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Criterion 1

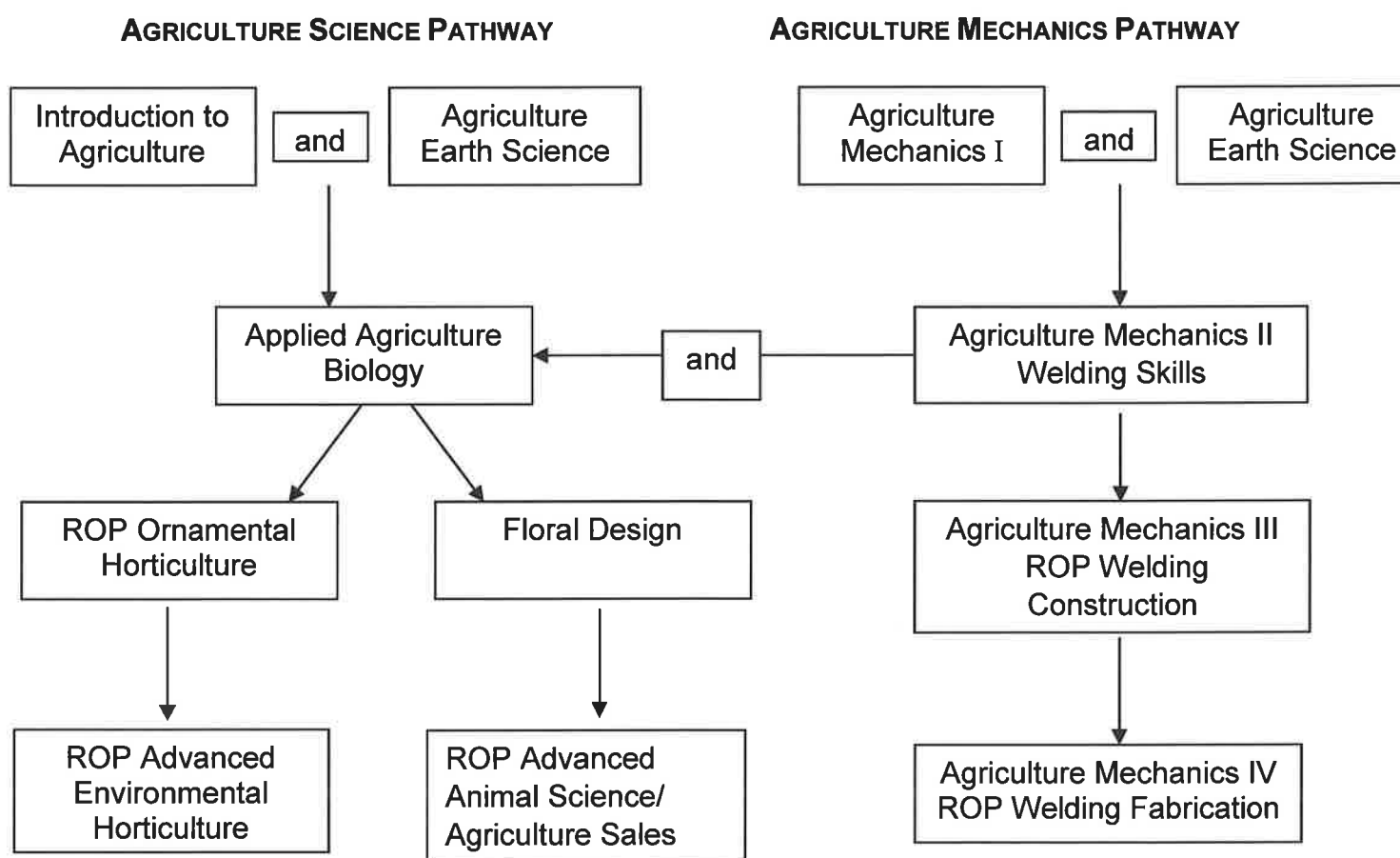
Curriculum and Instruction

Criteria 1: Curriculum and Instruction

1A: Kingsburg High School Agriculture department takes pride in the fact that we ensure that our program embodies the three circle model: SAE, FFA and classroom instruction. All students are required to maintain an active SAE project that they keep up to date in their AET record books. AET record books is a unit that we teach department wide in the spring. All advisors reach the unit at the same time so that we can collaborate with one another, making sure that all students have their record books completed. Another requirement for the members in our program is their FFA participation. It is required that students participate in 4 FFA activities per semester, making this a total of 8 per school year. FFA participation is 15 percent of the student's grade, again this is also department wide. We encourage all of our members to participate in leadership events or any other career event that will assist them in their personal development. There are multiple areas that our members can become a part of whether that be public speaking, judging teams, conferences, supervised agricultural experience projects, and a multitude of other events. We strive for students to take advantage of these endless opportunities. Kingsburg High School believes that technology is important in the classroom and that it provides multiple resources for teachers and for the success of our students. Our campus just recently went one on one, which indicates that each student receives a lap top. The students are required to bring their lap tops charged and to class every day. Each teacher is provided with unlimited data through our google drives, therefore we can store as many classroom resources and lesson plans that we need to. Google classroom is a great resource for teachers and students. Assignments can be posted through an announcement and students have access to view and create their assignments and then turn them in online by the due date. Teachers now have access to grade assignments through google classroom and upload the grades into the aeries gradebook system. The incorporation of technology has been extremely resourceful for myself as an educator and I believe that it has improved my curriculum and the students really enjoy having the ability to research material and complete assignments online. I do believe that Kingsburg High School is making the step in the right direction when it comes to technology. (See *attached documents 1A*)

1B: All of the courses that we teach in our department, from each different pathway that our department offers align with the Career Technical Education Model Curriculum Standards of the Agriculture and Natural Resources Industry Sector. The course curriculum addresses both pathway and anchor standards. Our agriculture science standards also align with the new Next Generation Science Standards. We make it a point to incorporate both sets of standards for the Agriculture Earth Science and Agriculture Biology classes.

1C: We offer two course clusters with course descriptions that are detailed and we provide these handouts to our administration as well as students and parents. The two clusters are Agriculture Science and Agriculture Mechanics. The two career pathways that we offer at Kingsburg High School are on a chart that can be found in our program plan. This chart is also provided to our incoming freshmen during recruitment days as well as freshmen orientation night. Our counselors on campus also have copies of our course pathways with them so that they can identify the pathways when creating our campus masters schedule as well as helping students pick out their schedules. Here is a layout of the two pathways that we offer and the sequence of courses. (See attached documents 1C)



Special Note to Students & Parents:

Incoming freshmen who are interested in taking an agriculture course should register for either **Introduction to Agriculture** or **Agriculture Mechanics I**.

Students enrolling in either Introduction to Agriculture or Agriculture Mechanics I are encouraged to also sign up for **Agriculture Earth Science**. This is a new course being offered to freshmen. This course meets Earth Science graduation requirements and will be accepted for entrance to the UC/CSU systems.

1D: Kingsburg High School does an excellent job at maintaining and updating a master schedule that includes a multitude of classes that relate to student career interest. The master schedule consists of pathways that if completed, will in result grant a student as a program completer. Our counselors here at Kingsburg High school work very closely with the ag department to ensure that our members who are enrolled in a certain pathway, complete the pathway by the time they graduate from high school. Our counselors do their very best to make sure that our campus's master schedule accommodates to all departments across campus. We as a staff are also willing to be flexible with our schedules in order to meet the needs of our student's success. (See *attached document 1D*)

1E: Agriculture Career Awareness information is included in every course. All three of us agriculture teaches make certain that there is a portion of career awareness in at least one unit in each one of the classes that we teach. We do believe that it is important to cover career information, especially at the high school level, where students are trying to figure out what career they would like to explore upon graduation. In our junior and senior classes, we dive into career exploration even more so, considering these students have now decided on colleges and their majors. We like for our students to know how diverse the agriculture industry is and how many career options they have. (See *attached document 1E*)

1F: As mentioned above, students are required to maintain an active SAE project, which requires them to keep an up to date AET record book. The correlation between SAE projects and the AET record books is 15 percent of the student's grade. The students are required to come up with their own idea in regards to their SAE project and they are introduced to the AET record book at the beginning of the year during our department wide AET record book unit. The students are then required to update their record books monthly and they must close out their projects when they come to an end. The record books are checked by their Ag teachers during every quarter to ensure accuracy and completion and their scores are recorded into our aeries gradebook. All students were required to update their old record books prior to the AET software into the new system. All of our students have made the conversion to the new AET record book system. We have complete access to this universal system for as long as our students remain on our department's R2 roster. (See *attached document 1F*)

1G: All of the Kingsburg High School Agriculture Department Courses meet high school graduation requirements. All of our science classes count as a science credit. All courses are currently under review to additionally be approved as University of California a-g credit. (See *attached document 1G*)

1H: Our department recognizes the importance of incorporating both guest speakers as well as field trips into our classroom curriculum and our program. Brian Donovan, Amanda Ferguson and myself take our classes to a variety of different field trips in accordance to the classroom content that we teach. We find that the students really enjoy the opportunity to take a class where they get to go on field trips and learn even

more about the content. We look forward to the field trips that we plan and we have built connections with companies and have networked with local business, to where now we can incorporate the same trips into our curriculum each year. Here is a list of current field trips that we take our classes on:

Teacher	Field Trip	Location
Amanda Ferguson	Takao Nursery	Fresno, Ca
Amanda Ferguson	Succulent Gardens	Castroville, Ca
Amanda Ferguson	Belmont Nursery	Clovis, Ca
Amanda Ferguson	Fresno Cactus and Succulent Society Spring Show	Fresno, Ca
Amanda Ferguson	Growing Grounds Nursery	San Luis Obispo, Ca
Amanda Ferguson	Gazebo Gardens	Fresno, Ca
Amanda Ferguson	Norcal Landscape and Nursery Show	San Mateo, Ca
Brian Donovan	Warren and Berg Manufacturing	Dinuba, Ca
Brian Donovan	Fresno Plumbers and Pipe Fitters Apprenticeship	Fresno, Ca
Brian Donovan	Fresno County Manufacturing Day	Fresno, Ca
Brian Donovan	Butte College Welding Program	Oroville, Ca
Brian Donovan	World Ag Expo	Tulare, Ca
Natalie Sanchez	Summerhill Goat Dairy	Kingsburg, Ca
Natalie Sanchez	Temple Grandin Seminar	Fresno, Ca
Natalie Sanchez	Lykenderker Dairy	Fresno, Ca
Natalie Sanchez	Fresno State Animal Facilities	Fresno, Ca
Natalie Sanchez	World Ag Expo	Tulare, Ca
Natalie Sanchez	Fresno State Market	Fresno, Ca

As far as guest speakers go, I am currently the only advisor that brings guest speakers into my classroom and this is all very new to me. I am proud to state that this past spring 2018 semester was my first time I incorporated guest speakers into my class instruction. This was my first year teaching a semester of Agriculture Sales and Marketing. I decided to teach this unit towards the end of the semester because that is when seniors are starting to find out which colleges they got into as well as applying for scholarships. I figured if I brought in guest speakers to talk about their jobs in the agriculture industry and how exactly they got there it would motivate and inspire some of the students in the class. I tried to create a diversified list of speakers from different sectors in the agriculture industry. I also asked each presenter to touch base on how the students can plan for their careers and what they did in order to get to where they were. I really enjoyed having speakers come in and talk to my classroom about how vital the agriculture industry is and I know that my students appreciated them coming in as well. This is definitely a tradition that I will continue to do year after year. Here is a list of the guest speakers that came and spoke to my Agriculture Sales and Marketing class this spring 2018 semester: (See attached document 1H)

Date	Speaker	Topic
March 6, 2018	Dr. Stuart Hall and Cheyanne Record	Dairy Health and Management Services
March 14, 2018	Dr. Keith Harp	Veterinary Services
March 22, 2018	Nisa Gallichio and Kari Silveira	World Wide Sires
April 3, 2018	Kristine Nunes	Zenith Agribusiness Insurance
April 11, 2018	Ralph Rendon	Gar Tootelian
April 17, 2018	Derek Sanchez	Husch Vineyards

Agricultural Mechanics I: Introduction to Agricultural Mechanics

**Instructor
Brian Donovan**

Course Description

Agriculture Department

Grade Level: 9-12

Prerequisites: None

Section I: Course Description for Agricultural Mechanics I: Introduction To Agricultural Mechanics

Introductory units will be taught in Safety, Tool Identification, Measuring, Concrete, Electrification, Plumbing, Cold Metalworking, Wood Working, Arc Welding and Fabrication. Approximately one quarter of the remainder of the time will be spent in the shop with students in a hands-on application of project fabrication. This course follows the California Department of Education Curriculum for the Agricultural Mechanics Cluster.

Significance of this Course

This course will prepare students in basic mechanical fundamentals, which will provide them with a basis they can build on in more advance classes or use at home in a future career.

Broad Objectives of the Course

- 1) To develop in Vo-Ag students an understanding and appreciation of the importance of mechanical skills in agriculture and related careers.
- 2) To develop in students, the physical abilities which may be required to perform mechanical operations.
- 3) To assist students in preparing a personal plan of career selection in a specified mechanized agriculture field.
- 4) To provide students with an understanding in the safe and proper use of shop equipment.

*****This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards*****

A. Grading

- 1) **Assignments, Tests, Quizzes.....40%**
- 2) **Project Scores (Individual Project Construction.....20%**
- 3) **FFA Activities* (4 per semester).....15%**
- 4) **SAE** (Supervised Agriculture Experience-Record Books).....15%**
- 5) **Participation in Safety practices.....10%**

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor.

Required Text

- 1) **Agricultural Mechanics: Fundamentals & Applications; 4th Edition; Ray Herren and Elmer Cooper**

Section II: Outline of the Course

- I. Shop Orientation**
- II. Measurement**
- III. Shop Safety**
- IV. Oxy-Fuel and Plasma Cutting**
- V. Plumbing**
- VI. Concrete**
- VII. FFA and SAE**
- VIII. Woodworking**
- IX. Electrical**
- X. Cold Metal**
- XI. Arc Welding**

*****This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards*****

III. Instructional Methods/Strategies:

Agricultural Mechanics I is a course designed to use a multitude of instructional methods and strategies. The most commonly used teaching method is the use of hands-on application of course content. Through the construction of projects in each unit, students demonstrate their grasp of key concepts. All of the units have a lecture or teacher led discussion component built within them, these components are captured on PowerPoint presentations, which are available for the students to obtain and study through individualized study. Problem solving techniques are also a must for this course, because of the extensive use of math that is required for each project. Students are encouraged to design, and construct their individualized project after all required projects are completed.

