair
 - ii. Kelly Violini- Co Chair
 - iii. Alyssa Wygal- Secretary
 - iv. Rachel Martinez- Advisor
- b. Funding Review
 - i. Formula Funds from SHS- \$0 (Possibly \$4500)
 - ii. AIG- The purpose of AIG is to supplement funding from school
 - iii. Approved by the District and School Board
 - 1. Dept. Head completes application → reviewed by District→ submitted to School Board for approval→ Gift Letter of Allocation in October
 - iv. 2016-2017 Actual \$8800→ funded all classes
 - v. 2017-2018 Applied for \$10,244→ 75% allocation in October
 - 1. Funds classes
 - 2. Matching Funds from school? Perkins (used to purchase welders) / Formula Funds
 - vi. South Coast Region Grant- Not related to AIG
 - vii. See attached.
 - viii. A 4x4 Truck will be purchased from the Capital Outlay money.
 - ix. Approval process



1. Dept Head completes Capital Outlay form or PO → Grant coordinator → District Finance → Approved
 - x. Specialized AIG grant can be used to fund specific projects
 - xi. Greenhouse
 - xii. Farm
 - xiii. Equipment purchased from Perkins funding must be recommended by the Advisory Board
- c. Approval of By-Laws, Constitution, and Charter
 - i. Review of materials
 - ii. Questions
 - iii. Vote- 7-0 Passed
 - iv. Will review By-Laws when needed
 - v. Charter will be sent to administration
- d. Education Pathways
 - i. This year we will be reviewing our pathways with ROP to fill in an gaps.
 - ii. Their goal is to have more program completers
- e. Review Committee Roster
 - i. Brainstorm additions to the committee
- f. Wish List
 - i. CNC Machine- will need training (Oregon in October)
- g. Task Force
 - i. Executive team will schedule a meeting with our new principal, Mrs. Duethman.

III. Next Meeting

- a. September 18th 2017

IV. Any other Items for Discussion

- a. A thank you from Rachel Martinez
- b. Advisory handbooks passed out



*Salinas High School Ag. Advisory Committee Meeting
September 18, 2017 6:00 PM
Salinas High School Ag Department*

I. Introductions

- a. Advisors
 - i. Rachel Martinez
 - ii. New teacher Chris Evans
- b. Committee Members
 - i. Chair- Bill Hammond
 - ii. Kelly Violini
 - iii. Kim Guib
 - iv. Alyssa Wagal
- c. Administration
 - i. None present

II. New Business

- a. Classes being taught this year
 - i. Reduction in science classes due to counselor issues
 - ii. Martinez- 2 sections sustainable ag, 1 section soil chemistry, 1 section advanced ag honors, 1 section Ag gov. econ
 - iii. Evans- 1 section floral, 2 welding, 2 ag mech
- b. New in the program
 - i. New improvements to the farm
 - 1. Rachel worked with the Ag Booster club to build a new exercise arena at the farm.
 - 2. Chicken enterprise and showing chickens at fairs
- c. Fundraising ideas
 - i. CNC machine projects
 - ii. Fair auction projects for SVF
 - iii. Community events
 - 1. T & A Day
 - 2. Fa La La
 - iv. AIG grant



1. Classroom supplies
 2. Fuel for leadership events, conferences, contests
 - d. Grant Update
 - i. A new livestock trailer was purchased and is still at transportation waiting in tags
 - ii. \$35,000 left in Ag Mechanics Capital Outlay
 1. Mr. Beard recommended buying a 4X4 truck and selling the old truck
 - iii. Science Capital outlay will be used to purchase a new scale
 1. New microscopes and Vernier equipment were purchased for ag science classes
 - e. Open House
 - i. Advisory members suggested showcasing the shop and hosting an Open House event during our Greenhand Auction in October
 - ii. Parents and community members will be invited and Chris will create a shop wish list.

III. Next Meetings

- a. November 13th
- b. February 12th
- c. April 9th

IV. Any other Items for Discussion

- a. Recruitment was a serious issue last year. Counselors did not recruit or mention ag science classes to incoming freshman because they thought we were going “integrated”.
 - i. Salinas FFA will do their own recruitment this year in January and visit the feeder middle schools.
 - ii. Kelly made us brochures to bring
 - iii. Due to lack of recruitment Rachel was forced to teach Ag Gov and was not told of this decision. She found out while looking on a board in the office in late May.
 1. At what point was administration going to ask or tell Ms. Martinez about the schedule change?
 2. The lack of communication is not healthy and will be brought up to Mr. Mariscal.
- b. Ag Mech and Welding Flow



- i. We need to sequence the classes so students are more prepared for welding.
- ii. Students should take AG mech 1-2 before moving on.
- iii. We will be having a discussion with counselors regarding this matter and revising our flow charts.
- iv. The board will approve our course sequence at our next meeting.



Salinas High School Ag. Advisory Committee Meeting
February 12, 2018 @ 6:00 PM
Zeph's, Salinas

V. Introduction

- a. Administration
 - i. None presents
- b. New Committee Member
 - i. None Present
- c. Guest

VI. New Business

- a. Update on Current Classes/Program
 - i. ROP is currently working with the department to update our course pathways and add an Ornamental Horticulture class for 2018-2019
- b. Education Pathways
 - i. Ag Mechanics will now be a two course pathway
 - 1. Ag welding disappeared
 - ii. This will cause funding issues through AIG
 - iii. Must have 3 courses
 - iv. Chris, Rachel, and Kelly are setting up a meeting with Mrs. Glenn to talk about our options
- c. Budget
 - i. Salinas High will be granting us a spending budget through formula funds for next year
 - ii. Rachel submitted a dream budget to Mrs. Duethman and is waiting to hear back
- d. Grants
 - i. The CCPT grant is over this year
 - ii. Chris is spending the rest of the Ag Mechanics money
 - iii. Rachel spent the rest of the fund on new Venier software for the Ag sciences
- e. Open House
 - i. April 15th we will be holding our first open house for the community



- ii. Kelly and the booster club will be BBQing and Rachel will be in charge of the showmanship dress rehearsal
 - iii. CHris will bring SAE projects to put on display
 - f. Review Committee Roster
 - i. Brainstorm additions to the committee
 - g. Wish List
 - i. CTE Perkins meeting still has not been scheduled but we will be prepared with a wis list and quotes
 - h. Fundraising
 - i. Nothing new
 - i. Task Force
 - i. Letter to Mrs. Duethman regarding course pathways
- VII. Next Meeting
 - a. April 9th
- VIII. Any other Items for Discussion



Salinas High School Ag. Advisory Committee Meeting
April 9, 2018 @ 6:00 PM
Zeph's, Salinas

- IX. Introduction
 - a. Administration
 - b. New Committee Members
 - c. Guest
- X. New Business
 - a. Open House
 - i. Finishing touches
 - ii. All 4-H programs and feeder Middle Schools have been invited
 - iii. Ag Boosters is donating money so we can give out free food
 - iv. 4-H donated their left over sausage and supplies from their BBQ
 - b. Perkins Annual Meeting
 - i. Emailed Mrs. Glenn and the date still has not been set
 - ii. Wish list will focus on the welding shop
 - 1. We need new power tools and a storage pod for behind the shop
 - 2. Metal gets ruined from being out in the elements
 - c. AIG budget review for next year
 - i. Committee review AIG application and no changes need to be made
 - ii. Rachel is waiting for the 2018-2019 application to become available to update the form
 - d. Task Force
 - i. Kelly is getting a quote for a rolling gate at the farm and looking into security cameras
- XI. Next Meeting
 - a. 2018-2019 School Year
- XII. Any other Items for Discussion



New Budgets from Mission Trails ROP

Mission Trails Regional Occupational Programs
867 East Laurel Drive
Salinas CA 93905

To: Christopher Evans
From: Dr. Ivonne Glenn
Date: May 21, 2018
Subject: CTE/ROP Proposed Allocations for 18/19 School Year

As part of the district the following allocations for Ag Mechanics Technology Courses has been allocated to you for this 18/19 School Year.

A. INSTRUCTIONAL MATERIALS/EQUIPMENT

Equipment/Instructional Materials

Equipment: \$3000

Equipment should be requested in Google Doc's

["ROP/CTE Materials/Supplies Request 2018-19"](#)

Open PO's: Office Depot **\$300-** email Order to Karla Mejia

Conferences requested should be specifically related to your CTE Pathway

B. PROFESSIONAL/CURRICULUM DEVELOPMENT

2 Curriculum Development Days- Location-Mission Trails ROP

1 CTE Conference

["Travel Request Form 2018/19"](#)

*Recommended for CPA funded courses to use their CPA funds for Professional Development
Conferences*

[CTE Calendar for Professional Development 2018](#)

ALL PURCHASE ORDERS RECEIPTS ASSOCIATED WITH THESE CTE ALLOCATIONS
MUST BE TURNED IN TO THE ROP CENTER TO KARLA MEJIA.

Mission Trails Regional Occupational Programs
867 East Laurel Drive
Salinas CA 93905

To: Christopher Evans
From: Dr. Ivonne Glenn
Date: May 21, 2018
Subject: CTE/ROP Proposed Allocations for 18/19 School Year

As part of the district the following allocations for Ornamental Horticulture Technology Courses has been allocated to you for this 18/19 School Year.

A. INSTRUCTIONAL MATERIALS/EQUIPMENT

Equipment/Instructional Materials

Equipment: \$2000

Equipment should be requested in Google Doc's

["ROP/CTE Materials/Supplies Request 2018-19"](#)

Open PO's: Office Depot **\$150-** email Order to Karla Mejia
Matranga Floral **\$500-** email Order to Karla Mejia

Conferences requested should be specifically related to your CTE Pathway

B. PROFESSIONAL/CURRICULUM DEVELOPMENT

2 Curriculum Development Days- Location-Mission Trails ROP

1 CTE Conference

["Travel Request Form 2018/19"](#)

*Recommended for CPA funded courses to use their CPA funds for Professional Development
Conferences*

[CTE Calendar for Professional Development 2018](#)

ALL PURCHASE ORDERS RECEIPTS ASSOCIATED WITH THESE CTE ALLOCATIONS
MUST BE TURNED IN TO THE ROP CENTER TO KARLA MEJIA.

Mission Trails Regional Occupational Programs
867 East Laurel Drive
Salinas CA 93905

To: Rachel Martinez
From: Dr. Ivonne Glenn
Date: May 21, 2018
Subject: CTE/ROP Proposed Allocations for 18/19 School Year

As part of the district the following allocations for Animal Science Technology Courses has been allocated to you for this 18/19 School Year.

A. INSTRUCTIONAL MATERIALS/EQUIPMENT

Equipment/Instructional Materials

Equipment: \$1950

Equipment should be requested in Google Doc's

["ROP/CTE Materials/Supplies Request 2018-19"](#)

Open PO's: Office Depot **\$150-** email Order to Karla Mejia

Conferences requested should be specifically related to your CTE Pathway

B. PROFESSIONAL/CURRICULUM DEVELOPMENT

2 Curriculum Development Days- Location-Mission Trails ROP

1 CTE Conference

["Travel Request Form 2018/19"](#)

*Recommended for CPA funded courses to use their CPA funds for Professional Development
Conferences*

[CTE Calendar for Professional Development 2018](#)

ALL PURCHASE ORDERS RECEIPTS ASSOCIATED WITH THESE CTE ALLOCATIONS
MUST BE TURNED IN TO THE ROP CENTER TO KARLA MEJIA.

Mission Trails Regional Occupational Programs
867 East Laurel Drive
Salinas CA 93905

To: Rachel Martinez
From: Dr. Ivonne Glenn
Date: May 21, 2018
Subject: CTE/ROP Proposed Allocations for 18/19 School Year

As part of the district the following allocations for Sustainable Ag Technology Courses has been allocated to you for this 18/19 School Year.

A. INSTRUCTIONAL MATERIALS/EQUIPMENT

Equipment/Instructional Materials

Equipment: \$1000

Equipment should be requested in Google Doc's

["ROP/CTE Materials/Supplies Request 2018-19"](#)

Open PO's: Office Depot **\$300-** email Order to Karla Mejia

Conferences requested should be specifically related to your CTE Pathway

B. PROFESSIONAL/CURRICULUM DEVELOPMENT

2 Curriculum Development Days- Location-Mission Trails ROP

1 CTE Conference

["Travel Request Form 2018/19"](#)

*Recommended for CPA funded courses to use their CPA funds for Professional Development
Conferences*

[CTE Calendar for Professional Development 2018](#)

ALL PURCHASE ORDERS RECEIPTS ASSOCIATED WITH THESE CTE ALLOCATIONS
MUST BE TURNED IN TO THE ROP CENTER TO KARLA MEJIA.



Advisory Committee Members

Michael Clark
Central Welders Supply
994 Piedmont Ave.
Pacific Grove, CA 93950
(831)750-5909

Bob Buttle
El Camino Machine
296 El Camino Real S.
Salinas, CA 93901
(831)758-8309
bob@elcaminomachine.com

Steve McShane
Owner-McShane's Nursery
115 Monterey Salinas Hwy.
Salinas, CA 93908
(831)970-4141
steve@mcshanesnursery.com

Gordon Zook
El Camino Machine
296 El Camino Real S.
Salinas, CA 93901
(831)758-8309
gordonZ@elcaminomachine.com

Dr. Alex Eastman
Steinbeck Equine
15881 Toro Hills Avenue
Salinas, CA 93908
(831) 455-1808

Kelly Violini
Monterey County Fair
2004 Fairground Road
Monterey, CA 93940
(831)372-5863
kelly@montereycountyfair.com

Bill Hammond
Kendall- Jackson Wines
Bill.Hammond@jfwmail.com

George Huffington
Valley Fabrication

Kim Guib
Constellation Brands
850 South Alta St
Gonzales, CA 93926
(831)261-5365
kim.guieb@cbrands.com

Alyssa Wygal
Monterey County Fair
2004 Fairground Road
Monterey, CA 93940
(831)524-5018
alyssa@montereycountyfair.com

Juan Bautista
Quieden Company- Hoop Houses
15400 Meridian Rd Salinas, CA 93907
Tel: 831-663-0770

BOLD- Executive Committee

Salinas Agriculture Department Advisory Committee Information

Name: Kelly Violini Title: CEO

Contact Address: _____

Contact Phone Number: _____

Contact email: kelly@montereycountyfair.com

Agricultural Experience(s): Fairs, Cattle ranching, farming

Areas you would be willing to volunteer your time to:

Class Tours ✓ If so, what is your facility? Violini Brothers, Springfield Farms

Guest Speaker ✓ If so, specific area you would like to focus on? Fair

FFA Banquet Speaker yes but have better marketing, media suggestions

FFA Officer Interviews ✓

Coaching Career Development Team(s) ✓ If so which one(s) marketing, event coordination

Other _____ Please specify _____

Questions may be directed at Rachel Martinez, FFA Advisor 831-236-3614

Salinas Agriculture Department Advisory Committee Information

Name: Bill Hammond Title: SUP-Farming

Contact Address: [REDACTED]

Contact Phone Number: [REDACTED]

Contact email: Bill.hammond@ffwmail.com

Agricultural Experience(s): _____

Areas you would be willing to volunteer your time to:

Class Tours ☒ If so, what is your facility? Farm / Winery / Shop / GPS mapping

Guest Speaker _____ If so, specific area you would like to focus on? _____

FFA Banquet Speaker _____

FFA Officer Interviews _____

Coaching Career Development Team(s) _____ If so which one(s) _____

Other _____ Please specify _____

Questions may be directed at Rachel Martinez, FFA Advisor 831-236-3614

Salinas Agriculture Department Advisory Committee Information

Name: Martin Jefferson Title: Production Mgr., DUDA Farm
Fresh Foods

Contact Address: [REDACTED]

Contact Phone Number: 831-801-1551

Contact email: mjeff24@aol.com

Agricultural Experience(s): Cal Poly Farm & Ranch Mgt. B.S. / Farmed for 11 years /
CCA w/ Wilbur Ellis Co. / Production Mgr. DUDA

Areas you would be willing to volunteer your time to:

Class Tours ☒ If so, what is your facility? Farm, Harvesting, seed production, Cooler,
Sales office.