IV. Performance Evaluation/ Assessment Methods:

Students are evaluated by two methods- academic and technical. Academically, students must be able to complete assignments within designated timeframes. Students are required to take tests over the units and quizzes that cover individual lessons within the units. Students complete technical projects designed by the instructor to test their skill for each topic. These projects are just as important as the tests that cover them, because they demonstrate the student's grasp of the subject matter. Together these forms of assessment demonstrate the student's grasp of the course content

V. Technology

Agricultural Mechanics I requires that students use a multitude of technology. The following is a list of equipment and technologies students are exposed to:

- 1)
- 2) **Surveying Equipment**
- 3) **Electric Arc Welders**
- 4) **Plasma Arc Cutters**
- 5) **Inverter Arc Welding Technology**
- 6) **Carbon Arc Cutting**
- 7) **Oxygen-Acetylene Equipment**
- 8) **Inert Shield Welders**
- 9) **MIG Welders**
- 10) **Tig Welders**
- 11) **Hydraulic Shears and Punches**
- 12) **Computers**
- 13) **Internet**
- 14) **Microsoft Office**
- 15) **Table Saw**
- 16) **Radial Arm saw**
- 17) **Belt Sanders**
- 18) **Ohm's Testers**
- 19) **Concrete mixing equipment**
- 20)

VI: Career Connections:

Through Agricultural Mechanics, students are learning principles and practices involved in the following career paths:

- | | |
|-----------------------|------------------------------------|
| 1) Electrician | 5) Plumber |
| 2) Carpenter | 6) Safety Coordinator |
| 3) Welder | 7) Diesel Engine Technician |
| 4) Machinist | |

Students are also encouraged to pursue a course of study in one of the following majors at post secondary institutions:

- 1) Agricultural Engineering**
- 2) Mechanical Engineering**
- 3) Electrical Engineering**
- 4) Architecture/ Drafting**
- 5) Industrial Manufacturing Engineering**

Agricultural Mechanics II: Agricultural Welding Skills

Instructor
Brian Donovan

Agriculture Department

Grade Level: 10-12

Section I: Course Description for Agricultural Mechanics II: Agriculture Welding Skills

Prerequisite: Completion of Agricultural Mechanics I, with a grade of "C" or better or with permission from the instructor

This is a one-year course devoted to the development of welding skills and techniques used in the industry. Topics used for class activities are: all phase of Oxy-Acetylene Welding and Cutting, Electric Arc Welding, Plasma Arc Cutting, and an introduction to MIG (Metal Inert Gas) Welding and Tig (Tungsten Inert Gas) Welding. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. It is recommended that all students purchase a pair of coveralls.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as a first step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

- 1) A strict time limitation cannot be placed on learning welding skills, and because it takes good eyesight, coordination and good judgment, each student will be allowed to progress at their own speed.
- 2) The student will demonstrate their knowledge of shop safety, as related to welding, as determined by the instructors testing and observation.
- 3) The student will demonstrate acceptable work habits, shop conduct, proper tool use and return, and proper clean up procedures by observation of the instructor.
- 4) By the end of the school year, the student will demonstrate his knowledge of all of the methods of welding with different types of equipment and different applications as observed by the instructor.
- 5) After all test welds have been completed, the student may begin an individual project, which will be evaluated by the instructor.
- 6) Students who complete all test welds, and who do not wish to construct an individual project, may practice and develop any particular welding skill they choose. Evaluation will be on an individual basis by the instructor.

A. Grading

- 1) **Assignments, Tests, Quizzes.....40%**

- | | |
|--|-----|
| 2) Project Scores (Individual Project Construction..... | 20% |
| 3) FFA Activities* (4 per semester)..... | 15% |
| 4) SAE** (Supervised Agriculture Experience-Record Books)..... | 15% |
| 5) Participation in Shop Safety Practices..... | 10% |

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor.

Section IV: Required Text

- 1) **Welding: Principles and Applications**; 4th Edition; Larry Jeffus
- 2) **Agricultural Mechanics: Fundamentals & Applications**; 4th Edition; Ray Herren and Elmer Cooper

Section V: Scope, Sequence and Outline of the Course

Unit 1: Orientation

- a. Review Course Outline
- b. Discuss Welding Shop Safety Procedures
 1. Demonstration Oxy- Acetylene Equipment
 2. Demonstration Electric Arc Equipment
- c. Discuss Shop Clean Up Procedures

Unit II: Oxy- Acetylene Cutting

- a. Oxy-Acetylene Cutting Equipment
- b. Oxy-Acetylene Cutting Procedures and Skills

Unit III: Electric Arc Welding

- a. Machines and Accessories
- b. Selecting Different Electrodes
- c. Striking an Arc.
- d. Welding in the Flat Position
 1. Running short and continuous beads
 2. Square butt weld
 3. Lap weld
 4. Filet weld (single and triple pass)
 5. Outside corner weld
 6. Multi-pass weld
- e. Welding in the Horizontal Position
 1. Running a short bead
 2. Making a square butt weld
- f. Welding in the Vertical Position
 1. Running a straight bead
 2. Running a weave bead
 3. V-butt weld
 4. Single pass filet

- 5. Weave pass filet
- g. Welding in the Overhead Position
 - 1. Straight bead
 - 2. V-butt weld
 - 3. Lap weld
 - 4. Filet weld
 - 5. Multi-pass filet weld

Unit V: Gas Shielded- Arc Welding

- a. Gas Tungsten Arc Welding (GTAW)- TIG Welding
- b. Gas Metal Arc- MIG Welding

Unit VI: Special Related Welding Processes

- a. Arc-Air Carbon Arc Cutting
- b. Plasma Arc Cutting
- c. Pipe Welding Fundamentals

Unit VIII: FFA, SOE & Careers

- a. FFA
 - 1. Leadership opportunities
 - 2. Competitions
 - 3. Record Keeping
- b. SOE (Supervised Occupational Experience)
 - 1. Projects
 - a. Ownership
 - b. Non-ownership
 - 2. Proficiencies
 - 3. Record Keeping
- c. Careers
 - 1. Career Opportunities in Agriculture Welding
 - 2. Resume

Unit IX: Project Design and Fabrication- 4th quarter projects

- a. Reading Plans
- b. Figuring a Bill of Materials
- c. Project Budgeting
- d. Ordering Materials
- e. Construction

*****This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards*****

Agricultural Mechanics IV: Agricultural Welding Fabrication and Career Preparation

Section I: Course Description for Agricultural Mechanics IV: Agriculture Welding Fabrication and Career Preparation

Prerequisite: Completion of Agricultural Mechanics IV, with a grade of "C" or better or with permission from the instructor

Agricultural Mechanics IV: Agricultural Welding Fabrication and Career Preparation is offered to students who have developed a strong understanding in welding technology as a basis for developing advanced skills. This course integrates mathematics and scientific principles to applied processes in the specialized field of metal fabrication. This course operates within an extensive laboratory to provide practical application and advanced instruction in foundry principles in the following welding processes: a) OFW b) OFC c) SMAW d) GMAW

The development of leadership and employable skills are emphasized throughout the course. The advanced program follows the Model Curriculum Standards and Program Frameworks for Agriculture Specialization in Agriculture Mechanics and Metal Fabrication as outlined by the California Department of Education.

This course prepares students to pursue a career in Welding or a course of study in the field of Agriculture in post secondary education.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as the final step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

- 1) To strengthen students skills in all welding applications
- 2) To provide students skills in welding construction
- 3) To provide students with the knowledge of proper safety practices in a shop environment.
- 4) Familiarize students with the career opportunities in the welding/fabrication industry
- 5) Familiarize students with career opportunities available in post secondary institutions.
- 6) To provide opportunities for leadership development
- 7) To strengthen a student's academic skills through classroom instruction and relevant "hands-on" practical training experiences.

8) Grading

- a. **Assignments, Tests, Quizzes.....40%**
- b. **Project Scores (Individual Project Construction.....20%**
- c. **FFA Activities* (4 per semester.....15%**
- d. **SAE** (Supervised Agriculture Experience-Record Books...15%**
- e. **Participation in Shop Safety Practices10%**

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor.

Section IV: Required Text

- 1) **Welding: Principles and Applications; 4th Edition; Larry Jeffus**
- 2) **Agricultural Mechanics: Fundamentals & Applications; 4th Edition; Ray Herren and Elmer Cooper**

Section V: Scope, Sequence and Outline of the Course

Unit 1: Orientation

- a. **Review Course Outline**
- b. **Discuss Welding Shop Safety Procedures**
 - 1. **Demonstration Oxy- Acetylene Equipment**
 - 2. **Demonstration Electric Arc Equipment**
- c. **Discuss Shop Clean Up Procedures**

Unit II: Shop Safety

- a. **Terminology**
- b. **Safe use of equipment**
- c. **Student practice and demonstration**

Unit II: Colleges and Careers

- f. **Careers**
 - 1. **Resume**
 - 2. **Application**
 - 3. **Letter of Recommendation**
 - 4. **Interviewing**
 - 5. **Employer/Employee skills**
- g. **Colleges**
 - 1. **Majors available at UC and CSU**
 - 2. **Applications**
 - 3. **Scholarships**
 - 4. **Grants**

Unit III: Gas Metal Arc- MIG Welding Review

- a. **Equipment and techniques for types of metals**
- b. **Positions**
- c. **Joints**
- d. **Wire Types for particular applications**
- e.

Unit IV: Measurements

- a. **Terminology**
- b. **Reading a ruler**
- c. **Area, perimeter, and circumference calculations**
- d. **Understanding fractions**

Unit VI: Computer Technology Application

- a. **CAD Applications**
- b. **Welding Digital Readouts**
- c. **Welding Formulations**

Unit V: Welding Metallurgy and Scientific Applications

- a. **Temperature**
 - 1. **Phase change to metals**
 - 2. **Crystallization**
 - 3. **Cooling Rate effects**
- b. **Metal Structure**
 - 1. **Effects of Carbon on metal**
- c. **Heat treatment**

Unit VII: Special Related Welding Processes

- a. **Arc-Air Carbon Arc Cutting**
- b. **Plasma Arc Cutting**
- c. **Pipe Welding Fundamentals**
- d. **Oxygen-Acetylene Flame Cutting**
- e. **Hard Facing**
- f. **Frame Squaring**

Unit VIII: Individual Small Project Construction

- a. **Drawing and Sketching Selected Project**
- b. **Steel Making and Standard Shapes**
- c. **Steel Weight and Cost Calculations**
- d. **Individual Instruction as related to the Selected Project**

Unit IX: FFA, & SOE

- a. **FFA**
 - 1. **Leadership opportunities**
 - 2. **Competitions**
 - 3. **Record Keeping**
- b. **SOE (Supervised Occupational Experience)**
 - 1. **Projects**
 - a. **Ownership**
 - b. **Non-ownership**
 - 2. **Proficiencies**

3. Record Keeping

Unit X: Project Design and Fabrication- 4th quarter projects

- a. Reading Plans**
- b. Figuring a Bill of Materials**
- c. Project Budgeting**
- d. Ordering Materials**
- e. Construction**

*****This course follows California state agriculture Foundation and Ag Mechanics Pathway Standards*****



Kingsburg High School

Student Course Outline and Expectations

Agriculture Earth Science



1A

Instructor Contact Information:

Mrs. Amanda Ferguson
Room 55
aferguson@kingsburghigh.com

I. Course Description

Agricultural Earth Science is a course that explores the Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of agriculture to each student's life and environment. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation. Topics include an exploration of the major cycles that affect every aspect of life including weather, climate, and air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, the earth's environment, sustainability, and energy resources.

II. Goals and Objectives

- Students will understand that astronomy and planetary exploration reveal the solar system's structure, scale, and change over time.
- Students will understand that plate tectonics operating over geological time has changed the patterns of land, sea, and mountains on the Earth's surface.
- Students will understand that energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Students will understand that the heating of the Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
- Students will understand that climate is a long-term average of the region's weather and depends on many factors.
- Students will understand that each element on Earth moves among reservoirs which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
- Students will understand that life changes the Earth's atmosphere, and changes in the atmosphere affect conditions for life.
- Students will understand that the geology of California underlies the state's wealth of natural resources as well as its natural hazards.

III. Grading Scale

The following scale is used in this class:

A= 90% and above

B= 80% - 89%

C= 70% - 79%

D= 60% - 69%

F= 59% and below

IV. Materials and Supplies

Students will be required to have a section designated to Ag Earth Science within their regular school binder. Regular binder checks will be conducted and students will be required to keep their work organized. A required list of assignments that will be checked will be distributed at least one week before the binder check. Students can regularly check their list of assignments through google classroom.



Kingsburg High School

Student Course Outline and Expectations

Agriculture Earth Science



V. Points

Points are based on the following categories.

25% Projects, Presentations and Lab Activities

15% Tests and Quizzes

20% In Class Assignments and Homework

(notes, worksheets, handouts, packet completion)

10% Class Participation/ Citizenship and Leadership

(must be in class to earn or have an approved absence to be excused)

15% FFA Participation

15% FFA Record Book completion

ALL assignments will be given a due date, **LATE WORK** will be accepted, however the student will receive an automatic 20% deduction from the score they receive.

LATE WORK will not be accepted beyond one packet, this will be equivalent to roughly two to three weeks.

EXTRA CREDIT will be offered to the students periodically throughout the school year. It is up to each student to take advantage of it. **NO STUDENT** will be offered an individualized extra credit assignment at any point.

* Note: You must participate in 4 approved FFA activities each semester for full credit. (Ag Department Policy)

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply for first year members, however by the end of their first year all members will have outlined an SAE project)



VII. Cheating

Any student(s) caught cheating on a test or quiz, or copying any portions of assignments or lab reports will receive a **ZERO** for that activity. They will **NOT** be able to make it up for partial credit. Parents will be contacted and disciplinary action will be taken.

VIII. Make-Up Work

It is the **student's responsibility** to ask for any work or assignments that were missed. There will be a space in the back of the classroom where absent work will be stored. A reasonable time period will be permitted for make-up work when an absence has been deemed "excused" through the front office. Communication is key on this one. Any teacher is pretty flexible as long as the student communicates their needs.

VIII. Course Outline

Here are the topics that will be covered throughout the course of the year (No particular order):

1. Classroom Orientation/ Course Expectations
2. Introduction to Earth Science
3. Plate Tectonics
4. Deformation of the Earth's Crust
5. Earthquakes
6. Volcanoes
7. Rocks
8. Astronomy: Stars, Sun and the Solar System
9. Natural Disasters
10. Water Supply
11. Biogeochemical Cycles
12. Atmosphere
13. Ocean Properties and Movement
14. Natural Resources and Energy Use



Kingsburg High School
Student Course Outline and Expectations
Agriculture Earth Science



X. Technology use and Cell Phones

We will regularly be accessing your school issued laptop during this class period. It will be the student's responsibility to arrive with a charged laptop, and chargers will not be made available for students. Cell Phones (including listening to music) will be permitted **ONLY** when students are working individually on projects. When class begins you are expected to have your devices stowed away unless otherwise instructed. Students who continually access their personal devices at inappropriate times will have the appropriate disciplinary action taken. There is a time and a place for personal devices, I will always let the students know when and when it is not appropriate to have them out.

Dear Parent/ Guardian:

It is strongly recommended that you go over this syllabus with your student. Your student will receive 15 points for filling out this form and returning it to me. The original should be kept as their first assignment in their class binder. I truly enjoy teaching this class and I am looking forward to an excellent year. Please do not hesitate to contact me should you have any questions.

Thank you, Mrs. Amanda Ferguson

The student should keep the syllabus packet and return the bottom portion to me. Place the "keep" portion as the first assignment in your binder.

Cut Here -----

Student Name (Printed): _____ **Period:** _____

Name of Primary Parent Contact: _____
(In other words- If your student is struggling or excelling who is the best person to contact)

Parent Email: _____
(Email is my preferred form of communication, but if I cannot reach you there I will contact you other ways)

Parent Phone: _____ **Best Time (circle one):** AM PM

By Signing below I will know that you have read and understand the course expectations listed above. Again, if you have any questions please feel free to ask.

Signature of Parent or Guardian

Date

Signature of Student

Date

- ☐ **Check this box, if you would like additional information about how you or your student can get involved in the Agriculture program and/or the FFA chapter here at Kingsburg High School. By checking this box your personal email will be added to our Kingsburg FFA contact list. You may remove yourself from this list at any time. For this to work you must have filled out the email portion above.**



Kingsburg High School

Student Course Outline and Expectations

Horticulture Science



1A

Instructor Contact Information:

Ms. Amanda Ferguson
Room 55
aferguson@kingsburghigh.com

I. Course Description

This course is a one year, ROP course designed to introduce and develop entry-level skills and experiences associated with Ag Sales and the Horticulture industry. Students will be introduced to business as it relates to Agriculture- the world's largest industry as well as Horticulture- an almost \$3.0 Billion Industry in California. Students will gain hands on experiences in the areas of plant propagation, integrated pest management, floral design, plant nutrition, graphic design, product promotion, greenhouse production and management as well as nursery, vegetable and fruit and nut production. Emphasis will be on agriculture sales towards the end of the school year complete with participation in our spring plant sale. The course will be taught indoors as well as outdoors.

II. Goals and Objectives

- Understand how to classify and identify plants according to order, family, genus and species.
- Understand plant identification and selection for landscape application.
- Understand plant systems, nutrient transportation, structure and energy storage.
- Understand the seed's essential parts and functions.
- Understand the factors that influence plant growth including soil, water, nutrients, light, air and climate.
- Understand the different forms of plant sexual and asexual reproduction.
- Understand the various techniques for plant propagation (budding, grafting, cutting, seeds)
- Prune ornamental shrubs, trees, and fruit trees.
- Understand how to monitor plant reproduction for the development of a saleable product.
- Understand marketing and merchandising principles used in nursery production.
- Read and interpret pesticide labels and understand safe pesticide management practices.
- Understand pesticide regulations and how government agencies affect agriculture.
- Understand common horticultural pests and diseases and the various methods of controlling them.

III. Grading Scale

The following scale is used in this class:

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

IV. Materials Needed

Students will be required to have a section designated to Ag Earth Science within their regular school binder. Regular binder checks will be conducted and students will be required to keep their work organized. A required list of assignments that will be check will be distributed at least one week before the binder check. Students can regularly check their list of assignments through google classroom.



Kingsburg High School

Student Course Outline and Expectations

Horticulture Science



V. Points

Points are based on the following categories.

25% Assignments/ Projects

(written, visual and oral components. Notes, worksheets, handouts, Plant ID, Class Notebook)

15% Tests and Quizzes

30% Class Participation/ Citizenship and Leadership

(must be in class to earn or have an approved absence to be excused)

15% FFA Participation

15% FFA Record Book completion

ALL assignments will be given a due date, **LATE WORK** will be accepted, however the student will receive an automatic 20% deduction from the score they receive.

LATE WORK will not be accepted beyond one packet, this will be equivalent to roughly two to three weeks.

EXTRA CREDIT will be offered to the students periodically throughout the school year. It is up to each student to take advantage of it. **NO STUDENT** will be offered an individualized extra credit assignment at any point.

* Note: You must participate in 4 approved FFA activities each semester for full credit. (Ag Department Policy)

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply for first year members, however by the end of their first year all members will have outlined an SAE project)



VI. Cheating

Any student(s) caught cheating on a test or quiz, or copying any portions of assignments or lab reports will receive a **ZERO** for that activity. They will **NOT** be able to make it up for partial credit. Parents will be contacted and disciplinary action will be taken.

VII. Make-Up Work

It is the **student's responsibility** to ask for any work or assignments that were missed. There will be a space in the back of the classroom where absent work will be stored. A reasonable time period will be permitted for make-up work when an absence has been deemed "excused" through the front office. Communication is key on this one. Any teacher is pretty flexible as long as the student communicates their needs.

VIII. Course Outline

Here are the topics that will be covered throughout the course of the year (No particular order):

- | | |
|---|--|
| 1. Propagating Plants | 9. AET and Record Books |
| 2. Plant Care: Annuals-Perennials | 10. Resumes and Cover Letters |
| 3. Environmental conditions for growth | 11. Weed Management |
| 4. Macro and Micro Nutrients for growth | 12. Graphic Design |
| 5. Integrated Pest Management | 13. Digital Promotions of a Product |
| 6. Pruning | 14. Greenhouse Production |
| 7. Floral Design | 15. 21st Century Horticulture |
| 8. Landscape Design | 16. Agriculture Business Spotlight Project |



Kingsburg High School
Student Course Outline and Expectations
Horticulture Science



X. Technology use and Cell Phones

We will regularly be accessing your school issued laptop during this class period. It will be the student's responsibility to arrive with a charged laptop, and chargers will not be made available for students. Cell Phones (including listening to music) will be permitted **ONLY** when students are working individually on projects. When class begins you are expected to have your devices stowed away unless otherwise instructed. Students who continually access their personal devices at inappropriate times will have the appropriate disciplinary action taken. There is a time and a place for personal devices, I will always let the students know when and when it is not appropriate to have them out.

Dear Parent/ Guardian:

It is strongly recommended that you go over this syllabus with your student. Your student will receive 15 points for filling out this form and returning it to me. The original should be kept as their first assignment in their class binder. I truly enjoy teaching this class and I am looking forward to an excellent year. Please do not hesitate to contact me should you have any questions.

Thank you, Mrs. Amanda Ferguson

The student should keep the syllabus packet and return the bottom portion to me. Place the "keep" portion as the first assignment in your binder.

Cut Here _____

Student Name (Printed): _____ **Period:** _____

Name of Primary Parent Contact: _____
(In other words- If your student is struggling or excelling who is the best person to contact)

Parent Email: _____
(Email is my preferred form of communication, but if I cannot reach you there I will contact you other ways)

Parent Phone: _____ **Best Time (circle one):** AM PM

By Signing below I will know that you have read and understand the course expectations listed above. Again, if you have any questions please feel free to ask.

Signature of Parent or Guardian

Date

Signature of Student

Date

- ☐ **Check this box, if you would like additional information about how you or your student can get involved in the Agriculture program and/or the FFA chapter here at Kingsburg High School. By checking this box your personal email will be added to our Kingsburg FFA contact list. You may remove yourself from this list at any time. For this to work you must have filled out the email portion above.**



Kingsburg High School
Student Course Outline and Expectations
Floral Design



1A

Instructor Contact Information:

Ms. Amanda Ferguson
Room 55
aferguson@kingsburghigh.com

Student Credit:

A-G Approved
2+2 Articulation

I. Course Description

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating floral topics. Students will learn how to be profitable, operate a basic business plan and shop for floral media and supplies. Students are to participate in leadership development, supervised agricultural experience and recordkeeping activities.

II. Goals and Objectives

- Students will be able to identify career opportunities in Floral Design
- Students will be able to identify design principles and techniques in floral art and interiorscapes
- Students will be able to demonstrate floral design principles and techniques
- Students will be able to develop and formulate ideas from the environment
- Students will be able to demonstrate contemporary designs, business practices, specialty items, and creativity in the floral industry
- Students will know the management factors of floral enterprises
- Students will learn the employability characteristics of a successful employee
- Students will develop an improved supervised agriculture experience program

III. Standards

- California Visual and Performing Arts Content Standards
- California Career and Technical Education Content Standards- Agriculture and Natural Resources Pathway
- Common Core State Standards

III. Grading Scale

The following scale is used in this class:

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

IV. Materials and Supplies

Students will need to provide one 1 ½ inch binder to be kept in class. It will be used to create their design portfolio.



Kingsburg High School
Student Course Outline and Expectations
Floral Design



V. Points

Points are based on the following categories.

20% Projects, Presentations and Lab Activities

15% Tests and Quizzes

20% In Class Assignments and Homework

(notes, worksheets, handouts, assignment completion)

10% Floral Portfolio

15% FFA Participation

15% FFA Record Book completion

* Note: You must participate in **4** approved FFA activities each semester for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply for first year members, however by the end of their first year all members will have outlined an SAE project)

ALL assignments will be given a due date, **LATE WORK** will be accepted, however the student will receive an automatic 20% deduction from the score they receive.

LATE WORK will not be accepted beyond one packet, this will be equivalent to roughly two to three weeks.

VI. Cheating

Any student(s) caught cheating on a test or quiz, or copying any portions of assignments or lab reports will receive a **ZERO** for that activity. They will **NOT** be able to make it up for partial credit. Parents will be contacted and disciplinary action will be taken.

VII. Make-Up Work

It is the **student's responsibility** to ask for any work or assignments that were missed. A reasonable time period will be permitted for make-up work for the following reasons when verified within one day of the student's return:

Illness

Medical/Dental Appointment (name of doctor/clinic)

Quarantine

Funeral for family members

Athletic activities (if eligible to participate)

School functions/field trips (if eligible to participate)

* *Athletic Activities and School activities (including FFA) earn **ONE** additional day to makeup work.*

VIII. Course Outline

Here are the topics that will be covered throughout the course of the year (No particular order):

1. Classroom Orientation/ Course Expectations
2. History of Floral Design and cultural influences
3. Elements and Principles of Design
 - a. Color and Texture
 - b. Shape and Form
 - c. Balance
 - d. Proportion and Scale
 - e. Focal Point
 - f. Rhythm
 - g. Line and Depth
4. Flower Foliage Forms
5. Mechanics and Materials
6. Arrangement Styles and Techniques
7. Seasonal, Holiday and Occasional Designs
8. Leadership SAE and Record Keeping
9. Career Preparation Standards



Kingsburg High School
Student Course Outline and Expectations
Floral Design



IX. Agriculture Department and FFA

As you may be aware, this course is a part of the Kingsburg High School Agriculture Department. Agriculture courses focus primarily on preparing students for life after high school and equipping them with skills that will be essential for their future success. FFA is the largest student youth leadership organization in the nation. By enrolling in this course there is a level of expectation as far as their participation in FFA. As you may have noticed under the points category, FFA is weighted as part of their overall class grade at 15%. To fulfill this percentage, the student will need to attend a minimum of four FFA activities during each academic semester. There will be a range of activities made available both during and after school hours. It is the student's responsibility to ensure that this requirement is met.



Dear Parent/ Guardian:

Please go over the syllabus with your student and feel free to contact me should you have any questions. Your student will receive 15 points for filling out this form and returning it to me.

Thank you, Mrs. Amanda Ferguson

***** Cut Here**** The student should keep the syllabus packet and return the bottom portion to me

Student Name (Printed): _____ **Period:** _____

Name of Primary Parent Contact: _____

(In other words- If your student is struggling or excelling who is the best person to contact)

Parent Email: _____

(Email is my preferred form of communication, but if I cannot reach you there I will contact you other ways)

Parent Phone: _____

Best Time (circle one): AM PM

Mailing Address: _____

By Signing below I will know that you have read and understand the course expectations listed above. Again, if you have any questions please feel free to ask.

Signature of Parent or Guardian

Date

Signature of Student

Date



Kingsburg High School
Student Course Outline and Expectations
Floral Design



- ☐ ***Check this box, if you would like additional information about how you or your student can get involved in the Agriculture program and/or the FFA chapter here at Kingsburg High School.***

Introduction to Agriculture Syllabus

Course Title: Introduction to Agriculture
 Grade Level: 9 is recommended; 10-12 are accepted
 Length: One Year
 Prerequisites: None

Course Description

Introduction to Agriculture is a course designed to introduce students to the wide-range of activities involved in the agriculture industry. This course is used to help students gain an appreciation for agriculture and understand its importance in their daily lives. Another key aspect of this course involves leadership development in areas such as public speaking, critical thinking, goal setting and effective communication. Students are encouraged to further develop their leadership skills by actively participating in the FFA program and the many opportunities that it has to offer.

This course follows the California State Agriculture Foundation & Agriscience Pathway standards.

Course Goals

- ♦ Improve agriculture literacy of students.
- ♦ Develop essential leadership skills in students.
- ♦ Create an awareness of the opportunities available to students in the agriculture industry.
- ♦ To motivate students to study and pursue careers in agriculture.

Supplemental Texts

- | | |
|---|--|
| ♦ FFA Student Handbook
National FFA Organization
Copyright 2013 | ♦ Official FFA Manual
National FFA Organization
Copyright 2013 |
|---|--|

Grading Procedures

Your grade in this class will be based on the following components:

1.	Assignments & Projects	20%
2.	Homework	20%
3.	Quizzes & Tests	20%
4.	Public Speaking	10%
5.	SAE and Record Books	15%
5.	FFA Participation*	15%

		100%

* Note: You must participate in 4 approved FFA activities each semester for full credit.