Guest Speaker ☒ If so, specific area you would like to focus on? Open

FFA Banquet Speaker _____

FFA Officer Interviews ☒

Coaching Career Development Team(s) ☒ If so which one(s) Open

Other _____ Please specify _____

Questions may be directed at Rachel Martinez, FFA Advisor 831-236-3614



Advisory Committee Constitution and By Laws



Salinas High School Agriculture Department Advisory Charter

STATEMENT OF PURPOSES

The Board of Education of October on this 8th day of 2017 authorizes the establishment of a continuing committee to be known as the “Agricultural Education Advisory Committee.” The committee is to be organized and operated under procedures approved by this Board.

The Board of Education reserves the right to dissolve the Agricultural Education Advisory Committee at any time and for any reason.

The Agricultural Education Advisory Committee is not to be regarded as a substitute for any other form of citizen participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

The purpose of the Agricultural Education Advisory Committee is to serve as an extension of the Board of Education by providing advice and assistance to the Board and the agriculture teacher.

The Agricultural Education Advisory Committee is expected to contribute to the improvement of Agricultural Education provided by the school system by such functions as:

- *verifying the need for instruction in agriculture.
- *verifying the content of the course of study.
- *providing the teacher with technical assistance.
- *providing service to the teacher and students.
- *providing service to the school and community.

By authorizing the establishment of the Agricultural Education Advisory Committee, the Board of Education pledges complete cooperation in the committee’s work. The Agricultural Education Advisory Committee will be expected to operate within the guidelines set forth.

STATEMENT OF ORGANIZATIONAL PROCEDURES

A. Membership

1. The Agricultural Education Advisory Committee shall consist of a minimum of four members*. Members of the advisory committee shall be selected from the adult population normally served by the Agricultural Education program, and ex officio members will include a teacher in the Agricultural Education program, a representative of the school administration, and a student.



*The most successful advisory committees generally have from four to nine members. A smaller committee may result in having so few members present at a meeting that the meeting will be ineffective. If the committee is too large, it becomes unwieldy and it will be difficult to accomplish anything.

2. The members of the committee will be recommended to the Board of Education by a selection committee. The Board retains the right to disapprove individual nominations by the selection committee, but it will not appoint an individual who is not recommended by the selection committee.

B. Selection (Nominating Committee)

1. A selection committee shall be named by the Salinas High School Administration for the purpose of recommending members of the Agricultural Education Advisory Committee to the Board.
2. The members of the selection committee will be appointed for a three-year term. The Salinas High School Administration shall replace a member of the selection committee upon notification of the member's resignation from a committee.
3. The selection committee shall consist of three members who are lay citizens residing in the school district, and represent the adult population served by the Agricultural Education program. Ex officio members shall be appointed and will include a teacher in the Agricultural Education program, a representative of the school administration, and a student in the Agricultural Education program.
4. The potential members recommended by the selection committee shall possess the following characteristics:
 - a. representative of the community.
 - b. knowledgeable of agriculture.
 - c. interested in quality education.
 - d. willing **not** to exploit their membership in the advisory committee.
 - e. possessing certain personal characteristics essential to the success of the committee such as personal integrity, responsibility, maturity of thought and action, and tolerance of varying points of view.
5. The selection committee will secure a list of nominees by contacting persons in all parts of the school district and asking for nominations. The members of the selection committee shall be eligible for nomination.
6. A group of persons shall be nominated who are representative of the school district. Factors to be considered in the selection of nominees shall include, but not be limited to:
 - a. representation of different age groups.
 - b. geographical distribution in the school district.
 - c. representation of varying levels of educational attainment.
 - d. representation of varying civic and community organizations.



- e. representation of persons who have participated in the Agricultural Education program or presently have children in the program.
- f. gender.
- g. socio-economic status.
- h. employment in agriculture.

- 7. No person is to be recommended or barred from membership because of affiliation with any organization or institution. Neither will a person be recommended or barred from membership solely on the basis of ethnic origin, race, religious affiliation, or gender.
- 8. The selection committee shall nominate the number of persons needed plus two alternates, and will submit its nominations to the Board of Education. If the Board of Education should choose to reject a nominee, they may choose a substitute(s) from the alternates.

C. Term of Membership

- 1. The original members of the Agricultural Education Advisory Committee will serve for at least one year and a maximum of three years.
- 2. A member will serve one term and is ineligible for reappointment until one year has elapsed following the expiration of that term.

D. Fiscal Year

The fiscal year of the Agricultural Education Advisory Committee shall be from June 1st of each year through August 1st of the following year.

E. Finances

- 1. The Board of Education shall provide for the proper and effective functioning of the advisory committee within the limits of the Board's resources.
- 2. Meeting facilities, secretarial services for duplication of minutes and meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the advisory committee.
- 3. A proposed annual budget request will be submitted by the advisory committee to the Board of Education for review and acceptance by the Board.
- 4. All financial activities associated with the functioning of the advisory committee shall be in accordance with the policies of the Board of Education and school district.

F. Rules of Operation

- 1. The Agricultural Education Advisory Committee will prepare a set of operating guidelines within one year of its organization. The guidelines will be submitted to the Board of Education for review and approval.
- 2. Problems may be submitted to the Agricultural Education Advisory Committee by the Board of Education and by any citizen or group in the community subject to the



limitations in the original resolution of the Board of Education approving the formation of the advisory committee. The advisory committee shall determine which problems it shall study.

G. Public Announcements

1. Advisory committee members are free to discuss school policies with any citizen of the community. Members shall not report opinions or stands taken by other committee members in meetings, nor shall they report official actions of the advisory committee or Board of Education until such actions are cleared by the Board of Education.
2. The Agricultural Education Advisory Committee shall observe all aspects or appropriate right-to-know laws.

H. Loss of Membership

- a. Any member of the Agricultural Education Advisory Committee who is absent from three consecutive regularly scheduled meetings without good reason will be considered to have resigned from the advisory committee, and the advisory committee will notify the Board of Education in writing.

Principal

Assistant Principal

Instructor

Instructor



6. Help to evaluate the effectiveness of the Career Technical Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the PASO Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and the CTSO. or other youth programs.
10. Help unify the activities of the Career Technical Education program with those of other groups and agencies interested in Career Technical Education.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting workplace learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the Career Technical industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning Career Technical and Career Technical occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.

Judith Peterson
Principal

Leslye Avalos
Senior Administrative
Secretary

Mark Dover
Director of Student Activities

Patty Lamar
Athletic Director



SALINAS HIGH SCHOOL

726 South Main Street
Salinas, California 93901-9121

Telephone (831) 796-7400 Fax (831) 796-7405

Blaise DiGirolamo
Assistant Principal

Ethelvina Sánchez-Vega
Assistant Principal

Ernesto Pacleb
Assistant Principal

Hugo Mariscal
Assistant Principal

Christina Peña
Head Counselor

May 26, 2017

Advocate of Agricultural Education,

I would like to take this opportunity to personally invite you to attend the 1st Salinas High Agricultural Education Advisory Committee meeting on June 7th at 6:30pm in the High School Agricultural Department Room 305. An advisory committee is a group of industry, business, community, and school officials who are stakeholders in agricultural education. The committee supports and advises the agricultural program through resource allocation and direction.

As you are well aware agriculture is a vital part of this community. Today's students are entering an unprecedented agricultural job market with endless possibilities and opportunities. There is great concern however that these jobs may not be filled because of lack of a job force. Students need to be encouraged and informed about the options available to them within agriculture.

By being part of this committee you can help shape student skills and help them become better prepared for a career in agriculture. The committee requires minimal time commitment on your part with maximum benefits to agricultural education students. The meeting should conclude by 7:30pm with refreshments and snacks provided.

Please plan to attend and share your thoughts. You have the chance to be part of a legacy in Salinas High Agricultural Education. I look forward to working with you and seeing you on June 7th. Please contact me if you are unable to attend.

Sincerely,

Rachel Martinez
Enclosure: Meeting Agenda



Salinas High School Advisory Committee Constitution

SECTION A. PURPOSES AND NAME

ARTICLE I (Persons and agencies to whom the Advisory Committee is to be advisory.)
The above named Advisory Committee shall exist only during such time as it may be authorized by the Board of Education.

ARTICLE II

The above named Advisory Committee shall operate in those fields directly included in the program for which it has been appointed, and shall limit its activities to matters which directly concern the program.

ARTICLE III The purposes and duties of the above named Advisory Committee shall be to:

Refer to page 2-5 of this document for functions of an effective Advisory Committee.

SECTION B. MEMBERSHIP

Refer to pages 6 – 8 of this document for membership information.

ARTICLE I Number of Advisory Committee members. The number of committee members will be determined by the number and size of programs to be advised and community size. Three members per program is the minimum.

ARTICLE II Members shall include a representative cross section of business, industry and labor served by the program; with appropriate representation of both sexes and the racial and ethnic minorities served by the local educational agency.

ARTICLE III The active Advisory Committee will submit names of prospective committee members to the Superintendent or Board of Education.

ARTICLE IV Appointment of an Advisory Committee member for the first year of operation shall be for a one, two, or three year term. Thereafter, appointment shall be for a three-year term, except when the appointment is to fill an unexpired term.



- ARTICLE V At least two-thirds of the members will be retained each year with none serving more than three successive years, and that one year will expire before any outgoing member may be reappointed for a full term after serving the unexpired term of a member who has left the committee.
- ARTICLE VI One-third of the total membership shall be appointed each year.
- ARTICLE VII The term of a new committee member shall begin on September 1.
- ARTICLE VIII An individual will automatically lose membership on the committee if he fails to attend two successive meetings without presenting, in advance to the Chairperson of the committee, a valid reason for his/her absence.
- ARTICLE IX The vocational/technical program coordinator/instructor in charge will be expected to be present at each committee meeting. The administrator shall be encouraged to attend each meeting.
- ARTICLE X The related teachers of the vocational/technical program shall attend committee meetings at the request of the Advisory Committee.
- ARTICLE XI Advisory Committee Chairperson shall represent their group at the official meeting requested by the administrator.
- SECTION C. THE CONSTITUTIONAL CHANGES**
- ARTICLE I The constitution, articles, and by-laws may be amended or added to by a two-thirds majority vote of active members at any regular committee meeting.



Salinas High School Advisory Committee Constitution

SECTION A. MEETINGS

- ARTICLE I Regular meetings of the Advisory Committee will be held during the school year.
- ARTICLE II The Advisory Committee or its Executive Committee may call special meetings of the Advisory Committee.
- ARTICLE III Written notices of committee meetings and a planned agenda shall be mailed to all members before each meeting by the committee Secretary.
- ARTICLE IV Meetings shall begin and adjourn as stated in the agenda.
- ARTICLE V Officers of the committee and the vocational/technical program coordinator/instructor in charge will meet prior to committee meetings to prepare the agenda.
- ARTICLE VI As the need for standing and special committees arises, such committees may be appointed by the Chairperson.

SECTION B. OFFICERS AND THEIR DUTIES

- ARTICLE I The officers shall be: a Chairperson, a Vice Chairperson and a Secretary.
- ARTICLE II Chairperson, Vice Chairperson, and Secretary shall be elected annually by majority vote of the committee members at the annual meeting.
- ARTICLE III The Chairperson shall be elected from among those members who have served on the Advisory Committee for at least one year.
- Their duties shall be:
- to preside at the meetings of the Advisory Committee.
 - to serve as Chairperson of the Executive Committee.
 - to appoint special committees which may include persons other than committee members.



ARTICLE IV The Vice Chairperson shall perform the duties of the Chairperson in their absence.

ARTICLE V The Secretary shall:

- a. keep records of the attendance of members at meetings.
- b. keep a record of discussion and recommendations.
- c. maintain a permanent record file of Advisory Committee activities.
- d. distribute minutes of committee meetings and copies of other committee documents to committee members, teachers, and others who may be concerned. They shall have the assistance of the school staff and the use of school facilities in performing these functions.

ARTICLE VI The Executive Committee shall consist of the Chairperson, Vice Chairperson, and Secretary, and the vocational/technical program coordinator/instructor in charge as an ex-officio member. The Executive Committee shall:

- a. act on urgent committee matters between committee meetings.
- b. prepare agenda for committee meetings if requested to do so by the Advisory Committee.
- c. call special meetings of the Advisory Committee as they are needed.



Salinas High School Advisory Committee Agenda

- I. Introduction
 - a. Administration
 - b. New Committee Members
 - c. Guest

- II. New Business
 - a. Update on Current Classes/Program
 - b. Education Pathways
 - c. Budget
 - d. Grants
 - e. Upcoming Events
 - f. Review Committee Roster
 - g. Wish List
 - h. Fundraising
 - i. Task Force

- III. Next Meeting
 - a.

- IV. Any other Items for Discussion

*Salinas
School*



High

*Advisory Committee
By-Laws*



Mission Statement

The Salinas High School Advisory Committee is dedicated to support and promote the FFA and Agriculture education at Salinas High School.

Table of Contents

Article I – Name



Article II – Purpose

Article III – Membership

Article IV – Membership Privileges

Article V – Meetings and Quorum

Article VI – Election of Officers

Article VII – Officers and Their Duties

Article VIII – Committees

Article IX – Code of Conduct

Article X – Removal of Officer or Member

Article XI – Requirements for Eligibility for Liability Insurance
through the District

Salinas High School Advisory Committee



By-Laws

Article I – Name

Section 1: The name of this Organization shall be Salinas High School Advisory Committee

Article II – Purpose

The purpose of this Organization shall be to support the Salinas High School Agriculture Program efforts to:

Section 1: Develop competent and assertive agricultural leadership.