Course Outline

Fall Semester

California Agriculture

- ☆ History of Agriculture
- ☆ Economy of California Agriculture
- ☆ Agriculture and Society
- ☆ Agriculture and the Environment

FFA Leadership Development

- ☆ History of the FFA
- ☆ Aims & Purposes of the FFA
- ☆ Local, Sectional, Regional, and State Organization
- ☆ National Organization
- ☆ FFA Emblem and Creed
- ☆ Chapter Officer Duties
- ☆ FFA Jacket and Dress Code
- ☆ Code of Ethics, Motto and Salute

The Animal Industry

- ☆ Ways Animals Help People
- ☆ Understanding Animal Welfare Issues

Basic Animal Health

- ☆ Managing Diseases & Parasites
- ☆ Understanding Animal Health Medications & Equipment
- ☆ Managing Livestock Wastes

Animal Nutrition & Feeding

- ☆ Meeting Nutritional Needs
- ☆ Balancing Rations
- ☆ Understanding Nutrients & Their Importance

Spring Semester

Supervised Agriculture Experience Program

- ☆ Introduction to SAE's
- ☆ Getting Started
- ☆ Long Range SAE Plans

Record Keeping Unit

- ☆ Importance of Keeping Records
- ☆ CA Agriculture Record Book:
 - Calendar
 - Budget
 - Business Agreement
 - Journal
 - Depreciable & Non-Dep. Inventories
 - Financial Statement
 - Income Summary
 - FFA Activities/ Community Service

Animal Science Units

- ☆ Beef Unit
- ☆ Poultry Unit
- ☆ Dairy Unit
- ☆ Swine Unit
- ☆ Sheet Unit

Plant Growth & Development

- ☆ Plant Parts and Functions
- ☆ Importance of Plants to Man
- ☆ Classification of Plants
- ☆ Plant Propagation
- ☆ Photosynthesis and Respiration
- ☆ Plant Growth Requirements

Applied Agricultural Biology Syllabus

Course Title: Applied Agricultural Biology
Grade Level: 10 is recommended; 11 & 12 are accepted
Length: One Year
Prerequisites: Introduction to Agriculture and/or Agricultural Mechanics I;
Earth Science; Algebra I (or current enrollment in Algebra I)

Course Description

Applied Agricultural Biology is a laboratory science course designed for the college-bound student with career interests in agriculture. It meets the life science portion of the two-year laboratory requirement for high school graduation and for the California State Universities (CSU) and the University of California (UC) systems. Using agriculture as the learning vehicle, this course emphasizes the principles, concepts and relationships among living organisms. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications.

This course follows the California State Science Content Standards in Biology/Life Sciences. Additionally, this course follows the California State Agriculture Foundation & Agriscience Pathway standards.

Course Goals

- ♦ Use agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
- ♦ Integrate core academic areas into agriculture (i.e. math and language arts).
- ♦ Improve agriculture literacy of students.
- ♦ Meet the laboratory science requirement for admission to the University of California and the California State University systems.
- ♦ To motivate students to study and pursue careers in agriculture.

Text

- ♦ Biology: Principles & Explorations
Holt, Rinehart and Winston
Copyright 2001

Course Outline

FALL SEMESTER	SPRING SEMESTER
1st Quarter - Principles of Cell Biology Introduction to Agricultural Biology Review of Scientific Method Themes of Biology Chemistry of Life Cell Structure & Function	3rd Quarter - Principles of Evolution & Ecology DNA: The Genetic Material History of Life on Earth The Theory of Evolution Populations Ecosystems Biological Communities Kingdoms of Life
2nd Quarter - Principles of Genetics Diffusion & Osmosis Photosynthesis & Cellular Respiration Chromosomes & Cell Reproduction Meiosis and Sexual Reproduction Mendel and Heredity	4th Quarter - Exploring Animal Biology Circulatory & Respiratory Systems Digestive & Excretory Systems The Body's Defenses Nervous System Hormones & Endocrine System Reproduction & Development

Grading Procedures

Your grade in this class will be based on the following components:

1. Assignments/Projects	25%
2. Homework	20%
3. Quizzes & Tests	25%
4. FFA Participation*	15%
5. SAE & Record Books**	15%

100%



* Note: You must participate in 4 approved FFA activities each semester for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. *(This rule does not apply to first year agriculture students)*

ROP Agricultural Sales & Marketing Syllabus

Course Title: ROP Agricultural Sales & Marketing

Grade Level: 11-12

Length: One Year

Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture, Advanced Animal Science and Agriculture Mechanics are highly recommended.



Course Description

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation. The ornamental horticulture unit will be used to as an outdoor learning laboratory where students will gain hands-on experience with ag marketing and sales. Evaluation is based on class assignments, projects, guest speaker presentations, homework, quizzes/tests, participation in student leadership activities (FFA), maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Agricultural Business Pathway standards.

Grading Procedures

Your grade in this class will be based on the following components:

1. Assignments/Projects	25%
2. Quizzes/Tests	20%
3. Class Participation	25%
4. FFA Participation *	15%
5. SAE and Record Books **	15%

	100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Course Outline

Career Opportunities in Agriculture

Agricultural Sales

- ♦ Skills & Knowledge Needed
- ♦ Determining Needs & Wants of Customers
- ♦ Preparing for and Approaching Customers
- ♦ Giving a Sales Presentation
- ♦ Handling Customer Objections
- ♦ Closing a Sale
- ♦ Practical Application

Marketing

- ♦ Key Factors in Marketing
- ♦ Marketing Strategies
- ♦ Developing a Marketing Plan
- ♦ Agricultural Exports & Trade Policies

Business Organizations

- ♦ Privately Owned/Sole Proprietorship
- ♦ Partnership
- ♦ Corporation
- ♦ Franchise

Finance and Credit

- ♦ Role of Credit in Agribusiness
- ♦ Public and Private Sources of Credit
- ♦ Applying for a Loan
- ♦ Costs of Credit

Agribusiness Accounting

- ♦ Review of Record Keeping
- ♦ Principles of Accounting
- ♦ Cash Flow Statements
- ♦ Inventory and Depreciation

Agricultural Cooperatives

- ♦ History & Development
- ♦ The Role of Cooperatives in Agriculture
- ♦ Principles Behind Farm Cooperatives
- ♦ Types of Cooperatives & Services Provided

Job Preparation

- ♦ Resumes & Cover Letters
- ♦ Job Applications
- ♦ Interview Skills
- ♦ Considerations in Accepting a Job

FFA/Leadership Development

- ♦ Supervised Agriculture Experience Program
- ♦ Record Books
- ♦ Public Speaking
- ♦ Use of Parliamentary Law

Advanced Animal Science Course Description

Agriculture Department

Grade Level: 11-12

Prerequisites: Intro to Ag

Course Description:

The Advanced Animal Science class offers a more advanced general orientation in the many areas of animal science. It will provide information, activities and skills in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know today.

Additional emphasis will be placed on industry practices to include record keeping, public relations and communications.

Course Objectives

- 1) The student will be able to demonstrate knowledge of the correct and safe use of livestock facilities, restraint equipment and tools necessary for animal housing and care.
- 2) The students will be able to demonstrate knowledge of the principles involved in nutrition and feeds.
- 3) The students will be able to demonstrate knowledge of the structure function and maintenance of the major organs systems of the animal.
- 4) The student will demonstrate knowledge of the principals of livestock breeding and genetics and the importance of heritability in the breeding program.
- 5) The student will demonstrate the knowledge of specific health problems related to horses, cattle, sheep and swine and the identification, treatment and prevention of these problems.
- 6) The student will understand the basic principals of care, raising, breeding, selection and marketing of large animals.

Grading :

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

Section II: Outline of the Course and Content Standards

- I. Orientation and Guidance
 - a. Course Objectives
 - b. Grading, Tests and Classroom Procedures
 - c. Animals in Society
- II. Safety-Personal
- III. Livestock Facilities, Equipment and Restraints
- IV. Animal Nutrition and Feeds
 - a. Feed Identification and Nutrient Evaluation
 - b. Feed Additives
 - c. Developing Rations
 - d. Nutritional Diseases
 - e. Feeding Requirements
- V. Animal Systems
 - a. Digestive
 - b. Respiratory
 - c. Endocrine
 - d. Reproductive
- VI. Livestock Breeding
 - a. Review- Sperm and egg production
 - b. Selection and heritability
 - c. Embryo transfer
 - d. AI
 - e. Estrous cycles/breeding
 - f. Gestation and parturition
- VII. Animal Parasites, Pests, and Diseases
 - a. Infectious and non infectious diseases
 - b. Causes of disease
 - c. Disease fighting agents/procedures
 - d. Health practices
 - e. Common internal/external parasites
- VIII. Large Animal Production
 - a. Production practices
 - b. Animal behavior
 - c. Marketing livestock
- IX. Livestock and Carcass Evaluation
 - a. Selection and Judging

- b. Harvest Practices
 - c. USDA Standards and Grading
- X. Career Exploration
 - a. Large Animal Careers
 - b. Resumes
 - c. Higher education applications
 - d. Employment Applications
 - e. Letter of introduction
 - f. Interview practices
- XI. Interpersonal Leadership Development
 - a. Record Keeping
 - b. FFA Leadership Development
 - c. Communication
 - d. Critical Thinking

III. Instructional Methods/Strategies:

Advanced Animal Science is a course designed to use a multitude of instructional methods and strategies. The most commonly used teaching method is the use of directed instruction and student projects. All of the units have a lecture or teacher led discussion component built within them, these components are captured on PowerPoint presentations, which are available for the students to obtain and study through individualized study. Hands on learning will also be provided where applicable and practical.

IV. Performance Evaluation/ Assessment Methods:

Students will be assessed on participation and the content that has been learned. Evaluation methods can be quizzes, tests, research papers, and individual or group projects.

VI: Career Connections:

Advanced Animal Science Students are learning principles and practices involved in the following career paths:

**Veterinarian
Veterinarian Assistant
Veterinarian Technician
Animal Breeder
Farm Worker
Animal Nutritionist**

Advanced Animal Science

Course Description: Advanced Animal Science offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know it today. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications. Evaluation is based on class assignments, laboratory activities, homework, quizzes/tests, participation in student leadership activities (FFA) and maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

Hours & Credits: 180 hours per year
10 credits per year

Prerequisites: 11-12 grade only. Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture and Agricultural Mechanics are highly recommended.

Supports Academic and CTE Standards:

- Algebra I (Grades 8-12)
- Biology/Life Sciences (Grades 9-12)
- Investigation and Experimentation (Grades 9-12)
- Reading (Grades 9-12)
- Writing (Grades 9-12)
- Listening and Speaking (Grades 9-10)
- Agriculture Foundation Standards
- Animal Science Pathway Standards

Student Outcomes:

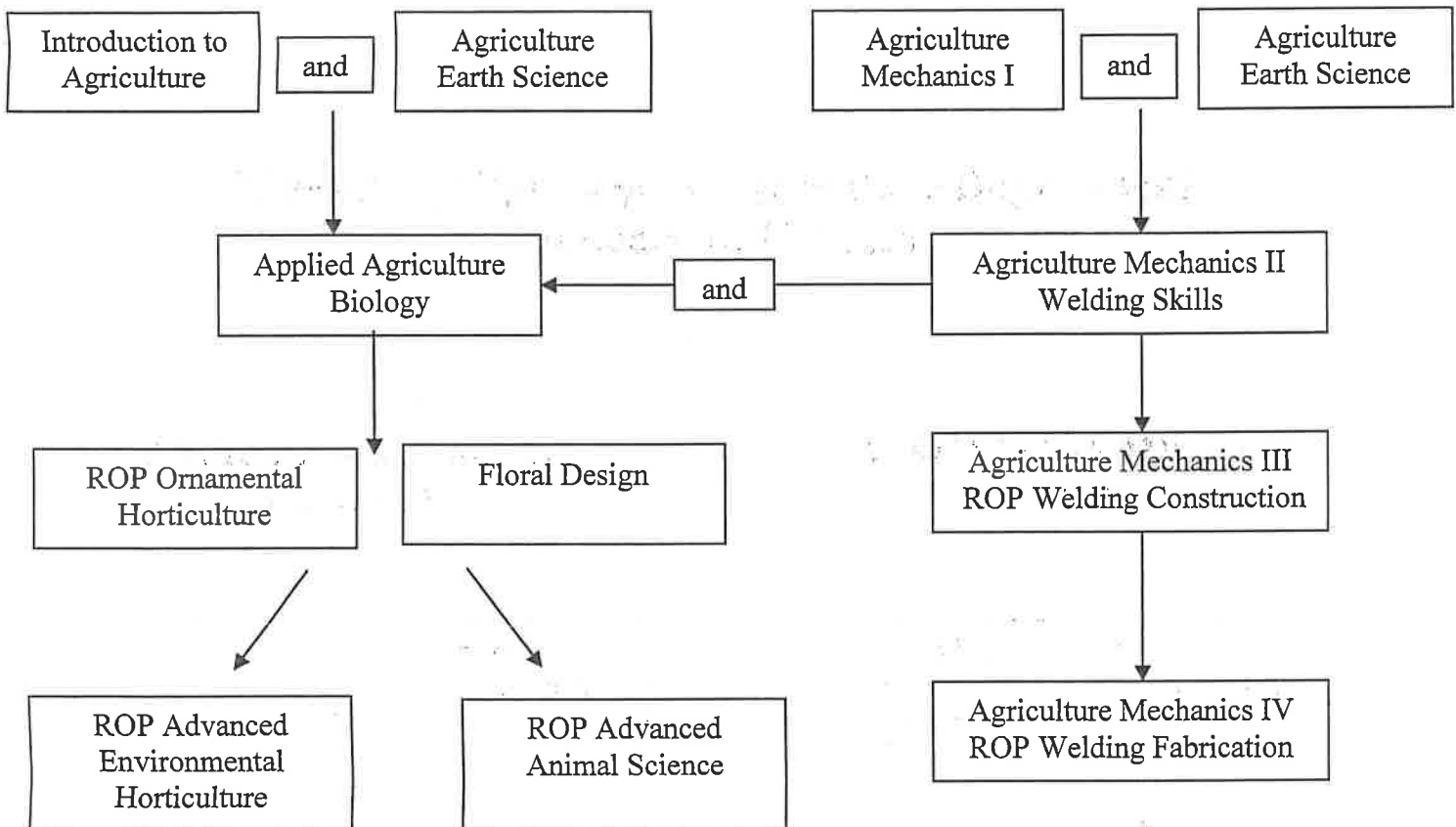
- The student will be able to demonstrate knowledge of the correct and safe use of livestock facilities, restraint equipment and tools necessary for animal housing and care.
- The students will be able to demonstrate knowledge of the principles involved in animal nutrition and feeds.
- The students will be able to demonstrate knowledge of the structure, function and maintenance of the major organ systems of the animal.
- The students will demonstrate knowledge of the principles of livestock breeding and Mendelian genetics and the importance of heritability in a breeding program.
- The students will demonstrate knowledge of specific health problems related to cattle, sheep, swine and horses and the identification, treatment and prevention of these problems.
- The students will identify the major internal and external livestock pests, their life cycles and their control.
- The student will demonstrate an understanding of the basic principles of care, raising, breeding, selection and marketing of large animals.
- The student will demonstrate knowledge of correct pasture and rangeland management practices for animal health, pasture production and maintaining the balance of living things within the ecosystem.
- The students will be exposed to educational and industry opportunities as it relates to the field of study in this course.
- Students will be prepared academically and technically for:
 - Four year college
 - Technical training
 - Employment

Kingsburg High School Agriculture Department

Sequence of Courses

AGRICULTURE SCIENCE PATHWAY

AGRICULTURE MECHANICS PATHWAY



ROP Agriculture Sales and Marketing is a class that could potentially be available to seniors, if enough interest in the course is available.