Section 2: Spread awareness of the global importance of agriculture and the Salinas High School FFA Chapter contribution to its well-being and our community.

Section 3: Strengthen the confidence of agriculture students in themselves and their work.

Section 4: Promote the intelligent choice and establishment of an agriculture career to benefit the Salinas Valley agricultural industry.

Section 5: Stimulate development and encourage achievement in individual agricultural experience programs through rigorous curriculum.

Section 6: Develop competencies in communications, human relations and social abilities.

Section 7: Develop character, train for useful citizenship and foster patriotism.

Section 8: Build cooperative attitudes and relationships among agriculture students and the community.

Section 9: Encourage wise management of resources.

Section 10: Provide organized recreational activities for agriculture students.

Section 11: Raise money to underwrite monetary needs of the school farm and other FFA activities.

Article III – Membership



Section 1: The organization shall be composed of community members who have a career in the agricultural industry and will benefit the Salinas High Agriculture Program.

Section 2: Members of the committee must have knowledge and skills in any of the following agricultural areas; communications, plant science, animal science, food science, welding, fabrication, pest control, viticulture, etc.

Section 3: The Organization will keep a membership roster containing name, address, and office held at each membership meeting.

Section 4: The Executive Board must be made up of current members.

Article IV – Membership Privileges

Section 1: All members in good standing shall have the right to vote, hold office and make presentations at quarterly meetings.

Section 2: All members in good standing have the right to resign at any time.

Article V – Meetings and Quorum

Section 1: Meetings shall be held a minimum of three times per year. A meeting schedule for the year will be made available at the first meeting of the school year. Additional meetings shall be held as necessary.

Section 2: The agenda for the regular meeting will be sent to the committee via email prior to the meeting. The Agenda will include the date, time and location of the upcoming meeting.

Section 3: The meeting will be governed by these By-laws and any dispute will be settled by Robert's Rules of Order. <http://robertsrules.com/>

Section 4: Minutes shall be kept of all meetings, indicating all action(s) taken. The minutes will be kept on file with the SHS FFA Advisor and the secretary..



Section 5: A simple majority of the membership in attendance, at the meeting where the action is voted upon, shall constitute a quorum. Voting and/or actions taken without a meeting must be filed with the minutes of the proceedings of the next member meeting.

Section 6: A concerted effort must be made to contact all officers and members in the event a special meeting is called by any officer.

Article VI – Executive Board

Section 1: The committee must nominate an executive board at the first meeting.

Section 2: A complete Executive Committee shall consist of not less than three (3) officers performing the roles of Committee Chair, Co- Chair, and Recording Secretary

Article VII – Officers and Their Duties

Section 1: Chair – it shall be the duty of the Chair to attend and preside at all meetings and to oversee all activities.

Section 2: Co- Chair– in the absence or disability of the Chair, the Co-Chair shall assume the duties of the Chair and support all officers as necessary.

Section 2A: In the absence of the co-chair, the Recording Secretary shall provide over the meeting.

Section 3: Recording Secretary –The Recording Secretary shall keep an accurate record of the minutes of all meetings.



Article IX – Code of Conduct

Section 1: Members in good standing are expected to be professional, courteous and respectful to School Administration, FFA Advisors, Teachers, Students and Parents.

Section 2: The SHS Advisory Committee and its members must, at all times, comply with all applicable laws and regulations. The Organization will not condone the activities of members or officers who achieve results through violation of the law or unethical business dealings. This includes, but is not limited to, any payments for illegal acts, indirect contributions, rebates and bribery. The SHS Advisory Committee does not permit any activity that fails to stand up to the closest possible public scrutiny.

Section 3: Officers or members must not accept entertainment, gifts, or personal favors that could, in any way, influence, or appear to influence, business decisions in favor of any person or organization with whom or with which the Organization has, or is likely to have, business dealings. Similarly, officers or members must not accept any other preferential treatment under these circumstances because their positions with the Organization might be inclined to, or be perceived to, place them under obligation to return the preferential treatment.

Section 5: Any behavior deemed detrimental by the SHS Advisory Committee members or executive committee, towards members, SHS FFA Members, Students, Ag Advisors, Teachers or Administration, including verbal threats, physical abuse, bullying or harming of personal or Organization property, shall be reviewed and appropriate actions taken, the most severe being removed as a member and/or officer.



Advisory Committee Member Information Form

Name: _____ Title: _____

Contact Address: _____

Contact Phone Number: _____

Contact email: _____

Agricultural Experience(s): _____

Employer: _____

Position: _____

Areas you would be willing to volunteer your time to:

Class Tours _____ If so, what is your facility? _____

Guest Speaker _____ If so, specific area you would like to focus on? _____

FFA Banquet Speaker _____

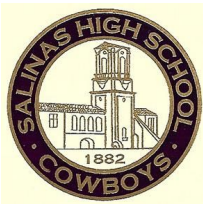
FFA Officer Interviews _____

Coaching Career Development Team(s) _____ If so which one(s) _____

Other _____ Please specify _____



Proficiency Standards



Salinas High School

Agriculture Department and FFA

726 South Main Street, Salinas, CA 93901
(831) 796-7472



Agriculture Teachers and FFA Advisors: Mrs. Lindsay Almond and Ms. Rachel Martinez

Proficiency Standards for Program Completers

Agriculture Biology

Student has completed courses of study and practice in Agriculture Biology and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic FFA Information & Knowledge
- _____ Has completed necessary Record Book pages and are on file
- _____ Scientific Method
- _____ Cell Parts & Functions
- _____ Photosynthesis
- _____ DNA
- _____ RNA
- _____ Meiosis
- _____ Mitosis
- _____ Mendel's Laws
- _____ Punnett Squares
- _____ Random Segregation
- _____ Natural Selection
- _____ Endocrine System
- _____ Bacteria & Viruses
- _____ Biological Diversity
- _____ Ecosystems
- _____ Animal Biology



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Example of a Course Proficiency Standards for Students to Meet

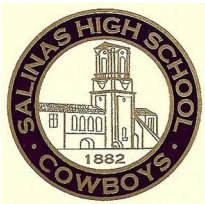
Certifying Instructor

Course Grade

Date

Agriculture Biology

- A. Basic FFA information and knowledge.
 - I. Be able to identify important dates in FFA history.
 - II. Be able to identify the correct colors of the FFA.
 - III. Be able to identify the 6 parts of the FFA emblem and what they stand for.
 - IV. Be able to identify the 3 circle model for agriculture education.
 - V. Be able to describe what a SAE is and have acceptable plans for a SAE
- B. Has complete necessary Record Book pares and are on file.
 - I. Be able to complete the cover, introduction, business agreement, calendar, and activities pages.
 - II. All completed books are on file in the ag. Department.
- C. Scientific Method
 - I. Be able to identify the 6 steps of the Scientific Method.
 - II. Be able to identify an example and use it for all 6 steps.
 - III. Demonstrate an understanding of why the Scientific Method is important.
- D. Cell Parts & Functions
 - I. Be able to identify the 6 steps of the Scientific Method.
 - II. Be able to correctly identify structures on a diagram.
 - III. Demonstrate an understanding of cell transport.
- E. Photosynthesis
 - I. Be able to identify the equation for photosynthesis.
 - II. Be able to identify the inputs and outputs for photosynthesis.
 - III. Be able to identify the importance of photosynthesis
- F. DNA
 - I. Be able to identify what DNA stands for.
 - II. Be able to understand how DNA replicates.
 - III. Be able to identify what DNA is responsible for.
- G. RNA



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- I. Be able to identify what RNA stands for.
- II. Be able to understand how transcription works.
- III. Be able to identify the different types of RNA.
- IV. Be able to identify what RNA is responsible for.

H. Meiosis

- I. Be able to identify the stages of meiosis.
- II. Be able to identify the end product of this process.
- III. Differentiate between mitosis and meiosis

I. Mitosis

- I. Be able to identify the stages of Mitosis I and Mitosis II
- II. Be able to identify the end product of this process.

J. Mendel's Laws

- I. Demonstrate an understanding for Mendel's various laws.
- II. Be able to discuss how Mendel's experiments have led to different scientific discoveries.

K. Punnett Squares

- I. Be able to identify the importance of Punnett Squares.
- II. Be able to complete a Punnett Square.
- III. Be able to identify the difference between dominant and recessive alleles.
- IV. Be able to make inferences about probable offspring using Punnett Squares.

L. Random Segregation

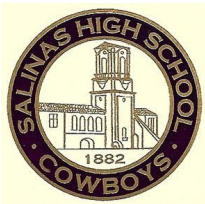
- I. Be able to describe what random segregation is.
- II. Be able to discuss how random segregation affects populations.

M. Natural Selection

- I. Be able to identify who Charles Darwin was and what he discovered.
- II. Be able to describe what natural selection is.
- III. Be able to discuss how natural selection affects populations.

N. Endocrine System

- I. Be able to identify the various organs that make up the endocrine system.
- II. Be able to label the organs on a diagram.
- III. Demonstrate an understanding of the roles of the organs in the endocrine system.



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O. Bacteria & Viruses

- I. Be able to identify the differences between bacteria and viruses.
- II. Demonstrate an understanding of how to prevent getting bacterial infections and viruses.
- III. Be able to discuss how they infect the body of an organism.
- IV. Be able to discuss the structure of bacteria viruses.

P. Biological Diversity

- I. Demonstrate an understanding of how biological diversity benefits a population.
- II. Be able to draw a food web and describe how it works.

Q. Ecosystems

- I. Be able to create an example of an ecosystem.
- II. Demonstrate an understanding of the importance of different relationships in various ecosystems.

R. Animal Biology.

- I. Be able to identify the different parts of a pig, lamb, beef animal and horse.
- II. Be able to discuss and label the different digestive system of swine, sheep, beef and horses.
- III. Be able to identify at least ten different breeds of swine, sheep, beef and horses.

Certificate of Skills

Agriculture Biology

This is to certify that

*was enrolled in Agriculture Science courses at
Salinas High and was a Program
Completer.*

To be a program completer the student has demonstrate the skills and knowledge listed on reverse side of this certificate.

Certificate of Skills

Agriculture Chemistry

This is to certify that

*was enrolled in Agriculture Science courses at
Salinas High and was a Program
Completer.*

To be a program completer the student has demonstrate the skills and knowledge listed on reverse side of this certificate.

Certificate of Skills

Agriculture Animal Plant Science

This is to certify that

*was enrolled in Agriculture Science courses at
Salinas High and was a Program
Completer.*

To be a program completer the student has demonstrate the skills and knowledge listed on reverse side of this certificate.

Certificate of Skills

Agriculture Floral

This is to certify that

*was enrolled in Agriculture Science courses at
Salinas High and was a Program
Completer.*

To be a program completer the student has demonstrate the skills and knowledge listed on reverse side of this certificate.

Certificate of Skills

Agriculture Welding

This is to certify that

*was enrolled in Agriculture Science courses at
Salinas High and was a Program
Completer.*

To be a program completer the student has demonstrate the skills and knowledge listed on reverse side of this certificate.

Certificate of Skills

Agriculture Mechanics

This is to certify that

*was enrolled in Agriculture Science courses at
Salinas High and was a Program
Completer.*

To be a program completer the student has demonstrate the skills and knowledge listed on reverse side of this certificate.

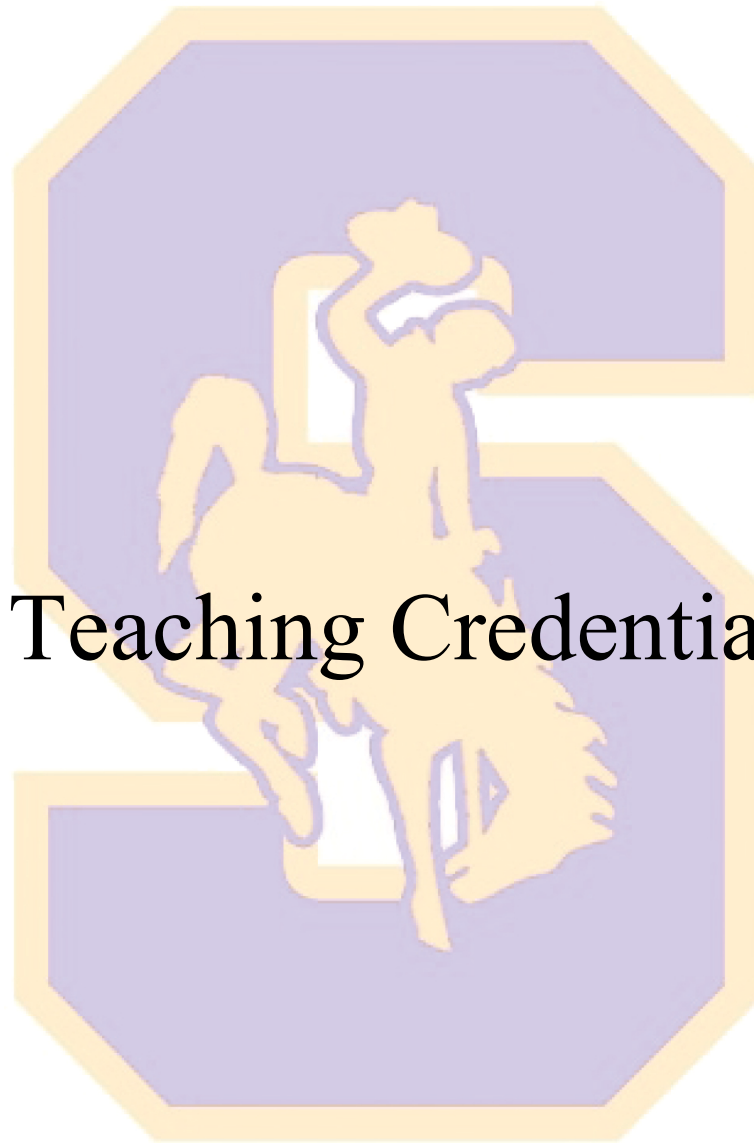
Certificate of Skills

Agriculture Government Econ

This is to certify that

*was enrolled in Agriculture Science courses at
Salinas High and was a Program
Completer.*

To be a program completer the student has demonstrate the skills and knowledge listed on reverse side of this certificate.