Special Note to Students & Parents:

Incoming freshmen who are interested in taking an agriculture course should register for either **Introduction to Agriculture** or **Agriculture Mechanics I**.

Students enrolling in either **Introduction to Agriculture** or **Agriculture Mechanics I** are encouraged to also sign up for **Agriculture Earth Science**. This course meets Earth Science graduation requirements and will be accepted for entrance to the UC/CSU systems.

Kingsburg High School --- Agriculture Department

Agriculture Science Cluster -- Course Descriptions

Introduction to Agriculture	This introductory course focuses on animal and plant science as well as developing essential leadership skills through participation in the FFA.	Recommended as the first agriculture course to take. Provides foundation for other agriculture science courses. Prerequisites: None. <i>Recommended for grade 9.</i>
Agriculture Earth Science	Ag Earth Science is a one-year, laboratory science course, designed for college bound students with career interests in Agriculture. Ag Earth Science is a comprehensive course that explores the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. This course meets the Earth Science graduation requirement and will meet the UC system "A-G" requirements.	Recommended for students who are also enrolling in either Introduction to Agriculture or Agriculture Mechanics I. <i>Recommended for grade 9. Can be taken by students in grades 10-12.</i>
Agriculture Biology	Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant & animal systems. This course meets the life science graduation requirement and meets the UC "A-G" requirements.	Recommended as the second course in the agriculture science cluster. Usually taken in 10 th grade, but can be taken 10 – 12. Prerequisites: Introduction to Agriculture, Agriculture Mechanics I or teacher approval; Earth Science, Algebra 1 with a 'C' or higher
ROP Ornamental Horticulture	Learn the basics in growing and caring for ornamental plants. Specific topics include: plant identification, propagation, greenhouse management, soils, fertilization, common pests, landscaping and design.	Recommended for agriculture students interested in plant science. Usually taken in 11 th grade, but can be taken 11-12. Prerequisites: Introduction to Agriculture, Agriculture Biology or teacher approval
ROP Advanced Animal Science	Offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management.	Recommended for agriculture students interested in animal science. Usually taken in 11 th grade, but can be taken 11-12. Prerequisites: Introduction to Agriculture, Agriculture Biology or teacher approval
ROP Agriculture Sales & Marketing	This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law and government. This class may become eligible to receive 2+2 credit from local community colleges.	<i>Recommended for grade 12.</i> Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Agriculture Biology, Ornamental Horticulture, Advanced Animal Science, and Agriculture Mechanics are highly recommended.
Floral Design	This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating floral topics. Students will learn how to be profitable, operate a basic business plan and shop for floral media and supplies. Students are to participate in leadership development, supervised agricultural experience and recordkeeping activities.	Recommended for agriculture students interested in plant science. Usually taken in 11 th and 12 th grade. Prerequisites: Introduction to Agriculture, Agriculture Biology or teacher approval

KINGSBURG HIGH SCHOOL- MASTER SCHEDULE 2017-18

R	EB	Rm1	Period 1	Rm 3	Period 3	Rm 5	Period 5	Rm 2	Period 2	Rm 4	Period 4	Rm 6	Period 6
0													
		81	Health/Wellness	81	Health/Wellness	81	AVID 11	81	Health/Wellness	81	Health/Wellness	80	English 2
		25	English 1	25	Pub Relations	25	ROP Pub Mngmt.	25	English 1	25	English 1	25	Journalism 1-4
		82	Eng. Workshop	82	English 3	82	English 3	82	English 3	82	English 3	82	English 3
		45	Digital Photo										
		10	AP World History	10	World History	10	World History	10	World History	10	World History	10	World History
		31	Spanish 2	31	Spanish 2	31	Spanish 2	31	Spanish 2		Conference	31	Spanish 1
		Gym	Boys' PE	Gym	Ath Conditioning	Gym	Boys' PE			Gym	Boys' PE	Gym	Boys' PE
			Conference	Gym	Girls' PE	Gym	Girls' PE	Gym	Boys' PE	Gym	Girls' PE	Gym	Girls' PE
		24	English 2	24	English 2	24	English 1	24	English 1	24	English 2	24	English 1
		21	English 1	21	English 1	21	AVID 10	21	English 1	21	English 1	21	English 1
			Conference	54	Adv. Ceramics 1-3	54	Beg. Ceramics	54	Beg. Ceramics	54	Beg. Ceramics	54	Beg. Ceramics
		62	Leadership		Spec. Assignment		Spec. Assignment		Spec. Assignment		Spec. Assignment		Spec. Assignment
		40	Math 3	40	Math 1	40	Math 3	40	Math 3	40	Math 1	40	Math 1
		11	AP Language	11	English 4	11	English 4	11	AP Language	11	English 4	11	English 4
		51	Ag Mech. 1	51	Ag Mech. 1	51	Ag Mech. 1	51	ROP AgMechFab	51	Ag Mech. 2	51	Ag Mech. 2
		26	AP Literature	26	AP Literature	26	ROP Stagecraft		Conference	26	AP Literature	26	Stagecraft
		55	Ag Earth Science	55	Ag Earth Science	55	Ag Earth Science	55	ROP E/O Hort.		Conference	55	Ag Earth Science
		12	US History	12	AP US History	12	US History	12	US History	12	Conference	12	US History
		85	ROP CNA	85	ROP First Aid	85	ROP CNA	85	ROP CNA		Conference	85	ROP CNA
		30	Spanish 3	30	Spanish 1	30	Spanish 3	30	Spanish 1		Conference	30	Spanish 1
		71	Earth Science	71	Earth Science		Conference	71	Earth Science	71	Earth Science	71	Earth Science
		47	Math Analysis	47	Math 3		Conference	47	(H) Math 1	47	(H) Math 1	47	Math Analysis
		35	Tutorial 9	35	Tutorial 9		Conference	35	Tutorial 10	35	Tutorial 10	35	Tutorial 9
		83	World History	83	US History		Conference	83	World History	83	US History	83	US History
		90	Keyboarding	90	ROP Virtual Ent.	90	ROP Marketing	90	Keyboarding	90	Keyboarding		US History
		70	Chemistry	70	Chemistry	70	Chemistry	70	Chemistry		Conference	70	Physics
								87	ROP Sports Med.				
		41	Math 1	41	Math 1(B)	41	Math 1		Conference	41	Math Daily Living	41	Math 1(B)
		13	Economics	13	Economics	13	Economics	13	Economics	13	Economics	13	Economics
		75	Biology	75	Biology		Conference	75	Biology	75	Biology	75	Biology
		22	English 2	22	English 2		Conference	22	English 4	22	English 4	22	English 4
		46	Math 2	46	Math 2	46	Math 2	46	Math Foundations	46	Math 2	46	Math 2
		42	Math 1(B)		Conference	42	Math 1	42	Math 1	42	Math 1(B)	42	Math 1
		60	ROP CSI			60	ROP CSI	60	ROP Criminology	60	ROP CSI		
		48	Math 2	48	Prob/Stats		Conference	48	(H) Math 2	48	Prob/Stats	48	(H) Math 2
		57	Mens' Ensemble	57	Wmens' Ensemble	57	Concert Choir		Conference	57	Drama 1	57	Chamber/Jazz Chr.
		23	English 3		Conference	23	English 3	23	Creative Comp	23	English 3	23	English 1
		74	AP Biology		Conference	74	Biology	74	AP Biology	74	(H) Biology	74	(H) Biology
		36	Life Skills	36	Tutorial 11	36	Tutorial 10		Conference	36	Tutorial 11	36	Tutorial 11
		44	AP Calculus	44	AP Calculus		Conference	44	Math 3	44	Math 3	44	Math 3
			Conference	73	Earth Science	73	Earth Science	73	Anat./Physiology	73	Earth Science	73	Health
			Conference	72	Chemistry	72	AVID 12	72	Chemistry	72	Chemistry	72	Chemistry
		64	Auto Serv./Maint.	64	ROP Const. 1-3	64	Oasis		Conference	64	Auto Serv./Maint.	64	Small Gas Engine
			Conference	20	Eng. E/Workshop	20	English 2	20	English 2	20	ROP/Int'l Teaching	20	English 2
		56	Color Guard	56	Symphonic Band			56	Percussion	56	Wind Ensemble		Conference
			Conference	14	Civics	14	Civics	14	Civics	14	AP Government	14	Civics
		32	Spanish 1	32	Spanish 1	32	Spanish 1	32	Spanish 1	32	Spanish 1		Conference
		37	Tutorial 11	37	Tutorial 11	37	Tutorial 9	37	Tutorial 9		Conference	37	Tutorial 12
		52	Ag Biology	52	Ag Biology	52	Ag Biology	52	Intro to Ag	52	Intro to Ag	52	ROP AdvAnScience
			Art 1	53	Art 1	53	Art 1		Conference	53	Art 1	53	Draw/Paint 1-3
		49	(H) Math 3		Conference	49	(H) Math 3	49	Math 2	49	Math 2	49	Math 2
		80	English 4	Gym	Ath. Conditioning			Gym	Ath. Conditioning	Gym	Ath. Conditioning		Conference
		43	Math 1(A)		Conference	60	AVID 9	43	Math 1(A)	43	Math 1(A)	43	Math 1(A)
		34	Spanish 1-2	34	Spanish 1-2		Conference	34	Spanish 3-4	34	Spanish 2	34	Spanish 2



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Career Awareness

All students enrolled in the Kingsburg High School Agriculture Department are exposed to a wide range of occupations related to the agriculture industry. All units taught within the Agriculture Science and Agriculture Mechanics courses include career preparation lessons. For example, in the Agriculture Mechanics pathway, all students are required to research jobs that pertain to the particular unit that they are covering in class. Students in the Agriculture Sales & Marketing course complete a job shadowing assignment that requires them to spend quality time with someone that has a career in the agriculture industry that the student is personally interested in learning more about. Students in Applied Agriculture Biology research careers that relate to the area of agriscience and present their findings to the class. Careers are covered in all units taught in Introduction to Agriculture, Ornamental Horticulture and Advanced Animal Science.



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IF

Record Keeping

Record books are a major component of every agriculture class. Extensive SAE & Record Book units are taught in the two introductory courses: Introduction to Agriculture and Agriculture Mechanics I. We do not require our first year students to have a SAE program (although many choose to anyway). At the completion of the SAE/Record Book unit in the introductory courses, students are required to write a SAE proposal for what they want their SAE to be the following year.

Every second, third and fourth year student is required to have an approved SAE program and have appropriate documentation in his/her record book. 15% of a student's semester grade is based on SAE/Record Books.

All students are required to submit their record book information into the new AET system software. They do this during the record book unit that is taught in their class. The students must complete their AET Record book in order to get the 15 percent towards their overall grade, as well as their fair check.



Natalie Vaz <nvaz@kingsburghigh.com>

UC A-G

1 message

Brian Donovan <bdonovan@kingsburghigh.com>

Mon, Mar 12, 2018 at 8:13 AM

To: Natalie Vaz <nvaz@kingsburghigh.com>, Amanda Ferguson <aferguson@kingsburghigh.com>

I have started the process to have most of our courses approved for UC -g (elective credit). I will need some assistance because after the outline, we need to include a list of major assignments within a given unit:

We do not have another Department Meeting for a few weeks, but it would be great if we could get some of this completed they are due by May 31, however if it gets kicked back, we can resubmit 2 times between now and then, and then a final re-submission by July 31 if needed,

--
Brian Donovan
Agriculture Department Chair
Kingsburg High School
1900 18th Avenue
Kingsburg, CA 93631
559-897-2248 -Office
559-897-7759 - Fax
650-255-2876 - Cell

Ag Careers Guest Speakers Tentative Schedule

Name	Area/ Topic	Date/ Time
Dr. Stuart Hall/ Cheyanne Record	Dairy Health and Management Services	March 6th 1:00PM- 2:15PM
	Marketing Unit	March 8th- 1:00PM- 2:15PM
Dr. David Clark	Classroom Observation	March 12th- 1:00PM- 2:15PM
Dr. Keith Harop	Veterinary Services	March 14th- 1:00PM- 2:15PM
Regional Speaking Contest	Regional Speaking Contest	March 16th- 1:00- 2:15 PM
	Marketing Project - Written Plans due today- all groups NEED TO FINISH SURVEY FOR OBSERVATION	March 20th- 1:00PM- 2:15PM
Nisa Gallichio and Kari Silveria	World Wide Sires	March 22nd- 1:00PM- 2:15PM
Kristine Nunes	Zenith Insurance- Agribusiness Insurance Services	April 3rd- 1:00PM- 2:15PM
	Marketing Plan Presentations!!!	April 5th- 1:00PM- 2:15PM
	Marketing Plan Presentations!!!	April 9th- 1:00PM- 2:15PM
Ralph Rendon	GAR- Tootelian	April 11th- 1:00 PM- 2:15PM
Laura Maldonado	Interview for Enterprise	April 13th- 1:00PM- 2:15PM
Derek Sanchez	Husch Vineyards	April 17th- 1:00- 2:15 PM
	Video/ Notes	April 19th - Sub Today
	Video/ Notes	April 23rd- Sub Today

Criterion 2

Leadership

and

Citizenship

Development

Criteria 2: Leadership and Citizenship Development

2A: In 1930, Kingsburg FFA was chartered by the State FFA Association. It is considered to be a historical part of Kingsburg High School as well as the city of Kingsburg. The FFA program is highly recognized by Kingsburg community members.