Teaching Credentials



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

RACHEL MARTINEZ

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): New Credential Type

AUTHORIZED SUBJECT(S):

Agriculture

SUBJECT MATTER AUTHORIZATION(S):

Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 07/02/2015 to 08/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

RACHEL MARTINEZ

is hereby awarded a

Preliminary Single Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):

Agriculture

SUBJECT MATTER AUTHORIZATION(S):

Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 07/02/2015 to 08/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



Department Calendar

Officer Event

3 officers must be present

Salinas FFA Calendar of Events	2017-2018
<p>August</p> <p>1 Teacher Breakfast (First Teacher Day at SHS)</p> <p>5 Salinas Valley Memorial hospital Trap Shoot</p> <p>12 T & A Family Day</p> <p>19 Officer Pictures</p> <p>23 Welcome Back FFA Meeting at 6pm</p> <p>26 Kick Off BBQ- Monterey Fair</p> <p>28 Pre-Fair Meeting for MCF</p> <p>30 Monterey Fair Begins</p> <p>September</p> <p>15 Greenhand Leadership Conference in Paso Robles</p> <p>23 Section Blue and Gold Games- Toro Park</p> <p>27 FFA Meeting at 6pm</p> <p>October</p> <p>4 Opening & Closing Contest- Greenfield</p> <p>14-15 COLC- Hollister (Officers only)**</p> <p>11 Salinas Valley Fair Meeting</p> <p>23-27 Greenhand Week</p> <p>25 Greenhand Auction and FFA Meeting* Parents attend</p> <p>27 Pizza Party for Greenhands</p> <p>*Start State Degrees for 3rd and 4th year members</p>	<p>December</p> <p>1 Pig \$\$\$ due</p> <p>2 Farm work day*</p> <p>7 Sectional Speaking Contest @ King City</p> <p>13 Advisory Meeting</p> <p>14 FFA Lunch Meeting</p> <p>11 Roadshow- Advisors Only</p> <p>*Farm Clean up TBD</p> <p>* UC Davis Registration</p> <p>*Chico Registration</p> <p>*Record Book Workshop for State Degrees TBD</p> <p>January</p> <p>13 Farm Work Day*</p> <p>16 Chapter degree applications</p> <p>17 State Degree Scoring- We host</p> <p>21-22 MFE and ALA in Monterey</p> <p>24 FFA Meeting</p> <p>27 Applebee's fundraiser- pancake breakfast</p> <p>31 Job Interview Contest</p> <p>*Animals for SVF</p> <p>February</p> <p>10 Farm Day</p> <p>15 Tulare Farm Show</p> <p>20-23 National FFA Week and Career Week</p> <p>21 FFA Meeting</p> <p>25 Regional Officer Screening- SLO</p> <p>26 South Coast CATA Meeting- Cuesta</p>
<p>November</p> <p>8 Section BIG and COOPS Contest in Gonzales</p> <p>13 Prepared Speaking Manuscripts Due</p>	<p>March</p> <p>4 UC Davis Field Day- Agriscience team</p> <p>9 Project Competition Applications</p> <p>11 Chico Field Day- Agriscience team</p> <p>12 MCF 2018 Meeting and applications</p>

<p>13 Pie Handout after school**** Subject to Change</p> <p>8-9 State Degree Workshop for Juniors and Seniors</p> <p>15-16 New Professionals- Martinez gone</p> <p>17 FFA Lunch Mtg</p> <p>21 Tree of Peace- Steinbeck Center</p> <p>29 Public Speaking Contest- King City</p>	<p>16 Project competition</p> <p>19 SVF entries</p> <p>21 FFA mtg</p> <p>23 Regional Meeting and Regional Contests</p>
<p>April</p> <p>3 Officer applications out</p> <p>8 State Degree Banquet- Clarks Center in Arroyo Grande</p> <p>9 Potential officer interviews</p> <p>11 Project competition banquet at Hartnell</p> <p>18 FFA Meeting</p> <p>21 Fresno Field Day</p> <p>22-25 State FFA Conference- Anaheim</p> <p>30 Still exhibit drop off at lunch</p> <p>*Farm Clean up TBD</p>	
<p>May</p> <p>1 Still exhibit drop off at lunch</p> <p>2 FFA Awards Banquet</p> <p>5-6 State FFA Finals</p> <p>9 Sectional Elections- Alvarez</p> <p>13 SVF Set up</p> <p>15 Tack unloading</p> <p>16-20 SVF</p> <p>22/23 Farm clean up***</p> <p>*Banquet</p>	
	Activity dates are subject to change



Professional Growth and Development



2017-2018 Professional Growth and Development Activities

Current Leadership Roles:

- ☐ Agriculture Department Chair
- ☐ Personal Learning Community (PLC) lead

Professional Development Planned:

- ☐ Sound Grading Practices- November 2017 Portland, Oregon
- ☐ Conference Objectives
 - ☐ Learn how to turn assessment information into accurate, defensible report card grades
 - ☐ Gain a deeper understanding of the issues involved in sound grading
 - ☐ Learn how to track and communicate assessment results for both summative and formative purposes
 - ☐ Learn how to ensure that grades provide accurate reflections of achievement
 - ☐ Break-out sessions will focus on what to change in classroom grading practice and how to change it
- ☐ Personal Learning Communities (PLC) at Work Conference- June 2018 Minneapolis, Minnesota
- ☐ Conference Description
 - ☐ The Professional Learning Communities at Work™ process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement. This institute gives you and your team the knowledge and tools to implement this powerful process in your school or district.
 - ☐ For three days, you will have the opportunity to network with some of the most insightful minds in education. The presenters, all educators who have successfully led schools through the PLC process, are accessible to you throughout the event.
 - ☐ The program includes time for questions during the breakout sessions, a panel of experts to address questions from the audience, and time for teams to reflect and seek the advice of the presenters. At the end of team time, you will focus on next action steps, with presenters on hand to guide you.
 - ☐ For those just beginning to explore PLCs, this is an excellent way to build your knowledge base. For those who are already involved in deep implementation, this institute is the perfect opportunity to revisit your mission, introduce new team members to the process, and get answers to new questions.
 - ☐ As you delve deep into the three big ideas of a PLC—focus on learning, build a collaborative culture, and results orientation—you will gain specific, practical, and inspiring strategies for transforming your school or district into a place where all students learn at high levels
- ☐ CATA Summer Conference- June 2018 San Luis Obispo, CA



Salinas FFA

Home of the Cowboys



❑ Agriskills at CATA Summer Conference- June 2018 San Luis Obispo, CA



R-2 Report

Salinas FFA

Annual Membership

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Total Membership	217	218	297	547	28

Gender

	2017-2018		2016-2017		2015-2016		2014-2015		2013-2014	
	#	%	#	%	#	%	#	%	#	%
Male	127	58.5 %	119	54.6 %	190	64.0 %	344	62.9 %	19	67.9 %
Female	90	41.5 %	99	45.4 %	107	36.0 %	203	37.1 %	9	32.1 %
Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %

Gender By Grade

[illegible]

NCES School Data

Year

Annual Membership

	Total
FFA Membership	
School Population	

Gender

	Male		Female	
	#	%	#	%
FFA Membership				
School Population				

Race/Ethnicity

	American Indian, Alaska Native		Asian, Hawaiian, Pacific Islander		Black, Non-Hispanic		Hispanic or Latino, of any Race		White, Non-Hispanic		Other, Two or More Races	
	#	%	#	%	#	%	#	%	#	%	#	%
FFA Membership												
School Population												

Membership Roster

2017-2018 Student/Member Roster

Clicking on the "2017-2018 Student/Member Roster" will take you to an Excel file with a list of all your student/members and their associated roster/profile data.

Once the file has loaded, you can sort, modify and/or save the file however you'd like to use the data.

Membership Roster (<https://roster.ffa.org/Pages/MembershipRoster.aspx>)

Chapter Invite Code

The chapter invitation code is for your members to register with FFA.org using one shared code. Individual invitation codes from the roster should be used if members encounter a problem during registration.

Invite Code 

GZ1Y9V

Update

Note: Members must use their first and last name with this code during registration.



Salinas

CA0201

Complete Student Enrollment

Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
2021	Member	1	603093014	BR3GF6
2021	Member	1	603092999	6T\$4UT
2018	Member	4	601466025	TBULMN
2021	Member	1	603093076	JEQT5A
2021	Member	1	603093100	P@BC\$
2019	Member	1	603093048	Z77\$C7
2021	Member	1	603092977	XZFYF3
2019	Member	3	601802679	122B6J
2021	Member	1	603092987	WFZ9\$F
2021	Member	1	603093012	\$3@5R
2019	Member	1	603092989	W6M6W@
2019	Member	3	601802686	
2021	Member	1	603093061	WEKYF5
2021	Member	1	603093062	@BK7T
2021	Member	1	603093011	56QT57
2018	Member	2	601466147	
2018	Member	3	601802688	M1SXJY
2018	Member	2	602544976	\$4RPAU
2019	Member	2	602544925	PC8JRC
2019	Member	3	601802691	NZEQ\$G
2021	Member	1	603093018	VPBSF
2020	Member	1	603269161	YDQQWR
2019	Member	1	603093055	62SK5Q
2020	Member	2	602544920	C038GE
2019	Member	3	601802697	2SEXB9
2020	Member	2	602544964	X!6USU
2020	Member	2	602544884	LS32\$K
2021	Member	1	603093065	KYNV77
2020	Member	2	602544963	X\$O37J
2021	Member	1	603093037	BMMAD4

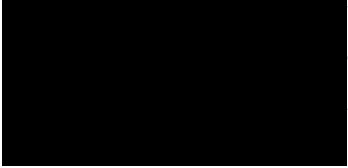
	2020	Member	1	603093026	98PHW7
	2021	Member	1	603093072	8FNZL
	2020	Member	1	603092975	FD2V7B
	2021	Member	1	603093088	BL6LEU
	2020	Member	2	602544903	9DGVJL
	2018	Member	3	601466190	K@FKMH
	2021	Member	1	603092972	7MKC@Q
	2021	Member	1	603269160	6NTM74
	2021	Member	1	603093044	4GAGM6
	2021	Member	1	603093089	MYFEDC
	2019	Member	1	603092979	KX8PDV
	2021	Member	1	603092996	GZ3MRL
	2019	Member	3	601802863	YNS0MD
	2019	Member	2	602544956	ELNRW0
	2019	Member	1	603092973	87UPHR
	2019	Member	3	601802864	OWTNY4
	2019	Member	3	601802865	QVDDO5
	2017	Member	4	601466199	KFGTRU
	2018	Member	2	602544943	J!8ZI
	2019	Member	3	601802866	KC7TJG
	2021	Member	1	603093034	DZYP8C
	2021	Member	1	603093000	DX4AQ
	2019	Member	1	603093025	5SUJTF
	2021	Member	1	603092986	VS492D
	2021	Member	1	603092991	7YDZJ@
	2021	Member	1	603093071	Z73D9J
	2018	Member	2	602544977	1@AO7P
	2020	Member	1	603093094	F7\$YNA
	2021	Member	1	603093004	3@K@DQ
	2021	Member	1	603093028	\$E5UCZ
	2021	Member	1	603093047	QCPV2G
	2018	Member	2	602544991	Q2EFF@
	2018	Member	4	601466202	H7Q5K%
	2019	Member	2	602544972	U1H57C
	2018	Member	1	603093001	KCVHYY
	2017	Member	4	601466323	14KDKZ
	2020	Member	2	602544924	NS07UX


	2018	Member	3	601802874	E6J\$4B
	2018	Member	1	603092978	W9J23B
	2021	Member	1	603092993	\$4AGSN
	2019	Member	3	601802875	PK9Y3Y
	2021	Member	1	603092985	@YMSR4
	2021	Member	1	603093010	49H4TT
	2018	Member	4	601466325	OBYC@J
	2021	Member	1	603092998	LCSQ\$J
	2021	Member	1	603093033	N4@@@QV
	2018	Member	4	601466328	D3YC5S
	2021	Member	1	603093020	UBP3ZT
	2019	Member	3	601802877	LGLL1F
	2017	Member	5	601038065	CCWI1C
	2021	Member	1	603093038	@GEKHH
	2021	Member	1	603093045	FR27QB
	2021	Member	1	603093064	VGQTXG
	2018	Member	4	601466335	FXIPJR
	2021	Member	1	603092984	DYNESC
	2021	Member	1	603093102	RPLH9E
	2018	Member	2	602544877	Z86W6Q
	2021	Member	1	603093060	5SE7CY
	2019	Member	2	601803167	M3G0LP
	2021	Member	1	603093069	KR7N9
	2019	Member	1	603093006	TF6E9N
	2020	Member	2	602544921	AG2ZCR
	2018	Member	4	601466342	OJYPNT
	2021	Member	1	603093081	H23JPE
	2018	Member	2	602544876	JFHAZW
	2018	Member	3	601803173	XFOLRO
	2020	Member	2	602544901	I@CL29
	2021	Member	1	603093093	C3G7RY
	2021	Member	1	603093082	Y6\$JTR
	2021	Member	1	603093073	65CY3
	2018	Member	4	601466395	YKXINQ
	2021	Member	1	603093029	C4UX\$7
	2021	Member	1	603093097	BJWZEU
	2019	Member	2	602544970	IPLLXC

	2019	Member	1	603092981	LT44NK
	2021	Member	1	603093092	G5XAPQ
	2019	Member	2	602544945	KXPEX
	2019	Member	2	602544974	0YDMA3
	2021	Member	1	603093005	\$FBENA
	2021	Member	1	603093042	YZ97\$Z
	2021	Member	1	603092988	PVHE47
	2021	Member	1	603093043	UKAD7Z
	2021	Member	1	603093091	QMFSAT
	2017	Member	5	601038095	MVZINU
	2018	Member	3	601803189	BCHHJ7
	2018	Member	1	603093052	WCNWS4
	2021	Member	1	603093084	3XXE5U
	2021	Member	1	603093046	F23WPH
	2021	Member	1	603093086	YEZ55@
	2021	Member	1	603093015	D8NGHT
	2020	Member	1	603093023	PLWT@U
	2018	Member	2	602544968	W6VOLL
	2021	Member	1	603093056	7UFM\$\$
	2018	Member	3	601803195	N%YQM!
	2019	Member	2	602544973	2XGD9V
	2019	Member	3	601803197	IV2VOS
	2021	Member	1	603093063	TP@JME
	2020	Member	2	602544987	XAFYRI
	2018	Member	2	602544948	HDB3VG
	2021	Member	1	603093104	LVV2\$4
	2018	Member	2	602544989	3UZ4S
	2021	Member	1	603093041	VP9EGE
	2020	Member	1	603093036	@LKJXB
	2021	Member	1	603093021	7TA9Q
	2019	Member	1	603092982	6DY6A5
	2021	Member	1	603093049	2FMRHH
	2019	Member	1	603093059	4ASFC6
	2019	Member	1	603093050	HXERXZ
	2021	Member	1	603093074	682FWQ
	2017	Member	5	601038108	0HJ%RP
	2018	Member	1	603093003	PX2\$P2