2B: Our chapter Program of Activities gets reviewed every year by our current chapter officers, primarily our chapter vice president. The FFA advisors are also a part of this process and help identify the areas that need to be reviewed and changed to make the program of activities current to the new school year. Once the edits have been made by the chapter officer team, the FFA advisors will approve any changes and finalize the Program of Activities. The final steps are to distribute the Program of Activities to our campus's principal, superintendent, and to our regional supervisor, Charles Parker by November 15th. (*See tab 20*)

2C: Every student in our program is made aware very early on that their participation in the FFA program is 15 percent of their overall grade. This is explained to students at freshmen orientation, back to school night, and any other interaction amongst parents and students. The students have to participate in 4 activities per semester, making this a total of 8 activities per school year. The amount of activities offered to students are endless, and there is plenty of opportunities for our members to make the 8 activity requirement in a year. Some examples of activities are FFA meetings, fundraisers, community service events, public speaking contests, CDE contents, and many other FFA related events. (*See attached document 2C*)

2D: The Kingsburg Agriculture department has a very clearly stated department policy that identifies the criteria for a student to earn full credit for leadership development. FFA participation is critical considering it is worth 15 percent of the student's overall grade in all of their ag classes. As a department we make it very clear to our students and parents what the FFA participation requirement is. The requirement is for the students to participate in 8 activities a year, 4 activities a semester. This requirement is announced at back to school nights, IEP meetings, freshmen orientation, and overall any event where we have the chance to communicate with parents. We also add this requirement to all of our course syllabuses and the student and the parent have to sign the syllabus stating that they understand what is expected from them in regards to FFA participation. (*See attached document 2D*)

2E: At the beginning of the school year in August, typically the very first week of school, each student enrolled in an ag class within our department is required to fill out a student data sheet. This sheet is then used to add the students to our departments R2 roster. Once the student data sheets are entered into our R2 roster, their dues will be paid for their State and National FFA Association membership. Once membership is paid for, the students are then allowed to participate in all chapter, section, region, state, and national level activities and events. (*See tab 31*)

2F: The Kingsburg FFA Agriculture Department has no problem surpassing the minimum of 12 activities listed on the FFA activities check list. It is obvious that the advisors at Kingsburg FFA ensure that the department is considered to be one that is highly active and involved in multiple areas. Attached is the previous year's checklist of FFA activities. *(See attached document 2F)*

2G: Our department requires our students to participate in 4 FFA activities a semester, a total of 8 per school year. We keep an activities spreadsheet that all 3 advisors have access to at any given time through google sheets. We offer a total of anywhere between 65-70 activity opportunities for our students in one given school year. Therefore, it is completely possible for students to meet their 8 activity requirement. This past 2017- 2018 school year we offered a total of 64 activity credit opportunities. Out of our 267 students listed in our activity spreadsheet, 231 of them participated in at least 3 leadership activities a year. We do meet this requirement by 87%. Here is a breakdown: $231/267 = 0.8651 \times 100 = 86.51 = 87\%$ *(See attached document 2G)*



20

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Leadership Grade

All students enrolled in the Kingsburg High School Agriculture Program are members of the Kingsburg FFA Chapter and will be eligible to participate in the organization's activities. Each course taught within the agriculture department will have 15% of the semester grade devoted to FFA participation. In order to receive that 15%, a student must attend at least 4 approved FFA activities each semester. Approved activities may include, but are not limited to: monthly chapter meetings, leadership conferences, judging team events, sectional activity nights, public speaking events, community service activities, fundraisers, etc.

CLASS AGREEMENT

Please read the following handouts carefully:

- Course Syllabus
- Class Guide
- Lab Safety Contract (Ag Biology students only)

Once you've reviewed the materials listed above, please complete this form and return it to Mrs. Sanchez by **Friday (August 26th)**. If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, (print your name) _____, have read and understand all of the handouts listed above. I understand the requirements of the class and the expectations of me, and I agree to fulfill these. **I have also reviewed the grading policies of this class and understand that participation in FFA activities and maintaining a SAE/Record Book will have an effect on my grade.** If I have any questions, I will ask Mrs. Sanchez for further explanation.

Student's Signature: _____ Date: _____

Parent/Guardian Agreement

I have read the handouts listed above and understand that my child is to keep a section in his/her binder containing all work he/she does for this class. I understand that my student will be responsible for abiding by the general rules and class guidelines. **I have also read and understand the grading policies for this class (including the percentages of the student's grade devoted to FFA and SAE/Record Books).** If I have any questions or would like to discuss my child's performance in this class, I will contact Mrs. Sanchez at 897-2248.

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____ Date: _____

Do you have any comments/questions on the handouts listed above?

Best Phone # to reach you: _____

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 16-17 School Kingsburg High School

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	13
Made For Excellence Conference	3
Advanced Leadership Academy	3
Chapter Officer Leadership Conference	8
Spring Region Meeting	8
State Leadership Conference	22
National Convention	13
Submitted the following:	
State Degree Application	22
American Degree Application	8
Proficiency Award Application - Section	3
Chapter Award Application - State	
Scholarship Application - State	
Participated in the following:	
Opening and Closing Contest - Section	48
Best Informed Greenhand Contest - Section	6
Co-Op Marketing Quiz - Section	6
Creed Recitation - Section	4
Extemporaneous Speaking - Section	4
Job Interview - Section	1
Impromptu Speaking - Section	1
Prepared Speaking - Section	0
Parliamentary Procedure - Section	0
County/District Fair/Show	83
Career Development Teams (other than those identified above)	
1 Dairy Cattle Judging	6
2 Vet Science	6
3 Ag Mechanics	4
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 Vine Pruning	7
2 Ag Issues	6
3	
4	
5	
TOTAL AREAS MET	
	23

		Calculated Automatically	Calculated Automatically		80% verification
Dept	Perm Slip	Sem 2 Activities	Sem 1 Activities	Total Activities for the Year	
x		26	13	39	1
x		22	14	36	1
x		20	13	33	1
x		18	9	27	1
x		20	6	26	1
x		16	8	24	1
x		17	7	24	1
x		14	9	23	1
x		10	13	23	1
x		17	6	23	1
x		14	8	22	1
x		16	6	22	1
x		12	9	21	1
x		11	10	21	1
x		12	8	20	1
x		12	7	19	1
x		9	8	17	1
x		8	9	17	1
x		12	5	17	1
x		9	7	16	1
x		7	9	16	1
x		8	7	15	1
x		10	5	15	1
x		6	9	15	1
x		10	5	15	1
x		6	8	14	1
x		7	7	14	1
x		5	9	14	1
x		9	5	14	1
x		6	7	13	1
x		6	7	13	1
x		7	6	13	1
x		7	6	13	1
x		6	6	12	1
x		7	5	12	1
x		7	5	12	1
x		8	4	12	1

Dept	Perm	Slip	100	First Name	Calculated Automatically	Calculated Automatically	Total Activites for the Year	80% verification
					Sem 2 Activities	Sem 1 Activities		
					5	7	12	1
					5	7	12	1
					5	7	12	1
					4	8	12	1
					7	5	12	1
					6	5	11	1
					2	9	11	1
					5	6	11	1
					5	6	11	1
					6	5	11	1
					5	5	10	1
					7	3	10	1
					5	5	10	1
					4	6	10	1
					5	5	10	1
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					5	4	9	1
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					4	5	9	1

Dept	Perm	Slip	Calculated Automatically	Calculated Automatically	Total Activites for the Year	80% verification
x			5	4	9	1
X			3	6	9	1
x			4	5	9	1
x			4	5	9	1
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x			5	4	9	1
x			4	5	9	1
X			4	5	9	1
x			4	5	9	1
x			4	5	9	1
x			7	2	9	1
x			5	4	9	1
x			4	5	9	1
x			5	4	9	1
x			5	4	9	1
x			5	4	9	1
x			5	4	9	1
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x			4	4	8	1
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x			3	5	8	1
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1

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4

1

		Calculated Automatically	Calculated Automatically		80% verification
Dept	Perm Slip	Sem 2 Activities	Sem 1 Activities	Total Activities for the Year	
x		2	2	4	1
x		0	4	4	1
		4	0	4	1
x		3	0	3	1
x		1	2	3	1
x		0	3	3	1
x		0	3	3	1
x		3	0	3	1
x		1	2	3	1
x		0	3	3	1
x		3	0	3	1
x		3	0	3	1
x		0	2	2	
		1	1	2	
		0	2	2	
x		0	2	2	
x		0	2	2	
		0	2	2	
x		0	2	2	
x		0	1	1	
		1	0	1	
x		0	1	1	
x		0	1	1	
x		1	0	1	
		0	1	1	
x		0	1	1	
x		1	0	1	
x		0	1	1	
		0	0	0	
x		0	0	0	
		0	0	0	
		0	0	0	
		0	0	0	
x		0	0	0	
x		0	0	0	
		0	0	0	
		0	0	0	

Dept
Perm

Calculated Automatically	Calculated Automatically		80% verification
Sem 2 Activities	Sem 1 Activities	Total Activites for the Year	
0	0	0	
0	0	0	
			240 89.89%

Criterion 3

Practical

Application

of

Agricultural

Skills

Criteria 3: Practical Application of Agricultural Skills

3A: All students in the Kingsburg FFA Program are required to participate in some sort of supervised agricultural experience project. The students grade depends on their participation in the SAE area. We as a department hold students accountable for their SAE projects by making it 15 percent of their grade. Therefore, if you combine the SAE and FFA participation requirement, that is a total of 30 percent of the student's overall class grade. In order for our students to receive credit for their SAE project, the FFA advisors do quarterly AET Record Book checks. The advisors are looking for the students AET record to be concurrent in relation to their projects. Some of the more popular projects in our chapter include: livestock projects, landscape projects, nursery projects, fruit crop projects, and agriculture mechanics projects. We also have a good amount of students who have placement projects, where they work for the Kingsburg local packing sheds and fruit crop businesses. Our school farm provides students with the opportunity to maintain these supervised agriculture experience projects. (See *attached document 3A*)

3B: The Kingsburg Agriculture department has a very clearly stated department policy that identifies the criteria for a student to earn full credit for their SAE. SAE participation is worth 15 percent of the student's grade, therefore it is vital that we as a department stress the importance of SAE projects in our program. As a department we make it very clear to our students and parents what the SAE participation requirement is. Each student enrolled in the agriculture program is required to participate in a supervised agricultural experience project or they at least need to have a project in mind to start their first year in agriculture. We communicate this importance during our recruitment days, freshmen orientation, parent- teacher meetings, classroom discussion, and overall anytime we have the opportunity to communicate with both the parent and the student. Also, for documentation purposes, we also add this requirement to all of our course syllabuses. The student and the parent have to sign the syllabus stating that they understand what is expected from them in regards to SAE participation and return the form to their ag teacher. We then store these documents in our department office and refer back to them if a case arises, however we have been fortunate enough, that students and parents understand how critical SAE participation is in the FFA organization. (See *attached document 3B*)

3C: First year members are required to either have a SAE project, or have one in place, at the start of their first year in an agriculture class. The students who already have a project in place, are typically students who have attended a livestock meeting prior to their freshmen year, have filled out paper work and have completed a school farm contract. These are the students that are coming into the program with a project in place. However, as for the students who do not have an SAE project, they will create a project that they are interested in or they will learn that they are already doing one. This will take place in their very first class through the means of AET experience task

manager. Again, as mentioned above, if students do not already have a project before their first year commences, then we as agriculture instructors guide the students in choosing a project that is of interest to them as well as attainable for them to complete. *(See attached document 3C)*

3D: This is an area that we need to work on as a department. We have a total of about 75 students who show livestock projects, 15 students involved in plant science projects, and about 20 students who are involved in a placement work experience project in the agriculture industry. We also have a number of other students who have brainstormed an SAE project that they would like to do through the AET record book system. However, it would not be fair to say that these students who have created a project through the system are actually engaged in their SAE project. Therefore, we are at about 40 percent of students who are actively engaged in a SAE project. *(See attached document 3D)*

3E: Our department is fortunate enough to have most of our student's livestock projects housed at our school farm. Our farm has enough space to hold multiple animal projects. However, we do have a select few of students who chose to keep their animals on their personal property. Regardless of where the animals are housed, we use the AET mobile app to take record of project visits. The AET mobile app allows us to take photos and submit recommendations for the student and their project. We then have the ability to send the information to our email as well as the students, which serves as documentation of the project visit. I personally do project visits once a week, and showmanship practices are the perfect time and place to complete them. Animals get weighed on a weekly basis and the students document their weight in their AET record book. *(See tab 18)*

3F: As a department we take pride in the fact that we advocate for our students to maintain an active SAE project so that they have the opportunity to apply for their FFA State Degree and their FFA American Degree. As a department, every year we meet the requirement for State and American Degrees. I believe that we do a good job meeting these requirements because all of us agriculture teachers teach the same AET Record book unit and require students to complete their record books each year before they can receive their fair checks. We instill how important it is to maintain record books in our department, therefore the kids stay on top of the data that they submit into their AET books, without hesitation. When it comes time to help students apply for advanced degrees, it tends to be a smooth process because of the fact that each year student's books were updated, so the application process is not as demanding. We strive to motivate our students to take pride in applying for the highest degree possible that they can attain and we thoroughly enjoy witnessing our students getting recognized in such a wonderful organization like the FFA. *(See attached documents 3F)*



3A

Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Grading Policy for SAE

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and record keeping in his/her introductory agriculture class. As part of their class grade, he/she will develop an individualized plan for a future SAE project.

All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their CA Agriculture Education Record Book. This will account for 15% of the students' overall semester grade in every agriculture class taught at Kingsburg High School.

CLASS AGREEMENT

Please read the following handouts carefully:

- Course Syllabus
- Class Guide
- Lab Safety Contract (Ag Biology students only)

Once you've reviewed the materials listed above, please complete this form and return it to Mrs. Sanchez by **Friday (August 26th)**. If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, (print your name) _____, have read and understand all of the handouts listed above. I understand the requirements of the class and the expectations of me, and I agree to fulfill these. **I have also reviewed the grading policies of this class and understand that participation in FFA activities and maintaining a SAE/Record Book will have an effect on my grade.** If I have any questions, I will ask Mrs. Sanchez for further explanation.

Student's Signature: _____ Date: _____

Parent/Guardian Agreement

I have read the handouts listed above and understand that my child is to keep a section in his/her binder containing all work he/she does for this class. I understand that my student will be responsible for abiding by the general rules and class guidelines. **I have also read and understand the grading policies for this class (including the percentages of the student's grade devoted to FFA and SAE/Record Books).** If I have any questions or would like to discuss my child's performance in this class, I will contact Mrs. Sanchez at 897-2248.

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____ Date: _____

Do you have any comments/questions on the handouts listed above?