	2020	Member	1	603093058	MAL4H\$
	2020	Member	2	602544911	MF8XQB
	2018	Member	4	601465782	Z206OH
	2021	Member	1	603093087	VHAWG3
	2020	Member	1	603092992	GB8J6M
	2020	Member	2	602544959	D55BX2
	2021	Member	1	603093008	RA69B4
	2021	Member	1	603093085	UT@68L
	2018	Member	4	601465786	\$ADN!T
	2018	Member	1	603269156	G9DNR
	2021	Member	1	603093068	MWX25
	2021	Member	1	603093090	6K@JYE
	2021	Member	1	603093040	KZRUJ3
	2019	Member	3	601803359	63LPZB
	2018	Member	2	602544949	7JB7CS
	2019	Member	1	603092994	6FU3P2
	2021	Member	1	603093017	\$ECRL@
	2021	Member	1	603092983	JCXJHT
	2019	Member	1	603093024	N\$L4NJ
	2019	Member	1	603093103	W6GFUC
	2021	Member	1	603093039	8RAUAN
	2020	Member	2	602544995	7L5NYI
	2019	Member	3	602544967	MDS685
	2018	Member	3	601803367	Y3VW%4
	2018	Member	1	603093032	FYU\$8K
	2019	Member	2	602544951	TD4U4!
	2021	Member	1	603092997	LK8YHX
	2019	Member	3	601803373	83IAY5
	2018	Member	4	601465858	HHUVA4
	2019	Member	1	603093083	7R8Q5S
	2018	Member	1	603269163	AU8GZ@
	2019	Member	1	603093053	2C6Z6X
	2019	Member	1	603093027	9GLC\$9
	2020	Member	1	603092974	W8MV9K
	2019	Member	1	603093067	LSPAV
	2021	Member	1	603092990	7RSJJK
	2021	Member	1	603093075	Z3YFVZ

	2021	Member	1	603093051	VLP6TJ
	2021	Member	1	603093007	MV9JL5
	2018	Member	1	603093101	78YPJD
	2017	Member	4	601037594	
	2018	Member	1	603093077	QA@NEW
	2021	Member	1	603092976	5EMM5N
	2021	Member	1	603093022	M@5AUR
	2020	Member	2	602544899	ZP6HP\$
	2021	Member	1	603093057	TB@EQX
	2018	Member	1	603092980	ZBPDH3
	2021	Member	1	603093095	QJK947
	2020	Member	2	602544926	BLG6C5
	2018	Member	2	602544898	P5!UH0
	2020	Member	1	603092995	5GRE8H
	2020	Member	2	602544902	EUXSC7
	2018	Member	1	603093080	865ME6
	2018	Member	3	601803486	BCAXT9
	2021	Member	1	603093002	UEA\$7W
	2021	Member	1	603093009	8JE3KV
	2021	Member	1	603093054	P8VM
	2016	Member	2	601803491	LBTUH3
	2018	Member	3	601803492	XTCDTX
	2019	Member	2	602544952	LZ!91Y
	2018	Member	1	603093079	@AJACW
	2020	Member	1	603093030	BZMKM6
	2018	Member	1	603093066	56NGJF
	2021	Member	1	603093098	5C3DRX
	2021	Member	1	603093031	PJRSHY
	2021	Member	1	603093099	Y6J\$4M
	2019	Member	1	603093096	6MFGHW
	2018	Member	1	603093019	Z9\$27
	2017	Member	5	601037670	DYTUNG
	2021	Member	1	603269149	QFRXEU
	2021	Member	1	603269153	925YXY
	2021	Member	1	603093016	2EB6M8
	2020	Member	1	603093078	TGSW\$B
	2020	Member	1	603093013	9KA33

		2021	Member	1	603093035	5K5\$VG
		2021	Member	1	603093070	9@7QP



Travel Request Forms

SALINAS UNION HIGH SCHOOL DISTRICT

REQUEST FOR AUTHORIZATION FOR ABSENCE-TRAVEL-REIMBURSEMENT

AG

2/1/2018

SITE/DEPARTMENT Salinas High School

DATE

OF REQUEST

Authorization for absence/travel/reimbursement is requested for:

NAME(s) (Print/Type): _____
Rachel Martinez

DESTINATION: UC Davis DATE(S): March 2nd and 3rd 2018

PURPOSE: **(ATTACH FLYER OR BROCHURE):** _____

UC Davis campus tour, Raptor Center, Large animal vet hospital and small animal vet hospital

UC Davis Agriscience Fair 2018

PERSONS ATTENDING FROM OTHER SITES: N/A

SUBSTITUTE NEEDED: 1 DAYS AND/OR PERIODS
Number Number

ESTIMATE OF EXPENSES:	REQUESTED	APPROVED
REGISTRATION.....	\$ 90	\$
TRAVEL VIA (circle one)AG truck.....	\$ 50	\$
LODGIN.....Best Western University Lodge.....	\$ 600	
\$		
MEALS: Breakfast \$8.00/Lunch \$12.00/Dinner \$20.00 (\$40 Max per day)	\$ 40	\$
SUBSTITUES.....	\$ 150.56	\$
(Sub cost=\$130.56 a day)		
OTHER.....	\$	\$
TOTAL ESTIMATE \$560.34		

NOTE: A report on workshop/conference attended must be submitted with the reimbursement claim (HSD 36)

COMMENTS: All expenses are paid through Ag Boosters and general FFA

EXPENSES CHARGED TO: Ag boosters Contact Cydney Piini -alpenlight@comcast.net

PRINCIPAL _____ DATE _____

Preliminary Field Trip Request Form

Directions: Fill in the blanks for one through eight. Print the form and have the teacher in charge of the trip sign the form. Once signed, submit to the Principal's Office for tentative approval and to calendar the trip. District policy states that approval requests for local or overnight field trips must be submitted 5 weeks prior to trip and out-of-state or out-of-country field trips must be submitted for approval 6 months and one week prior to trip. Exceptions are made for educational competitions.

1. Date of Request: 2/1/2018 ☒ This trip is for an educational competition

2. Trip Departure and Return Information:

DATE

Departing Salinas: 3/2/2018 @ 8:00 AM

Returning to Salinas: 3/3/2018 @ 11:00 PM

3. Field Trip Destination: UC Davis CDE Field Day

4. Description of the Field Trip: Students will compete against FFA chapters from around the state in the field of agriscience. The Agriscience contest is a career development event. Students will tour UC Davis' animal hospitals and Raptor Center.

5. Purpose of Field Trip: Educational competition, Science Fair & School Tours

6. Teacher-in-Charge: Rachel Martinez

☒ Yes, the teacher in charge has read the SUHSD Administration Regulation 6153

☒ Yes, this trip is in compliance with the SUHSD Administration Regulation 6153

7. 7 # of Students and 1 # of Adults going on this field trip.

** Day trips must have 1 adult for every 15 students. Overnights must have 1 adult for every 10 students.*

8. Estimated Cost: \$860

Funding Source: Salinas FFA Ag Boosters and general FFA account

1 # of substitutes needed.

9.

SIGNATURE OF TEACHER IN CHARGE

DATE

Principal Preliminary

☐ Approved

☐ Disapproved

SIGNATURE OF PRINCIPAL

DATE

Principal's Comments:

Final Overnight Field Trip Form

Date Submitted: 2/1/2018

Submitted by: Rachel Martinez

School: Salinas High School

Name of student group: Salinas FFA Agriscience Teams

Inclusive dates of trip: March 2nd and 3rd 2018

Destinations: UC Davis

Departs Salinas at: 8:00 AM On: 3/2/2018

Return to Salinas at: 11:00 PM On: 3/3/2018

Number of students: 7 Number of adults: 1

Names of certificated chaperons: Rachel Martinez

Names of other adult chaperons: NA

Travel arrangements made through: Salinas FFA Ag Boosters

Detail itinerary (Include day, date, mode of transportation and carrier, flight/bus number, departure time, etc.) (*Attach detailed itinerary*)

Accommodations (Name, address, phone number, including arrival and departure dates of all accommodations) (*Attach separate sheet*)

Schedule of trip activities (Detail the activities which will be conducted by students) (*Attach separate sheet*)

Principal Approval: _____ Date: _____

Superintendent Approval: _____ Date: _____

Cc: copy to master calendar

**SALINAS UNION HIGH SCHOOL DISTRICT
PARENTAL CONSENT AND WAIVER OF LIABILITY FOR FIELD TRIP OR
EXTRACURRICULAR ACTIVITY
AND EMERGENCY MEDICAL AUTHORIZATION FORM**

My son/daughter/ward, _____, a student at Salinas High School has my permission to participate in the following:

X Field Trip: UC Davis Tour and FFA Field Day - Agriscience Contest

Date of Field trip: March 2nd & 3rd 2018 Departure Time: 3/2/18 7:30 AM Return Time: 3/3/18 9 PM

Method of Transportation: Ag Vehicle with Ms. Martinez Contact Information: 831-242-1746

Hotel Information: Best Western University Lodge
123 B Street
Davis, CA

X Extracurricular Activity: _____
Medical Insurance Required: ☐ NO ☒ YES

Please note that participation in the above field trip or extracurricular activity is completely voluntary, and as such, attendance is not required. Attendance will not allow absent signed consent and authorization as noted here.

There are inherent risks of serious injury or illnesses associated with the above trip or activity which you should be aware of prior to signing this form and granting permission for your child to participate. If you have any questions regarding the specific risks associated with the field trip or extracurricular activity noted above, please speak to your child's teacher or the school officials in charge of the activity prior to signing this form.

I hereby waive all claims against Salinas Union High School District, its employees, officers, agents and volunteers, and against the State of California, for injury, accident, illness or death occurring during or by reason of the above-mentioned field trip or extracurricular activity. I also assume all liability for the conduct of my child and agree to indemnify the District for any claims arising against it resulting from my child's conduct.

Signature of Parent/Guardian: _____ Date: _____

Should it be necessary for my child to have emergency medical treatment while participating in this extracurricular activity or field trip, I hereby authorize Salinas Union High School District personnel to use their judgment in obtaining emergency medical services, including x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care, for my child. I further authorize any duly qualified individual selected by the Salinas Union High School District personnel to render such emergency medical treatment to my child as s/he may deem necessary and appropriate. I understand that the Salinas Union High School District does not have insurance which pays the medical or hospital costs that might be incurred on behalf of my child.

Signature of Parent/Guardian: _____ Date: _____

Address: _____ Daytime Phone: _____

- ☐ My child has the following special medical needs:
- ☐ My child has the following allergies:

- ☐ My child will need to take the following medication:

Note: If the school has not already been informed of the need to dispense medication, you will need to meet with school officials to make the proper arrangements.

**PERMIT TO BE ABSENT FROM SCHOOL
TO PARTICIPATE IN THE UC Davis Field Day and UC Davis
Veterinary Clinic Tour**

The following student, requesting clearance from you, to be released from classes, wishes to obtain permission to be absent on: _____ Thank you.

NAME: _____ DATE: _____

STUDENTS SCHOOL ID #: _____

I agree to make up all work missed. I realize that absence, regardless of the reason, will result in the loss of some classroom work which cannot be made up.

CLASS
SIGNATURE

ASSIGNED WORK

TEACHER'S

1.		
2.		
3.		
4.		
5.		
6.		
7.		

UC Davis FFA Field Day

Accommodations:

Best Western University Lodge (across the street from school)

Davis, CA **95616-4636, US**

Phone: 530/756-7890

Mode of transportation: Ag Dept. Vehicle

Travel time: 3.5 Hours

March 2nd

- Leave school at 8 AM
 - Pit stop halfway for a snack and restroom
- Arrive at UC Davis 12:00 PM
- UC Davis Veterinary Hospital Tours 12:30 PM
- Raptor Center Tour
- Late Lunch
- Hotel Check In
- Dinner at 5 (nearby restaurant)
- Study sessions 7-9pm
- Lights out 10 pm

March 4th

- Agriscience Contest registration and set up begins at 6:30 AM
 - Contest starts at 8:30 am
- Contest ends 1:30-2:30 depending on the number of participants
- Bookstore and quick tour of UC Davis after contest
 - Tour the school
- Awards 4:30
- Leave UC Davis at 6:30-7:00pm
 - Restroom break halfway
- Arrive back at SHS at 10:45pm



CATA Membership

CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

SERVING AGRICULTURE BY TEACHING
2017/2018 ACTIVE MEMBER



Conference Report

SALINAS UNION HIGH SCHOOL DISTRICT
REPORT ON CONFERENCE/WORKSHOP/ACTIVITY ATTENDED

NAME

Rachel Martinez

SCHOOL

Salinas High

CONFERENCE/WORKSHOP/ACTIVITY ATTENDED

CATA Summer Conference

(1) What is your overall opinion of the workshop/conference/activity

(Circle One)

Outstanding

Poor

5

4

3

2

1

(2) What School Plan objective(s) was (were) addressed?

Professional dev. through industry, staying current on
~~Ag issues~~ Ag issues, Ag sci curriculum → NGSS & inquiry
based

(3) List three (3) or more strategies/ideas for improving instruction acquired by attending this conference/workshop/activity. (Use back of form if necessary)

□ Agriscience fair organization for use in Honors class
□ Using Veneir equipment for graphing
□ Understanding the new VFD law affecting
livestock for ROP animal care.

(4) Briefly outline how you plan to disseminate ideas and/or information acquired to your peers.

I meet w/ Vanice Juza (Alvarez) and collaborated ideas
for Ag Chem. I will update my new teaching
partners on CATA sites & events for 2017-2018.

(5) Would you recommend this type of conference/workshop/activity for your fellow staff members?

Yes, CATA conference is a must for Ag teachers.

(6) Other Comments Agriskills were great this year!

Date

7/25/17

Signature

[Signature]



Wish List



Five Year Acquisition Schedule

2017-2018

- Update Ag. Mechanics Shop Equipment
 - TIG Welder
 - CNC Machine
- School Farm Improvements
 - Electric Gate
 - Cattle Blocking Shoots

2018-2019

- Update Ag. Mechanics Shop Equipment
 - Inverter system of welders
 - Greenhouse Automation system

2019-2020

- New Department Vehicle
 - Suburban or newer Truck

2020-2021

- Second Livestock Trailer - Bumper pull
- Electronic Scale

2021-2022

- Ag. Mechanics Shop Tool Boards
- Update Ag. Science course Materials
 - Microscopes
- Update Ag. Mechanics Shop Equipment
 - Oxy Fuel Torches, Hoses, Gauges, etc.
 - Ironworker Attachment/Guards
 - Electrical Retrofitting
- Livestock Trailer
- Electrode holder/oven for Shop
- School Farm Improvements
 - Biometric Time clock
 - Electronic Livestock Scale
 - Non-electronic Livestock Scale
 - Roof on hog area
 - New Showring Panels
 - New Sheep/Goat Pen Panels
 - Outside Show Ring with bleachers



Department Budget

	Remaining in Budget
--	---------------------

Date	Transaction	VEA Travel	ROP	AIG 2017-2018	South Coast Science Supplies 2016-2017	South Coast Science EQUIP/Cap outlay FINAL \$5000 min	South Coast Mech Capital Outlay FINAL \$5000 min	SHS	BOOSTERS
	Subs and hotel costs funded by VEA- Not a budget	Floral Office Depot							AG Formula Funds

4x4 truck	53,000
Trade in old truck	

[1] SUHSD:
12385.00

[2] SUHSD:
per report at start of year

[3] SUHSD:
per report at start of year

[4] Lindsay Almond:
sat lunch, Sun BF and Lunch

[5] SUHSD:
NEEDS AMOUNT ENTERED

SHS Budget Request Form		
Name: Rachel Martinez		
Department: Agriculture		
Extra Work Agreements		
Description of Work:	Estimated Cost	SPSA Goal
Professional Development		
Description of Conference/Training	Estimated Cost	SPSA Goal
NAAE- National Association of Ag Educators- every 2-3 years	3000	2.2
Materials and Supplies		
Description of materials, supplies and vendor name	Estimated Cost	SPSA Goal
Carolina (Ag Sci)	1000	1.8
Scientific Flynn (Ag Sci)	500	1.8
Smart and Final (Ag Sci)	500	1.8
Amazon (Ag Sci and Floral)	1000	1.8
Home Depot - Concrete, electrical, wood, connectors and Ag Sc	\$1,600	1.7 & 1.8
El Camino Machine - Metal for projects	\$1,000	1.7
Barnes Welding Supply - Welding gasses, electrodes Misc	\$1,000	1.7
Field Trips		
Description of item:	Estimated Cost	SPSA Goal
Academy of Science (50 students)	1500	1.8
Big Ticket Items, Infrequent, Once in a lifetime		
Description of Work:	Estimated Cost	SPSA Goal
CASE certification for Ag Science	2800	2.2



Department Budget Process



Department Budget Process

The department budget is made up of three main sources of funds; Agriculture Incentive Grant, Mission Trails ROP and CTE funds, and Salinas High School Formula Funds.

Ag Incentive Grant

Every summer the department chair completes the AIG grant application and it is reviewed by our Advisory Board in June. The application is submitted to our district and sent off to our regional supervisor, Mr. Beard. Salinas Union High School District sends us our allocation in October. The AIG funds help fund classroom supplies and field trips.

Formula Funds

In previous years, the agriculture department at Salinas High was not given a specific allocation for supplies or equipment. Now that we have a new principal she has streamlined funds and has made it more transparent. The department chair works with the department to create an ideal budget and that budget is tied to district goals. The budget is submitted the principal and the school board. Once approved the department chair and the assistant principal meet and discuss the next years allocation.

Mission Trails CTE Funding

The agriculture program at Salinas High is ran through Mission Trails ROP and they give each career pathway a budget based on the funds available. This is a new process since the new ROP director took over. We normally have received \$300 per class for Office Depot supplies. Under the new system we are receiving \$3000 for supplies and equipment. Mission Trails ROP also pays for a majority of of substitute fees for FFA and CATA events.



Department Chair Duties and Responsibilities

DEPARTMENT CHAIRPERSON

Job Description

Appointment, Term, and Remuneration

The Department Chairperson shall be appointed for a term of one year by the principal upon the nomination of the department.

Responsibilities

The Department Chairperson shall be responsible directly to the principal.

Duties

1. To facilitate achievement of the goals for the department and the goals of the school.
2. To cooperatively prepare and review with members of the department yearly goals and objectives.
3. To coordinate department participation in the development of articulated district curriculum.
4. To provide liaison between the departmental staff members and the principal.
5. To conduct department meetings at least once a month, or according to contract, and to publish minutes of those meetings to the department and the principal.
6. To serve as the key department representative on curriculum matters and to attend or send a department representative to attend District curriculum meetings.
7. To coordinate the work of the department in reviewing new courses of study and new textbooks in accordance with board policies and regulations.
8. To assist the principal in the selection of new teachers.
9. To assist teachers new to the department to become oriented to the assigned curriculum, the work and objectives of the department, and to assist all staff members if requested.
10. To assist the principal in the performance of other department duties including, obtaining teaching preferences from department members and submit a recommended master schedule to the Principal.
11. To prepare the departmental budget, and to review, approve or disapprove requisitions for textbooks, equipment, materials, and supplies prior to submission to the Principal.
12. To coordinate the custody and care of all returnable supplies, textbooks, and equipment checked out to the department.

SALINAS UNION HIGH SCHOOL DISTRICT Certificated Job Description COURSE LEAD	Initial Date: 12/10/13 Revised:
--	--

DEFINITION:

The “Course Lead” supports the site’s leadership team in fostering the collaborative processes associated with building Professional Learning Communities. S/he will support the PLC collaborative process by assisting site leadership in the coordination and facilitation of grade and/or content level collaborative meetings based on fostering continuous growth in student achievement as well as support the development of common, formative assessments.

The role of a “Course Lead” is critical to the successful development of specific Common Assessments that generate results to be used as decision making points through the collaborative process. The “Course Lead” will recognize and evaluate assessments, coordinate and facilitate departmental discussions regarding students’ performance data, assist in identifying underperforming students and make recommendations to revise and adapt instructional strategies and course content based on these discussions.

PERFORMANCE RESPONSIBILITIES:

The roles and responsibilities of the Course Lead include:

- Facilitate weekly collaboration meetings in a fair and equitable manner.
- Facilitate collaborative meetings with a focus on content, assessment, results, instruction and intervention.
- Coordinate the development and implementation of pacing guides.
- Coordinate the development of common assessments and securing results of all members in order to drive the collaborative discussions.
- Facilitate discussions analyzing student performance and identifying areas that need to be examined more critically for improvement.
- Facilitate the discussion to identify students who are underperforming and assist in establishing interventions for those identified.
- Facilitating the process of professional sharing of best practices that contribute to improving student learning.

**SALINAS UNION HIGH SCHOOL DISTRICT
COURSE LEAD**

- Ensure that the Collaboration Planning Form is completed by each grade level team and is made available to staff within the established timeframe.
- Ensure that collaborative groups adhere to group norms.
- Review the four crucial questions of Professional Learning Communities (PLC):
*What do we want students to know? How will we know if they have learned it?
What will we do when they don't learn it? What will we do when they do learn it?*
- Monitor student progress using tools and strategies gained through professional development.
- Work closely with department heads to utilize department meetings if needed to complete this work.
- Ensure that teachers organize and follow through on remediation programs.
- Provide the Principal with a weekly status on the progress and discussions held in collaboration.
- Fulfill other duties as assigned.

EMPLOYMENT STANDARDS:

- Bachelor's degree from an accredited college or university
- Valid California teaching credential authorizing services in the area of responsibility
- Minimum 3 or more years of successful classroom teaching experience
- Must be knowledgeable in the use of student data software programs, student information systems and the CDE's data system in order to run formative assessment reports, state testing reports and other data as needed.

REPORTS TO:

The Course Lead will also collaborate with the administrator who is designated for that department as well as the Department Head.

SALINAS UNION HIGH SCHOOL DISTRICT
COURSE LEAD

TERMS OF EMPLOYMENT:

- \$1,500 annual stipend
- 184 day work year

PERFORMANCE EVALUATION:

Performance of this position will be evaluated in accordance with provisions of the Board's policy for evaluation of certificated personnel.

Board Approved: 1/14/14

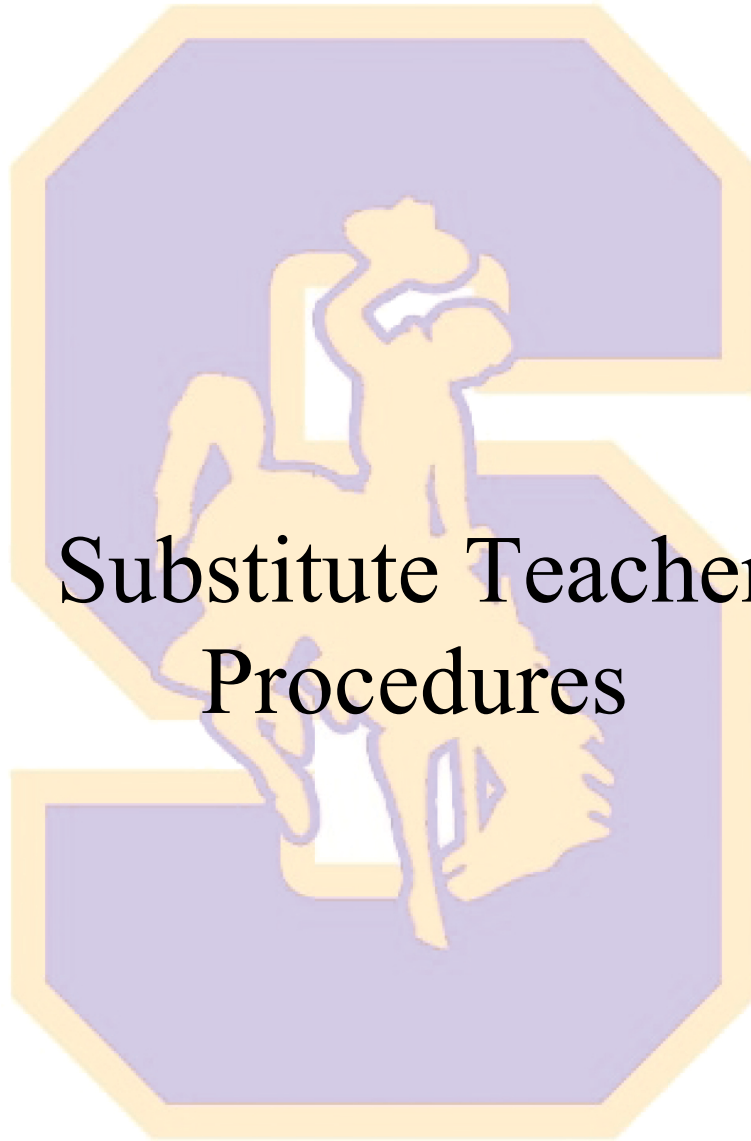


Department Chart Responsibilities

Ag Department			Martinez	Evans			
Department Chair			X				
Accounting- Department Chair Responsibilities							
	CATA Registration		X	X			
	Departmental / District Accounting / PO's		X				
	FFA Accounting / PO's		X				
	Hotel Reservations		X	X			
	Office Supplies Orders		X				
	Perkins Funding Application		X				
	ROP Accounting / PO's		X				
	ROP/ Site/ Incentive Budget		X				
	Travel Requisitions		X	X			
	Warehouse Orders		X				
General Program / Facility=Department Chair Responsibilities			Martinez	Evans			
	5-year Equipment Allocation		X				
	Advisory Committee Roster & Minutes		X				
	Ag Advisory Committee Planning and Agenda		X				
	Ag Booster Committee		X	X			
	Chart of Staff Responsibilities		X				
	Comprehensive Program Plan		X	X			
	Department Marketing / PR		X	X			
	Graduate Follow-Up		X				
	Incentive Grant		X				
	Incentive Grant Reviews		X	X			
	In-service Activities List			X			
	Maintain Comprehensive Program Plan Binder		X	X			
	Maintain Program Management Binder			X			
	Maintenance Requests		X	X			
	Quarterly / Yearly CATA Meetings / Events		X	X			
	R2 Report & Roster		X	X			
	Recruitment		X				
	Report of Expenditures		X				
	Transportation Requests		X				
FFA Advisor							
	Advance Leadership Academy Conference			X			
	American FFA Degree Applications		X	X			
	Chapter Officer Leadership Conference		X	X			
	Chapter Reportor		X				
	Greenhand Conference			X			
	Made for Excellence Leadership Conference			X			
	Project Competition Apps (Working with students)		X				
	Organize Sectional Project Competition						
	Oversee Planning for FFA Meetings		X	X			
	Quarterly FFA Activities List for Class Grading			X			
	Regional Officer Leadership Conference		NA				
	Registration for CDE Contest		X				
	Registration for Conferences		X				
	Scrapbook		X	X			
	Sectional Officer Leadership Conference		NA				
	State FFA Degree Applications		X	X			
	State FFA Leadership Conference		X				
			Martinez	Evans			
Animal / Livestock							
	ROP Animal Care MCF & SVF		X				
	Fair Supplies		X				
	Fair Supervision		X	X			
	Veterinary Supplies		X				

		Martinez	Evans			
Horticulture Facility						
Floriculture			X			
General Care and Maintenance			X			
Greenhouse			X			
Horticulture Plots			X			
NEW plots at farm			X			
		Martinez	Evans			
Shop / Equipment / Machinery						
Ag Shop Maintenance - Welding			X			
AG Shop Work orders			X			
Welding SAEs			X			
Ag Mech SAEs			X			
Large fair projects			X			
Ag truck maintenance	X		X			
Livestock trailer maintenance	X		X			
		Martinez	Evans			
Project Supervision						
Ag Mechanics			X			
Livestock projects	X					
Ag Welding			X			
Floriculture Projects			X			
Horticulture Projects			X			
Work Experience Projects			X			
		Martinez	Evans			
FFA Judging Teams / Contests						
Agriscience Fair team	X					
BIG			X			
Creed Speaking	X					
Extemporaneous Speaking	X		X			
Job Interview			X			
Opening and Closing Officers	X					
Opening and Closing Advanced	X					
Opening and Closing Novice			X			
Prepared Public Speaking	X					
Coops	X					
		Martinez	Evans			
Awards						
Awards Banquet	X		X			
Greenhand / Chapter Farmer Awards Ceremony	X		X			
National Chapter Awards						
Scholarships			X			
POA Tabulations	X					
Proficiency Awards	X		X			
		Martinez	Evans			
Fundraisers						
Applebees pancake breakfast	X					
Gizdich Pies	X					
Floral Projects- Subscriptions and corsages for prom			X			
Plasma Art?			X			
Plant Sale			X			

	Events- T&A, Trap Shoot, other	X				
	Save Mart S.H.A.R.E.S. Program- reapply		X			



Substitute Teacher Procedures



Substitute Procedure

The substitute procedure is easy at Salinas High School. We utilize the software AESOP and we are required to put in our absence in advance in non emergency situations. When Inputting an absence in AESOP we are given a drop down menu to choose the reason why we will be out. If it is for school business we are required to pass our school business number. A school business number lets the site secretary know that the paperwork for the absence has been approved.