Best Phone # to reach you: _____

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Accounts

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Portfolio

Scoreboard

Explore SAE

Classroom Resources

Sign Off

2017-2018

SAEs: 202

Jrn Entries: 1,307

Fin Hours: 21,752

Fin Entries: 700

Active Students: 188

Badges: 27

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Student Accounts

Active Status: <input checked="" type="radio"/> Active <input type="radio"/> Inactive <input type="radio"/> Practice AET <input type="radio"/> Pending Transfers	Last Name Starts With:	<input type="text"/>
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Adding/Removing accounts is disabled in AET, since changes synchronize automatically from your State Roster. Manage accounts in your State Roster System Automatic Operations: Reset All Student Passwords / Print ID Cards

Unique #	Name	Username	Grade	Last Access
1809051		GAguirre	9	01/23/2018
1809164		AAIcala	9	01/11/2018
1809075		BAIvarez	9	01/23/2018
1809053		BAIves	9	01/19/2018
1809045		IAIves	9	01/23/2018
180905C		MAanalla	9	01/23/2018
180908E		AArellano	9	never
1809057		ABathauer	9	01/23/2018
1809154		EBoss	9	01/11/2018
1809124		JBravo	9	01/22/2018
180908E		SBray	9	01/23/2018
180914E		DBrett	9	01/30/2018
1809072		MBurkhard	9	02/02/2018
1810304		JCampbell	9	03/01/2018
180910E		HColbert	9	01/30/2018
1809121		DCortez	9	02/23/2018
1809104		JCortez8	9	01/30/2018
1809162		NDavidian	9	01/24/2018
1809147		TDeGroot	9	04/10/2018
180915E		MDelgado	9	01/26/2018
180914E		SDorrough	9	02/28/2018
180910E		GDuarte	9	01/26/2018
1809107		MDuckworth	9	01/18/2018
1809082		SEspinoza	9	01/23/2018
1809157		GFagundes	9	01/26/2018
180915E		JFagundes	9	04/26/2018
180905E		BGai	9	01/23/2018
180908E		EGarcia21	9	05/24/2018
180912E		EGomez12	9	03/07/2018
180909E		IGonzalez	9	02/13/2018

AET - Account Manager

Unique #	Name	Username	Grade	Last Access
1809047		nzalez	9	01/23/2018
1809065		rdillo	9	01/23/2018
1809063		rtierrez	9	01/23/2018
1809119		rschfield	9	01/24/2018
1809118		elm	9	01/24/2018
1809091		dges	9	05/01/2018
1809048		llis	9	01/23/2018
1809156		ckabay24	9	01/30/2018
1809166		uerta	9	01/26/2018
1809146		joyen	9	01/26/2018
1809123		renez	9	01/24/2018
1809046		hnson	9	01/23/2018
1809059		hnson16	9	02/28/2018
1809097		res	9	02/14/2018
1809075		a	9	01/23/2018
1809108		rva	9	01/30/2018
1809067		vez	9	01/23/2018
1809161		a	9	01/26/2018
1809153		igana	9	01/24/2018
1809134		rtinez	9	02/16/2018
1809058		endoza	9	01/23/2018
1809148		iller	9	01/24/2018
1809098		orales	9	01/30/2018
1810302		orton1	9	01/19/2018
1809073		orton22	9	01/19/2018
1809049		ves	9	01/23/2018
1809078		hlschlaeger	9	01/23/2018
1809071		ntoja	9	02/02/2018
1809155		lyton	9	01/24/2018
1809135		dro	9	01/24/2018
1809087		ner	9	01/23/2018
1809102		rez	9	01/30/2018
1809062		ez	9	01/26/2018
1809052		titt	9	01/23/2018
1809105		roz	9	01/30/2018
1809149		ren	9	02/14/2018
1809127		ro	9	01/24/2018
1809110		mer	9	01/30/2018
1809089		res	9	02/02/2018
1809095		ra	9	01/30/2018
1809084		cha	9	01/23/2018
1809167		cha24	9	01/24/2018

Unique #	Name	Username	Grade	Last Access
1809152		Rodriguez	9	01/30/2018
1809133		Saldana	9	03/07/2018
1809120		ISalinas	9	01/24/2018
1809061		Santiago	9	01/23/2018
1809163		Sawatzky	9	02/23/2018
1809144		Schaub	9	02/21/2018
1809165		schilling	9	01/30/2018
1809060		Serrano	9	01/23/2018
1809150		ISingh	9	01/24/2018
1809043		Singleton	9	01/23/2018
1809101		smith	9	01/30/2018
1809055		ASoria	9	01/23/2018
1809174		Soto	9	02/23/2018
1809131		Spomer	9	01/26/2018
1809081		Stone	9	01/23/2018
1809160		Stone	9	01/29/2018
1809157		Tartaglia	9	01/30/2018
1809090		ttrevino	9	02/08/2018
1809044		Trigueiro	9	01/23/2018
1809070		KUrista	9	01/23/2018
1809138		TValencia	9	01/18/2018
1809122		TVasquez24	9	02/13/2018
1809095		CVazquez	9	01/30/2018
1809136		E Ventura	9	02/16/2018
1809077		MVierra	9	01/23/2018
1809064		KVillarreal	9	01/23/2018
1809142		MWaldner2	9	01/30/2018
1809083		LWilkins	9	01/19/2018
1809081		KWilliams	9	01/23/2018
1809073		MWood	9	01/19/2018
180917		CYoung24	9	01/24/2018

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Student Accounts

Active Status:	Last Name Starts With:	<input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14
<input checked="" type="checkbox"/> Active <input type="checkbox"/> Inactive <input type="checkbox"/> Practice AET <input type="checkbox"/> Pending Transfers		

Adding/Removing accounts is disabled in AET, since changes synchronize automatically from your State Roster.

[Manage accounts in your State Roster System](#)[Automatic Operations: Reset All Student Passwords / Print ID Cards](#)

Unique #	Name	Username	Grade	Last Access
1192081		\aguirre	12	01/12/2018
1809051		\aguirre	9	01/23/2018
1809164		\alcala	9	01/11/2018
1389582		\ndrade	10	01/30/2018
1809079		\lvarez	9	01/23/2018
1809053		\lves	9	01/19/2018
820487		\lves	12	01/19/2018
1809045		\lves	9	01/23/2018
1809050		\analla	9	01/23/2018
1809141		\ndrade3	10	never
1192082		\ngeles	11	12/19/2017
1809088		\rellano	9	never
1068729		\slan	11	01/19/2018
1389549		\valos	10	01/22/2018
1068730		\yala	11	12/14/2017
1390024		\arela	10	01/22/2018
1404036		\arraza	10	01/22/2018
1809057		\athauer	9	01/23/2018
1068734		\beck	11	02/08/2018
822564		\enavides	12	01/13/2017
820486		\erg	12	01/17/2018
1809154		\oss	9	01/11/2018
1390053		\ratton	10	01/22/2018
1809124		\ravo	9	01/22/2018
1809086		\ray	9	01/23/2018
1809143		\rett	9	01/30/2018
1068742		\rown	12	12/19/2017
822565		\uendia	12	01/17/2018
1390013		\uendia	10	01/22/2018
1192086		\rch	11	02/02/2018

Unique #	Username	Grade	Last Access
1809072	irkhard	9	02/02/2018
1809066	cher	11	12/19/2017
1390025	um	10	01/23/2018
1068748	rrera	11	12/19/2017
1809041	dera	10	01/12/2018
1809170	marillo	11	12/19/2017
1404229	mpbell	10	01/22/2018
1810304	npbell	9	03/01/2018
1809171	ntu	11	12/15/2017
820244	rpenter	12	04/16/2018
1404039	stellanos	10	01/22/2018
1068757	avez	12	02/09/2018
1809137	fton	10	03/07/2018
1809103	lbert	9	01/30/2018
1404208	rgiat	10	01/22/2018
1809121	rtex	9	02/23/2018
1809104	rtez8	9	01/30/2018
1404230	awshaw	10	04/16/2018
1809162	avidian	9	01/24/2018
1404835	ivila	10	01/22/2018
1068768	ecker	11	12/14/2017
1809147	sgroot	9	04/10/2018
1068769	lgadillo	11	12/19/2017
1809158	elgado	9	01/26/2018
1404832	as	10	01/22/2018
1404350	laz	10	02/02/2018
1809145	rrrough	9	02/28/2018
1809109	uarte	9	01/26/2018
1809107	uckworth	9	01/18/2018
1068776	istom	11	02/09/2018
822554	lund	12	01/19/2018
1405572	nmerson	10	12/18/2017
1809054	iriquez	10	01/22/2018
1809082	pinoza	9	01/23/2018
1405573	trada	10	01/18/2018
1068780	igundes	11	01/25/2018
1809151	igundes	9	01/26/2018
1809159	gundes	9	04/26/2018
1068781	tzgerald	11	01/19/2018
1405606	rod	10	01/22/2018
1405607	lores	10	01/22/2018
1405577	ores	10	01/22/2018

Unique #	Name	Username	Grade	Last Access
820493			12	01/30/2018
1809056			9	01/23/2018
1068786		ible	11	01/29/2018
1405875		cia9	10	01/28/2018
1809085		cia21	9	05/24/2018
1518472		cia3	10	01/22/2018
1405880		cia16	10	01/22/2018
1405862		cia2020	10	01/22/2018
1809042		cia1	10	01/22/2018
1068792		rcia	11	12/19/2017
820248		orge	12	12/19/2017
1809129		mez12	9	03/07/2018
1405872		onzalez	10	01/22/2018
1809092		nzalez	9	02/13/2018
1809047		onzalez	9	01/23/2018
1809065		ordillo	9	01/23/2018
1068800		raham	11	12/19/2017
1405876		regory	10	01/22/2018
822569		iGuerra	12	01/29/2018
1405871		iuerrero	10	04/03/2018
180906		utierrez	9	01/23/2018
106880		laga	12	12/19/2017
820245		ager	12	01/17/2018
151847		iHearn	10	01/22/2018
180912		Hernandez14	11	02/23/2018
820242		hernandez	12	12/21/2016
140590		ferrera	10	01/22/2018
18091		Hirschfield	9	01/24/2018
18091		lHjelm	9	01/24/2018
18090		Hodges	9	05/01/2018
18090		Hollis	9	01/23/2018
18091		Huckabay24	9	01/30/2018
18091		Huerta	9	01/26/2018
18091		.Irigoyen	9	01/26/2018
14059		DJackson	10	01/22/2018
14059		Jackson	10	12/19/2017
1809		SJimenez	9	01/24/2018
8202		cjobe	12	12/19/2017
1809		AJohnson	9	01/23/2018
1809		AJohnson16	9	02/28/2018
1809		EJones	9	02/14/2018
1068		JKesting1	12	04/10/2018

Unique #	Name	Username	Grade	Last Access
1809075			9	01/23/2018
1405917		er	10	01/22/2018
1405919		ion	10	01/22/2018
1405924		asma	10	01/22/2018
1809108		a	9	01/30/2018
1068830		ier	11	02/08/2018
1809067		ez	9	01/23/2018
1068831		ez	12	01/15/2018
1405921		ez	10	01/23/2018
820234		ano	12	12/19/2017
1809161		i	9	01/26/2018
1405929		ide	10	01/22/2018
820482		z	12	12/19/2017
1068834		cari	12	04/13/2018
1809153		gana	9	01/24/2018
1809114		es	10	01/22/2018
1405931		arriott	10	01/22/2018
1068837		arriott	11	01/19/2018
1068838		arshall	12	12/19/2017
1068839		artin	12	12/19/2017
1068840		artinez	11	05/20/2016
1809134		artinez	9	02/16/2018
1405933		cDonald	10	01/22/2018
1809058		lendoza	9	01/23/2018
1809148		filler	9	01/24/2018
1809098		torales	9	01/30/2018
1810302		orton1	9	01/19/2018
822567		orton	12	01/12/2018
822571		orton1	12	01/17/2018
1809073		orton22	9	01/19/2018
1405941		elson	10	01/30/2018
1809041		eves	9	01/23/2018
142602		Nichols	10	05/24/2018
140594		O'Bannon	10	03/22/2018
180907		Oehlschlaeger	9	01/23/2018
140594		Palomar	10	01/22/2018
180917		Palomino	11	12/18/2017
180907		Pantoja	9	02/02/2018
106886		asillas	12	12/19/2017
140594		Patterson	10	01/22/2018
822556		axton	12	12/19/2017
180911		Payton	9	01/24/2018

Unique #	Username	Grade	Last Access
1809135	o	9	01/24/2018
1405950	er	10	01/18/2018
1809087	ver	9	01/23/2018
1809102	iz	9	01/30/2018
1405954	z	10	01/22/2018
1809062	z	9	01/26/2018
1405946	z	10	01/22/2018
822605	z	12	01/12/2018
1809130	rson	10	01/30/2018
1809052	itt	9	01/23/2018
1405955	ps	10	01/22/2018
1809096	a	10	01/18/2018
1809069	o	10	01/25/2018
1809105	oz	9	01/30/2018
1405964	irez	10	01/23/2017
1809100	irez	10	01/30/2018
1809149	en	9	02/14/2018
1809127	o	9	01/24/2018
1809110	ner	9	01/30/2018
1405973	don	10	01/22/2018
1809089	es	9	02/02/2018
1809111	iro22	10	never
1809095	a	9	01/30/2018
822553	ra	12	01/17/2018
1809084	ha	9	01/23/2018
1809167	ha24	9	01/24/2018
1809152	riguez	9	01/30/2018
1809106	riguez	10	01/30/2018
1405974	ers	10	01/22/2018
820492	oney	12	04/13/2018
1809125	s	10	01/22/2018
1809133	ana	9	03/07/2018
1809120	nas	9	01/24/2018
1406091	hez	10	01/22/2018
1406092	hez17	10	01/22/2018
1809061	tiago	9	01/23/2018
1068893	tiago	12	01/17/2018
1406126	ielli	10	01/22/2018
1068894	bert	11	02/08/2018
1809163	atzky	9	02/23/2018
1809144	aub	9	02/21/2018
1809165	ling	9	01/30/2018

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1406125		js	10	01/22/2018
822604			12	02/13/2018
1068903		i	11	02/08/2018
1068904			11	01/19/2018
1809150			9	01/24/2018
1068909		iton	12	01/30/2018
1809043		iton	9	01/23/2018
1809173			10	01/22/2018
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1068915		on	12	01/17/2018
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1809160			9	01/29/2018
1068917			12	01/19/2018
1068920		on1	11	02/08/2018
1809157		ia	9	01/30/2018
1809112			10	01/24/2018
1407450			10	01/22/2018
1809090			9	02/08/2018
1068925		ro	12	01/17/2018
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1809070			9	01/23/2018
1809138		a	9	01/18/2018
1408073			10	01/22/2018
1408076			10	01/22/2018
1518473		z	10	12/15/2017
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1809099		z	9	01/30/2018
1809136		i	9	02/16/2018
1809077			9	01/23/2018
1809117		zo1	10	01/22/2018
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1809064		al	9	01/23/2018
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1809142		tr2	9	01/30/2018
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AET - Account Manager

Unique #	Name	Username	Grade	Last Access
1408222		Ward	10	01/22/2018
1809093		Wasson	12	01/30/2018
1809083		Wilkins	9	01/19/2018
1809080		Williams	9	01/23/2018
1068939		Williamson	11	04/03/2018
1809094		Willis	10	02/01/2018
1192119		WILSON1	12	04/05/2018
1068943		Wilson	11	02/08/2018
1809074		Wood	9	01/19/2018
1068944		Woods	11	02/08/2018
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1068948		Young	11	04/10/2018
1809175		Young24	9	01/24/2018
1068949		Young	11	01/18/2018
820488		Zavala	12	01/12/2018

7907 | FRIDAY, MAY 25, 2018

[illegible][illegible][illegible]

[illegible][illegible]

[illegible][illegible][illegible]

[illegible][illegible]