Once a substitute teacher is found through the system we receive an email and we can upload our substitute plans right on the website for that day. We are required to have substitute plans for each day we are absent that are educational. Our school has a no movie policy unless it is directly tied to the curriculum.

During the day the substitute will take notes on behavior and how the day went. They submit a report to the office and the teacher also gets a copy.

Absence Management
Formerly Aesop

[Home](#) [Absences](#) [Feedback](#) [Account](#) [Frontline Support](#)

May 2018

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	28	29	30	31		

June 2018

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	28	29	30

July 2018

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	28
29	30	31				

Absences

Closed Day

In-Service Day

Create Absence

0 Scheduled Absences

2 Past Absences

Please select a date

Need more options? Advanced Mode

May 2018

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

Helpful Hint:

You can select multiple days individually or click-and-drag to select a range of dates.

Substitute Required

Yes

Absence Reason

Select One

Time

Please enter a valid time range using the HH:MM AM format.

08:00 AM to 02:48 PM

Substitute Report Time

Please enter a valid time range using the HH:MM AM format.

07:55 AM to 02:53 PM

Notes to Administrator

(not viewable by Substitute)

Notes to Substitute

FILE ATTACHMENTS

DRAG AND DROP FILES HERE

Choose File no file selected

Shared Attachments

Salinas High School/ Salinas FFA
726 S. Main Street
Salinas, CA 93901
831-796-7400
Rachel.martinez@salinasuhsd.org



Sub Plan

To: Substitute
From: Rachel Martinez
Date: 3/23/2018

Substitute Plans:

- ☐ Please see MASTER binder (purple binder) for details about school info, etc.
- ☐ Attendance: Please take attendance with the role sheet in your sub folder. They have assigned seating and the seating charts are located in the master binder.
- ☐ Headphones and Cell Phones: Students are allowed to listen to music if they are quiet and working. Some assignments require them to use headphones. Students are not allowed to "Snapchat" or watch movies during class.
- ☐ Students must sign out and in to use the restroom. The clipboard is by the calendar by the front door.
- ☐ Discipline: Any student who is acting inappropriately or not on task please write their name down on a sticky note on my desk. Feel free to give detention or referrals for bad behavior.

All students will have the same assignment.

Period 1 & 2 Sustainable Agriculture

- ☐ Helpful Student: Aubry Hilbert (TA Per.1) She can help you with what ever you need.
- ☐ Per. 1- This class is perfect. They are quiet.
- ☐ Per. 2- This class is made up of very outgoing and active freshman. They like to talk.

Assignment: FFA Meeting Etiquette

Directions:

- ☐ Please have students log onto Google Classroom. The assignment directions are posted. they must submit 2 documents by the end of the period.
 - ☐ Typed responses and FFA Etiquette Flyer

Period 3 Ag Economics

- ☐ Helpful Student: Zoey Jimenez and Aubry Hilbert
- ☐ This is a class of all seniors.

Assignment: Same as above

Period 4 Soil Chemistry

- ❑ Helpful Student: Taylor Sollecito
- ❑ This class is normally good, they are very smart and finish early.

Assignment: SAME

Period 5 Advanced Ag Honors

- ❑ Helpful Student: Alex Burgess and Katie Grossman
- ❑ This class is an honors class but they are rowdy. Key students to watch: Joseph Evers and Lane Radley. Please write their names down if they are off task.

Assignment: SAME



Program Completer

F. Program Completion Standards

Program completers are defined as vocational Agriculture majors-students who have completed three or more years of Vo-Ag instruction or students who have completed three or more Vo-Ag courses within their selected program.

These students should score at least 75% competency on the proficiency tests being developed.

I. California Agriculture

- A. Students will understand the economic importance of the agricultural sector in California, and be able to identify the leading production areas and commodities.**
- B. Students will understand the interrelationship of agriculture and society in California, including factors which influence agricultural activities**
- C. Students will understand the impact of agricultural production on the environment and natural resources of California.**
- D. Students will develop an appreciation of energy, its effects on modern agriculture, and potential applications of alternative sources of energy available to the field today.**

II. Animal Science

- A. Students will understand the importance of domestic animals and their roles in modern society.**
- B. Students will develop a basic understanding of animal behavior, morphology, taxonomy, general reproductive traits, and natural selection.**
- C. Students will develop a basic understanding of the structure, function, and maintenance of the major body system (e.g., digestive systems) and their components.**
- D. Students will develop a basic understanding of the theory of inheritance and the genetic basis for animal selection.**
- E. Students will develop an understanding of the factors involved in animal nutrition, animal feeding, and the basic feedstuffs for that purpose.**
- F. Students will understand the concept of animal health. They will become familiar with methods of identification of**

unhealthy animals, preventive measures, treatment, and the casual agents of common health problems in animals of economic importance.

- G. Students will develop an appreciation for the factors involved in and the ability to evaluate and select livestock for specific uses.
- H. Students will understand the basis for meat grading and develop an appreciation of the variety of products available from meat animals.

III. Plant science

- A. Students will understand the growth and development of plants, including the functions of plant parts, reproductive systems, and auxins.
- B. Students will understand the role of soil in plant production, including factors that affect soil productivity.
- C. Students will understand the role of fertilizers in agricultural production.
- D. Students will understand the role of irrigation in plant production.
- E. Students will understand the importance of pest control in agricultural production and appreciate the need for safe pesticide application procedures.
- F. Students will develop an appreciation for safety in the work place and the proper use of tools.
- G. Students will understand the basic applications of measurement in calculating volume and distance and develop an appreciation for the differences between the U.S. Customary and metric systems.

IV. Agriculture Business Management

- A. Students will appreciate the importance of keeping accurate records of business transactions in agriculture.
- B. Students will understand the basic role of financial credit in agriculture, including sources and costs of farm credit.
- C. Students will understand the basic concepts of computer literacy and appreciate the role of computer applications in agriculture.

V. Leadership

- A. Students will appreciate the wide variety of leadership training activities available through the FFA.

- B. Students will appreciate the important role that communication skills play in developing leadership abilities.**
- C. Students will understand the principles of parliamentary procedure.**
- D. Students will understand the basic concepts of scientific inquiry and critical thinking.**

VI. Supervised Occupational Experiences (SOE)

- A. Students will appreciate the importance of supervised occupational experience programs (SOE) in the total program of agricultural education.**

VII. Employability

- A. Students will develop knowledge of job search techniques and resources available to the job seeker.**
- B. Students will develop an understanding of the importance of the first contact in the job search.**
- C. Students will begin to understand what occurs during an interview, methods of preparation for the interview, and the purpose of the follow-up letter.**
- D. Students will appreciate the fundamental requirements for keeping a job. They will discuss the importance of interpersonal communications, appropriate dress, and self-evaluation procedures.**

VIII. Careers

- A. Students will become aware of career opportunities available, skills required for different occupations, and the importance of work to the individual and society.**
- B. Students will develop tentative occupational goals, and will begin to plan steps appropriate to achieving the stated goals through the career plan.**



Community College Agreements



Community College Agreements and "2+2" Agreements

The Salinas High School Agriculture Program doesn't have articulation with any community colleges as of now. We are working closely with our CTE coordinator to submit the proper paperwork to start the process. Our goal is to articulate our Agriculture Mechanics and Agriculture Chemistry courses with Hartnell College. We started this process in September of 2017 and we hope to have articulated courses for the 2018-2019 school year. The following documents are the course outlines for the Hartnell classes we are currently trying to articulate with.

HARTNELL COLLEGE

COURSE OUTLINE

CC Approval: 03/20/2014

Board of Trustees:

Last Revised:

DESIGNATOR & NUMBER: ABT 80COURSE TITLE: Introduction to Sustainable Agriculture and FoodCREDIT UNITS: 3FACULTY INITIATOR: Steven TrianoWEEKLY CONTACT HOURS:

3	Lecture
0	Lab
0	By-Arrangement (DHR)
6	Homework (Lecture hours X 2)

TOTAL CONTACT HOURS (BASED ON 16-18 WEEKS)

48 – 54	Lecture
0	Lab
0	By-Arrangement (DHR)

GRADING BASIS:

Grade Only

PREREQUISITE:COREQUISITE:ADVISORY:OTHER:COURSE DESCRIPTION:

This course introduces the topic of environmental and social sustainability in agriculture emphasizing a multi-disciplinary analysis of food and farming systems. Students will learn the history of agricultural development and the influence of agricultural technologies and land use practices on agro-ecosystem functioning, environmental quality, and human health. The course examines the ecology, environmental science, sociology and economics of agricultural systems. The course concludes with

an assessment of the social, economic and political obstacles, opportunities and enabling environments for the widespread adoption of more environmentally sustainable and socially equitable food and farming systems.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, students will be able to:

1. describe the history of agriculture development, the influence of agricultural technologies and land use practices on environmental quality and human health.
2. relate origins of 'sustainable agriculture', and the structural obstacles to the widespread adoption of sustainable food and agricultural systems.
3. read natural and social science journal articles, articulate the social and environmental values implicit in conceptions of sustainable agriculture.
4. define the key opportunities and obstacles to a more sustainable food and agriculture system.
5. practice new approaches and be willing to invest time and energy in advancing the broad goals of sustainable agriculture in their personal and professional lives.

COURSE CONTENT:

- I. History of Agriculture and Food
 - A. Adaptive strategies of hunter-gatherer societies
 - B. Environmental impacts of hunter-gatherer societies. The origins of agriculture
 - C. Traditional forms of sustainable agriculture Ecological and social resiliency of traditional agriculture systems
 - D. Alternatives to environmentally disruptive forms of traditional agriculture The Industrialization of Agriculture
 - E. Rethinking the role of agriculture: toward multifunctional and ecologically based agriculture
 - F. The modernization of soil and water conservation in the US and abroad
- II. Agriculture and the Environment
 - A. Agriculture and Ecosystems
 - B. The Need for Sustainable Agriculture Systems
 - C. Ecosystems Services and Dis-services to and from Agriculture Living and working conditions of agriculture labor
 - D. Consolidation in food and agriculture
 - E. Human health risks Definitions, Principles and Practices of Agroecology and Sustainable Agriculture
 - F. Ecological, Social and Economic Sustainability in the Agri-food System Social issues in modern agriculture
 - G. Alternative agriculture and food system initiatives Biodiversity and ecosystem functioning in agriculture
 - H. Designing resilient and productive agricultural systems for the future
- III. Agriculture and Food Systems
 - A. Components of the food system
 - B. The politics of food
 - C. Agricultural globalization: costs, benefits and risks The production of unequal access to food

- D. Food insecurity, hunger and food crises in the US and abroad Diet and health
- E. How the food industry influences nutrition and health The case for local food
- F. Advantages and disadvantages of local food initiatives

IV. Policies, Processes and Institutions

- A. Systems thinking
- B. Environmental and social ethics in agriculture and food Participatory processes for sustainability
- C. The transition to sustainable agriculture and food systems Structural obstacles and opportunities for sustainable agriculture
- D. Public policies and incentives for facilitating sustainable agriculture

INSTRUCTIONAL METHODOLOGY:

CLASSROOM

Lecture

Audiovisual (including PowerPoint or other multimedia)

Discussion

Group Activity

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:

Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:

CLASSROOM

EXPLANATION

Class Activity

Students will be divided into groups to discuss possible solutions to problems of sustainability and report to the class the results of their discussion.

Oral Assignments

Students will be divided into groups to discuss possible solutions to problems of sustainability and report to the class the results of their discussion. In addition, students will research an individual topic of sustainability, write a paper and present their findings in an oral report.

Written Assignments

Students will research an individual topic of sustainability, write a paper and present their findings in an oral report.

EXAMS

EXPLANATION

Comprehensive Final

The final examination will include questions and/or assignments that test student comprehension of material throughout the entire course.

Problem Solving

Specific exam questions and/or assignments will provide the students with examples of sustainability problems. Students will need to provide solutions to those problems based on the material learned in class.

Objective Test

Students will be evaluated using midterm examination(s) that include a mixture of multiple choice, true/false, and short answer

questions. Problem solving questions may also be incorporated into the objective tests.

MINIMUM STUDENT MATERIALS:

Textbook(s) similar to:

Pretty, Jules. *Sustainable Agriculture and Food: History of Agriculture and Food*. Earthscan Reference Collections. Sterling: Routledge, 2007, print, 9781844074082..

Ackerman-Leist, P. and Madison, D. *Rebuilding the Foodshed: How to Create Local, Sustainable, and Secure Food Systems*. Community Resilience Guides. White River Junction: Chelsea Green Publishing, 2013, print, 9781603584234..

ADDITIONAL RESOURCES

National Sustainable Agriculture Information Service: <https://attra.ncat.org/publication.html>

The World Watch Institute: <http://www.worldwatch.org/>

SAREP: <http://www.sarep.ucdavis.edu/sarep/about/def>

iTunes Lectures on Food and Sustainable Agriculture by Yale School of Forestry:

<https://itunes.apple.com/us/itunes-u/food-sustainable-agriculture/id387961518>

Teaching the Food System: <http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/>

COURSE ASSIGNMENTS

Examples of Reading Assignments

<http://austintexas.gov/sustainability/food>

<http://asi.ucdavis.edu/students/about-major>

Examples of Writing Assignments

Students will write a term paper on an individual research topic related to sustainability.

Examples of Outside Assignments

Students will be required to complete homework assignments including (1) answering questions about the concepts of sustainability, (2) evaluating the environmental impacts of sustainable production systems, and (3) evaluating the political climate of sustainability.

3558

HARTNELL COLLEGE

COURSE OUTLINE

CC Approval: 05/07/2015
Board of Trustees: 06/02/2015
Last Revised: 03/19/2009

DESIGNATOR & NUMBER: ABT 90

COURSE TITLE: Soil Science

CREDIT UNITS: 3

FACULTY INITIATOR: Steven Triano

WEEKLY CONTACT HOURS:

2	Lecture
3	Lab
0	By-Arrangement (DHR)
4	Homework (Lecture hours X 2)

TOTAL CONTACT HOURS (BASED ON 16-18 WEEKS)

32 – 36	Lecture
48 – 54	Lab
0	By-Arrangement (DHR)

GRADING BASIS:

Grade Only

PREREQUISITE:

COREQUISITE:

ADVISORY:

OTHER:

COURSE DESCRIPTION:

Provides a basic knowledge of the genetic, physical, chemical, and biological properties of soils. Explores principles involved in the interpretation of soils information for land use management, (including agricultural production and non-agricultural uses), and conservation. Includes a weekly laboratory activity.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, students will be able to:

1. analyze local soil quality as affected by human and natural activities.
2. explain local geographical features and their relationship to local soils.
3. evaluate parent rocks and other soil forming processes influence on local and global soils.
4. demonstrate the determination of the following soil physical properties: texture (two methods), use of textural triangle, bulk density, particle density, pore space, organic content, color, pH, structure, conductivity and reactivity.
5. demonstrate an understanding of the classification of local and global soil orders (i.e., soil taxonomy).
6. discuss and understand the importance of essential plant nutrients.
7. apply soil nutrient cycles to soil, plant, and soil organism relationships.
8. demonstrate an ability to use appropriate terminology professionally when discussing soils.
9. demonstrate practical soil management including soil conservation and sustainability.
10. analyze a soil's microbiological activity level.
11. demonstrate an understanding of a soil food web.
12. describe the features of a soil profile and relate such to soil management practices.
13. demonstrate how to read a soil map, explain the importance of soil mapping and how to locate a specific site using both township/range and GIS (Geographic Information Systems).
14. demonstrate how to determine a Soil Storie Index Rating and a Natural Resources Conservation Service land capability class.
15. describe the organic breakdown cycle of a soil and the role of organisms in soil physical and chemical properties.
16. evaluate a soil's water holding capacity, plant available water, properties and movement of water in soil.
17. assess and evaluate the anion and cation exchange capacity for a given soil.
18. interpret a soil nutrient analysis including percent base saturation.
19. demonstrate the use of the scientific method when validating and/or experimenting on the principles of soil science.

COURSE CONTENT:

- I. The importance of soil
 - A. Function of soils in our ecosystem
 - B. Early agrarian societies and their soil management practices, including significant historical events
 - C. The soil as a natural body, an overview of its features and functions
 - D. The scientific aspects of soil science, applied research present and future
- II. Formation of soils from parent materials
 - A. Parent rocks and their influence on soil
 - B. Factors influencing soil formation
 - C. Soil formation in action
- III. Soil classification

- A. Soil orders
- B. Categories and nomenclature of soil taxonomy
- C. Soil series and textural classes
- D. Storie index and land capability classes
- IV. Soil physical properties
 - A. Texture
 - B. Structure
 - C. Color
 - D. pH
 - E. Profile
 - F. Bulk density
 - G. Particle density
 - H. Pore space
 - I. Soil management as applied to physical properties
- V. Interpretation and use of soil maps
 - A. Remote sensing tools for soil investigations
 - B. Satellite imagery
 - C. County soil survey reports and their utilization
 - D. Geographic Information Systems (GIS)
- VI. Organic material and microbiology of soils
 - A. Influence of organic material in the soil complex
 - B. Composting
 - C. Diversity of soil organisms
 - D. Influence of soil microorganisms
 - E. The soil environment and organisms and organic matter
 - F. Soil nutrient cycles
 - G. Concept of a sustainable soil system
- VII. Soil moisture
 - A. The hydrological cycle
 - B. The soil plant atmosphere continuum
 - C. Relation to texture, structure, and organic material in the soil
 - D. Retention and movement in the soil
 - E. Soil drainage
 - F. Irrigation requirements and practices in relation to soil
 - G. Water quality influence and assessment
 - H. Water conservation applications
 - I. Soil colloids
 - J. Properties and type of colloids
 - K. Genesis of soil colloids
 - L. Cation exchange capacity
 - M. Factors influencing the availability of micronutrient cations and anions
 - N. Soil analysis
- VIII. Soil pH
 - A. Assessment
 - B. Management of acidic soils
 - C. Management and reclamation of saline-alkaline soils
 - D. Global soil quality as affected by human activities

LAB CONTENT:

- I. Rocks & Minerals in Soil Formation
 - A. Elements and minerals
 - B. Hardness scale
- II. Mechanical Analysis
 - A. Soil texture
 - B. Hydrometer usage and specific gravity
 - C. Calculating percent sand, silt and clay
- III. Determining Soil Texture by Feel
 - A. Soil sampling
 - B. Sample preparation
 - C. Ribboning soil
 - D. Texture determination
- IV. Soil Properties Related to Texture
 - A. Bulk density
 - B. Particle density
 - C. Porosity
 - D. Macropores vs micropores
- V. Soil Moisture
 - A. Percent moisture
 - B. Water fractions
 - 1. Field capacity and capillary water
 - 2. Available water
 - 3. Hygroscopic water
- VI. Field Study of Local Soils
 - A. Soil formation
 - B. Landscape position
 - C. Soil horizons
- VII. Chemical Soil Analysis: pH and ECE
 - A. Measuring pH
 - B. Adjusting pH
 - C. Salt content and ECE
- VIII. Chemical Soil Analysis: N, P & K
 - A. Soil sampling
 - B. Chemical analysis of primary macronutrients
 - C. Total nutrient content vs available nutrients
- IX. Fertilizer Materials
 - A. Organic vs inorganic fertilizer sources
 - B. Fertilizer composition
 - C. Fertilizer forms
 - D. Fillers
- X. Fertilizer Recommendations
 - A. Calculating recommendations
 - B. Cost analyses
 - C. Fertilizer mixtures
- XI. Soil Organism Study
 - A. Soil sampling

B. Soil organisms

1. Bacteria
2. Actinomycetes
3. Fungi
4. Arthropods
5. Nematodes
6. Other

C. Estimating soil organism populations

XII. Soil Organic Matter & Humus

A. Measuring organic matter content

1. Muffle furnace method
2. NaOH method

B. Impact of organic matter

1. Soil structure
2. CEC
3. Nutrient availability

XIII. Decomposers in the Soil

A. Comparison of decomposition rates among various decomposing materials

B. Comparison of decomposition rates between clay and sandy soils

XIV. Soil Conservation & Mapping

A. Soil surveys and the Web Soil Survey

B. Map units

C. Soil capability classes

XV. Land Measurement & Legal Description

A. Township and range and the PLSS System

B. Longitude and latitude

C. Meets and bounds system

D. GPS technology

INSTRUCTIONAL METHODOLOGY:CLASSROOM

Lecture

Lab Activity

Individual Assistance

Audiovisual (including PowerPoint or other multimedia)

Demonstration

Discussion

Group Activity

Requires a minimum of three (3) hours of work per unit including class time and homework.

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:

Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:

CLASSROOM

EXPLANATION

Class Activity	Students prepare for and participate in class discussions.
Lab Activity	Students complete weekly lab activity, determine test results and answer related questions.
Written Assignments	Completion of lab questions and text assignments.

EXAMS	EXPLANATION
Comprehensive Final	Multiple choice and written answers.
Problem Solving	Determining conclusions from several of the lab activity.
Skill Demonstration	Demonstrate the use of soil testing equipment.
Objective Test	Multiple choice and written answers.

MINIMUM STUDENT MATERIALS:

Textbook(s) similar to:

Brady, Nyle C. *Elements of the Nature and Properties of Soils*. 3rd ed. Saddle River: Pearson Education, 2009, *print*.

Plaster, E.J.. *Soil Science and Management*. 6th ed. New York: Cengage, 2013, *print*, 9780840024329..

Dingus, Del D (Steven Triano Ed.). Soils Science Laboratory Manual. Cal Poly, San Luis Obispo, 12-01-2014.

COURSE ASSIGNMENTS

Examples of Reading Assignments

Elements of the Nature and Properties of Soils, 3rd ed.

Students will complete reading assignments in the required text (approx 25-50 pages per week).

Soils Science Laboratory Manual

Students will complete reading assignments in the laboratory manual (approx 5-10 pages per week).

Various internet articles will be assigned as appropriate.

Examples of Writing Assignments

Students will complete weekly short writing assignments related to the laboratory topics.

Examples of Outside Assignments

Students will be assigned follow-up questions each week related to the laboratory exercise.

Students will be assigned specific tasks to complete on the Web Soil Survey application, Natural Resources Conservation Service.

HARTNELL COLLEGE

COURSE OUTLINE

CC Approval: 03/19/2009
Board of Trustees: 04/14/2009
Last Revised:

DESIGNATOR & NUMBER: AIT 70

COURSE TITLE: Introduction to Mechanized Agriculture

CREDIT UNITS: 3

FACULTY INITIATOR: Albert Graham

WEEKLY CONTACT HOURS:

0	Lecture
0	Lab
0	By-Arrangement (DHR)
0	Homework (Lecture hours X 2)

TOTAL CONTACT HOURS (BASED ON 16-18 WEEKS)

32 – 36	Lecture
48 – 54	Lab
0	By-Arrangement (DHR)

GRADING BASIS:

Grade Only

PREREQUISITE:

COREQUISITE:

ADVISORY:

OTHER:

COURSE DESCRIPTION:

This course involves basic mechanical skills in woodworking, cold metal, electricity, plumbing, concrete, and project construction skills as related to farm maintenance and repair. Hand and power tool use skills will be developed. Safety practices for all mechanical areas will be covered. Formerly AGR 56. Not open to students who have completed AGR 56 with a grade of "C" or better.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, students will be able to:

1. differentiate between the metal joining processes demonstrated in class arc welding, mewling, and cutting torch.
2. select the proper method of joining metals and materials for selected applications.
3. identify and demonstrate proper use, care, and adjustment of common and precision tools and machines found on the farm.
4. compute common shop problems regarding measuring and ordering supplies and equipment for given applications.
5. be able to identify and select proper wood for a project.
6. identify safe shop practices and potentially hazardous safety conditions in the shop.
7. prepare a simple three-dimensional drawing showing top, end, and side views.
8. apply the techniques of sharpening and refitting the more common farm tools.
9. compare and contrast the methods of painting, types of paints, their preferred uses, and cleanup procedures.
10. select the most adequate (cost and quality) supplies (lumber, steel, materials) for a given situation—fence, building, etc.
11. identify types of threads and properly use taps, dies, tap drills, and common fasteners.
12. measure and thread pipe, and accurately identify the more commonly used fittings.
13. demonstrate knowledge of concrete by forming, pouring, and finishing a slab to a proper size and slope.
14. assemble an electrical wiring board or display as per instructions.
15. analyze situations such as fence construction, building repair or construction, etc. to select cost quality, supplies, lumber, steel, materials, etc., to perform task.

COURSE CONTENT:

- I. Cold and hot metal work
 - A. Use and sharpening of hand tools such as chisels, punches, scribes, taps, and dies
 - B. Operation and care of power metal working tools
 - C. Bending, drilling, marking, threading, and sawing metal
 - D. Basic welding techniques (ARC, MIG, GAS)
- II. Farm construction
 - A. Measuring, marking
 - B. Hand tools, their care, proper use and operation
 - C. Power tools—how to operate, adjust, and repair
 - D. Surveying, squaring, and leveling tools
 - E. Safety rules and considerations in shop
- III. Sheet metal
 - A. Layout
 - B. Cutting and bending
 - C. Soldering
 - D. Operation and care of sheet metal tools

IV. Blueprints

- A. Sketching
- B. Reading blueprints

V. Wood work

- A. Use and care of tools and machines used in woodworking
- B. Selection and characteristics of different woods

VI. Paints

- A. Types
- B. Mixing
- C. Application and cleanup

VII. Construction materials

- A. Properties of metals, woods, etc.
- B. Figuring bills of materials
- C. Fasteners of all types

VIII. Concrete

- A. Physical properties
- B. Estimating quantities, figuring costs

IX. Electrical

- A. Splices and connections
- B. Lighting circuit, receptacle circuits
- C. Safety with electricity

X. Plumbing

- A. Operation and care of plumbing tools
- B. Types of fittings
- C. Layout and measuring

INSTRUCTIONAL METHODOLOGY:**CLASSROOM**

Lecture

Lab Activity

Individual Assistance

Audiovisual (including PowerPoint or other multimedia)

Demonstration

Discussion

Group Activity

Requires a minimum of three (3) hours of work per unit including class time and homework.

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:

Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:

CLASSROOM**EXPLANATION**

Class Activity

Students will be expected to wear proper shop attire and participate

during class discussion. This will make up 12%-25% of their grade.

Lab Activity

Each week students will be learning about different equipment and how it is applied to industry. During the lab students will also have to use the information that is taught during the lecture and build a project. The projects will build on each other. This will make up 40%- 50% of their grade.

Written Assignments

There will be weekly homework assignments. In the assignment they will have to learn industry term then do questions at the end of each chapter. This will make up 10%-12.5% of their grade.

EXAMS

EXPLANATION

Comprehensive Final

Students will have a comprehensive final which will include; essay, fill in the blank, multiple choice, short answers. This will make up 20%-25% of their grade.

Problem Solving

Student will be expected to find solutions to problems that arise throughout the semester as they relate to projects that are assigned throughout the semester. The grade for problem solving will be reflected in the class and lab activities.

Skill Demonstration

Students will be able to demonstrate proper shop safety, different processes of working with wood, cold metal, electricity, plumbing and concrete, and project construction skills related to farm maintenance and repair.

Quizzes

Daily quizzes will be given about information that was presented in the previous class. This will make up 10%-12.5% of their grade.

MINIMUM STUDENT MATERIALS:

Textbook(s) similar to:

Cooper, Elmer L. and Ray V. Herren. *Agricultural Mechanics: Fundamentals and Applications*. 5th ed. Albany: Delmar, 2005, *print*.

COURSE ASSIGNMENTS

1960



Reimbursement Process



Reimbursement Process

FFA ASB Account

1. A purchase order must be created in the advisors name before any expenses occur
2. The FFA members approve the purchase order request at a meeting and votes on it
3. Once the membership has approved the PO, forms must be submitted to the ASB office
4. The PO request takes 1-3 weeks for processing
5. Once the request is processed, the advisor submits receipts straight the the ASB officer and a check is made in 1-2 weeks.

Salinas High School

1. The only items Salinas High reoimbusres for is travel
2. After the conference is complete teacher must submit the reimbursement for and a conference report in order for the reimbursement to start processing.

Salinas FFA Booster Club

1. A form is submitted to the booster club with the receipt is attached.
2. Advisors have a monthly allowance for supplies.

SHS FFA BOOSTERS CHAPTER MONTHLY LEDGER				
PLEASE REIMBURSE FOR THE FOLLOWING EXPENSES INCURRED.				
CHECK REQUEST	Rachel Martinez			
EXPENSES				
DATE	CHECK/CASH	GENERAL DESCRIPTION OF ITEMS	PURPOSE/EVENT	AMOUNT
5/2/2018	Amazon	Clipper blades, duck tape, printer toner	Fair supplies	\$169.52
			Total Amount Reimbursed :	\$169.52
Please attach reciepts/invoices to this form.				
Thank you, SHS FFA BOOSTERS				
FOR BOOSTER TREASURER:				
Date Paid:				
Payable to:				
Amount:				
Check No:				
Budget Line Item:				

Date 7/25/17

Salinas High School

Indicate where reimbursement check is to be returned or mailed.

[illegible][illegible]

DATE _____

Please staple two copies of all backup to claim. See back of claim for description of required backup.