San Joaquin

Criterion 4

**Qualified and
Professional
Personnel**

Criteria 4: Qualified and Professional Personnel

4A: There are three agriculture teachers in the Kingsburg FFA Agriculture Department. Brian Donovan who is our department head, Amanda Ferguson, and myself. All three of us hold the appropriate teaching credentials to teach the subjects that we are assigned. All three ag teachers hold both the Single Subject Teaching Credential in Agriculture as well as the Agriculture Specialist Credential. All of our credentials can be found online through the California Commission on Teacher Credentialing, at the Kingsburg Joint Union School District office, or in our departments Comprehensive Program Plan. Not only do we hold the appropriate credentials, but we also hold the appropriate degrees required to teach the subjects that we are assigned. Brian Donovan received his Bachelors of Science in Agriculture Education from Fresno State and a Master's Degree in Agriculture Education from Cal Poly. Amanda Ferguson has both her Bachelors of Science and Master's Degree in Agriculture Education from Cal Poly. As for myself, I have my Bachelors of Science in Agriculture Education from Fresno State and I am anticipating complete my Master's Degree in Agriculture Education through Cal Poly this June 2018. (See tab 28)

4B: Brian Donovan, Amanda Ferguson, and myself all teach full time at Kingsburg High School. I can also confirm that without a doubt, all three of us attend a minimum of four professional development events. Our attendance at these events is recorded by our regional supervisor, Charles Parker. The professional development events include, but are not limited to: (See attached document 4B)

CATA Summer Conference

CATA San Joaquin Regional Road Show

Mentoring Conference

Spring Regional Meeting

New Professionals

AVID Summer Institute

4C: The Kingsburg Joint Union School District allocates Monday mornings from 8:00-9:20 for staff development meetings or other trainings that are required by the district. Our department meets at least 3 times a month on Monday mornings, during our staff development time at Kingsburg High School. (See attached document 4C)

4D: Our department is very fortunate when it comes to the support of our district. Each one of us is reimbursed for up to \$60 dollars a day for any meals that we purchase during FFA, SAE, and Professional Cata In- Service activities. Reimbursements are submitted through the district prior to the events and then re-submitted with itemized receipts. As far as fuel, each one of us has a district gas card that we are allowed to use for any FFA, SAE, and Professional Cata event. The same concept is followed; we must submit fuel receipts to the district. As far as our FFA account, our ASB office runs our FFA funds and we can submit orders or payments as long as we have a purchase order prior to having a check written out or having a bill paid. This can be used for any expenses that relate to any aspect in our program. (See attached document 4D)

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 2016-2017 School Kingsburg High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Donovan	Ferguson	Vaz	
Fall Region Meeting	X	X	X	
Region In-service Day	X	X	X	
Spring Region Meeting	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Summer Conference	X	X	X	
University AgEd Skills Week		X	X	
Professional Development **	X	X	X	

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 Butte College Arc Exposure - Donovan
- 2 Mentoring Conference - Donovan and Ferguson
- 3 New Professionals - Vaz
- 4
- 5



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Agriculture Department
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(559) 897-2248

4C

Department Meeting Schedule

As a general rule, the agriculture instructors have a formal department meeting each Monday during the professional development time (8:00-8:55 am). In the event of a school wide in-service or other department activity (fair, National Convention, etc.), the meeting is cancelled. Informal department meetings occur as needed (usually daily!!) to discuss issues of importance.

Proposed Meeting Dates 2017- 2018

Fall Semester	Spring Semester
Monday, August 21	Monday, January 8
Monday, August 38	Monday, January 15
Monday, September 18	Monday, January 22
Monday, September 25	Monday, February 19
Monday, October 2	Monday, March 5
Monday, October 23	Monday, March 12
Monday, November 6	Monday, March 19
Monday, November 13	Monday, April 9
Monday, November 20	Monday, April 16
Monday, November 27	Monday, May 7
Monday, December 11	Monday, May 14
	Monday, May 21
	Monday, June 4



Kingsburg Joint Union High School District Agriculture Department

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4D

Description of Reimbursement Process

All the agriculture teachers in the Kingsburg High School Agriculture Department are reimbursed for any expenses that are incurred for FFA, SAE, and professional development events. We are reimbursed for any of these areas as long as the events were approved in advance by our district. Our department head, Brian Donovan sends the district a requisition for all of our department events prior to us attending them, so we never have an issue getting reimbursed. As far as fuel, our district provides each one of us with a district gas card, so we never have to use our own money. Overall, the reimbursement process at Kingsburg High School is a smoother process and we are compensated for any of our personal expenses.

The reimbursement process is as follows:

1. Requisition must be submitted to the district office in advance of activity for approval.
2. Upon return, the instructor must complete a "Travel Expense Claim" form (this form is attached).
3. Receipts are attached to the expense claim, and the form is signed and turned into the district office (note: receipts must be itemized in order to be reimbursed).
4. Payment usually takes 2 weeks to process.

4D

Kingsburg, CA 93631

Criterion 5

**Facilities,
Equipment
and Materials**

Criteria 5: Facilities, Equipment, and Materials

5A: Within the last two years our agriculture department has done a few modifications to our school farm in order to accommodate our large number of students who are interested in showing livestock animals. We recently added an additional hog barn at the school farm because there is a large amount of students who have interest in showing hogs and the old barn could not house the amount of hogs being kept at the farm comfortably. In addition to the new hog barn, the old hog barn was modified with an updated floor and panels because the old ones were outdated and becoming unsafe for the animals and students. Not only did we add a hog barn to the school farm, but we also added an entire beef unit, again this was because of the number of students showing steers going from 4 to 11 in one school year. The new beef unit can now house more steers and there is also a built in show ring attached to the steer pens, where the students who show larger animals can practice showmanship in. Another improvement that is currently taking place and should be done within the next month is the updated sheep unit. The sheep unit is getting modified sheep pens because the old pens were rusty and starting to fall apart last year. The new pens are taller and more durable and should last for a longer amount of time. Finally, another modification that has taken place within the last few years is the expansion of our greenhouse. Our horticulture program has grown in the last few years and because of student interest in plant projects, we added another shade area that is attached to our original green house. There were also garden boxes built and added to the overall layout of the greenhouse facility out at the school farm. I can say that there is no doubt in my mind that when populations grow within the Kingsburg High school agriculture department, the modifications to facilities and equipment will never be an issue and implementations will take place.

5B: The amount of storage space within our Agriculture Department is more than adequate. We have storage spaces in many areas amongst our department buildings and facilities. For starters, all of our classrooms are equipped with multiple cabinets, where we can store classroom curriculum, supplies, books, lab equipment, and anything else that we would need in order to run a successful class. We each have an office that is attached to our classrooms where we can store our personal items, district paperwork, financial documents, and any other records that needs to be locked and kept confidential. We also have a hallway that is attached to our offices with more cabinet space that can be used for storage as well as two fridges that can be used to store food and our tri tip fundraiser items. The Ag mechanics shop is also another area that can be used to store Ag mechanics projects, welders, tools, and any other equipment and supplies that one may find necessary to run a successful ag mechanics program. Outside of the Ag building we have a floral cooler that is used to store anything that needs to be kept cold as well as any supplies that is needed to run a successful floral program. We also have a tuff shed right next to the floral cooler, that is

used to store supplies that are used for FFA activities, fundraisers, and any other equipment needed for FFA events. Finally, our school farm has multiple storage space. The farm has an entire shop that is used to store farm supplies, fair tack, and any other equipment needed for livestock projects and for managing the school farm. Also, each advisor has their own sea train for their designated species that they are in charge of. The sea trains are used to store feed and other supplies that are needed for different species. Finally, our farm has a greenhouse that stores multiple plants and trees that are used for student projects, our annual plant sale, and any other greenery that is needed to run a successful horticulture program. (*See attached documents 5B*)

5C: Our Agriculture department takes pride in the fact that we have a few school- based laboratory facilities that we provide for our students to house or store their SAE projects. This opportunity is very beneficial to our members, especially those who do not have a place to house their SAE projects. Our Ag mechanics shop is available for students to build and store projects, like trailers, woodworking projects, or anything of that nature. The students can house their projects in the shop as long as they keep the shop neat and put all tools borrowed back where they belong. The greenhouse facility that we have out at our school farm allows for students to house their plant science SAE projects. The same concept is used at the greenhouse as it is in the shop, students can use the tools and supplies they need in order to manage their plant projects, however they need to keep their areas clean and kept up with. Finally, our school farm has a sufficient amount of space to house livestock projects. The farm can house sheep, goat, beef, dairy, hog, rabbit, and poultry projects. The students do not have to pay rent in order to keep their animals at the farm. The students have to complete a farm contract that documents their agreement to a list of rules. We also require the students to complete a total of 2 out of 4 farm clean up days and they have to keep their areas clean at all times in order to avoid dismissal from the school farm. (*See attached documents 5C*)

5D: Facilities and Equipment are very regularly maintained, repaired or replaced within the Kingsburg High School Agriculture Department. As far as tools and equipment that are necessary for classroom instruction and labs, there is no issue replacing or repairing them if needed. The students in our program as well as the ag instructors take care of the repairs, replacement, and any updated equipment and facilities that need to be implemented at our school farm. Our ag mechanics classes just recently repaired both our hog and sheep facilities out at the school farm. The students take pride in the hands on work that they get to partake in during class time. It is a great way for the students to learn by doing, by applying what they learn in class and putting it to use at the farm. As far as the overall maintenance when it comes to our department vehicles, our districts transportation department takes care of all of it for our department. The transportation department takes care of tire rotations, tire replacements, oil changes, wiper blade replacements, and any other vehicle services on a regular basis. Our agriculture department is very appreciative of the support that our district provides for us in relation to facilities, equipment, and overall maintenance. (*See attached documents 5D*)

5E: The Kingsburg FFA Agriculture program is fortunate enough to have a healthy supply of department and school vehicles that are readily available. Our agriculture department has three vehicles that we can use: an excursion, a truck, and we just recently purchased a 9 passenger seat van. We also have two department trailers that we can use to haul livestock animals and fair equipment as well as for any other department needs. We have a 22' gooseneck and a 16' bumper pull readily available. Also, if for any reason we need an extra vehicle, our district is very generous and will let us borrow one of the district suburban's without any hesitation. (*See attached documents 5E*)

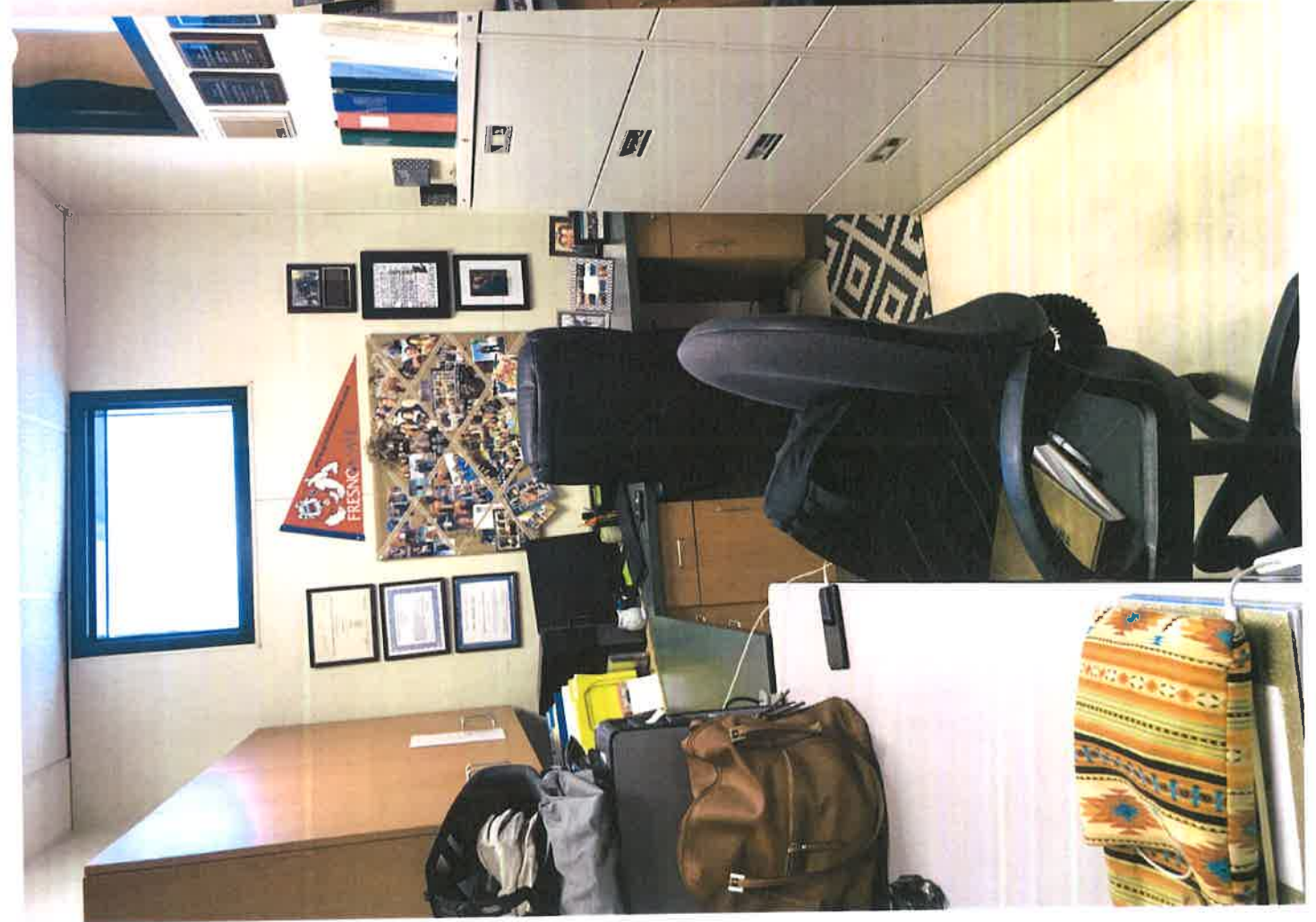
5F: As the reviewer of this Ag Incentive Grant checklist, I can assure you that I am very organized and neat. My students are very well aware of this fact. All of my students know that organization is key in my classroom, not only in curriculum, but within the agriculture department facilities. I try to instill the importance of organization in all of my students because I know that this will in return help them become successful. All of the lab equipment and other supplies that are used on a regular basis in my classroom or at the school farm have a place where they need to be returned to and stored neatly. At the end of every class period or showmanship practice, or any FFA event, it is protocol for my students to put things away where they go and to clean up the classroom. I also make sure that I go around and check to see if things were put back in the correct spot and if areas were picked up. Overall, all of us agriculture instructors make it a priority to keep all units in our department organized and well kept. We also encourage our students to follow the same guidelines when it comes to organization.

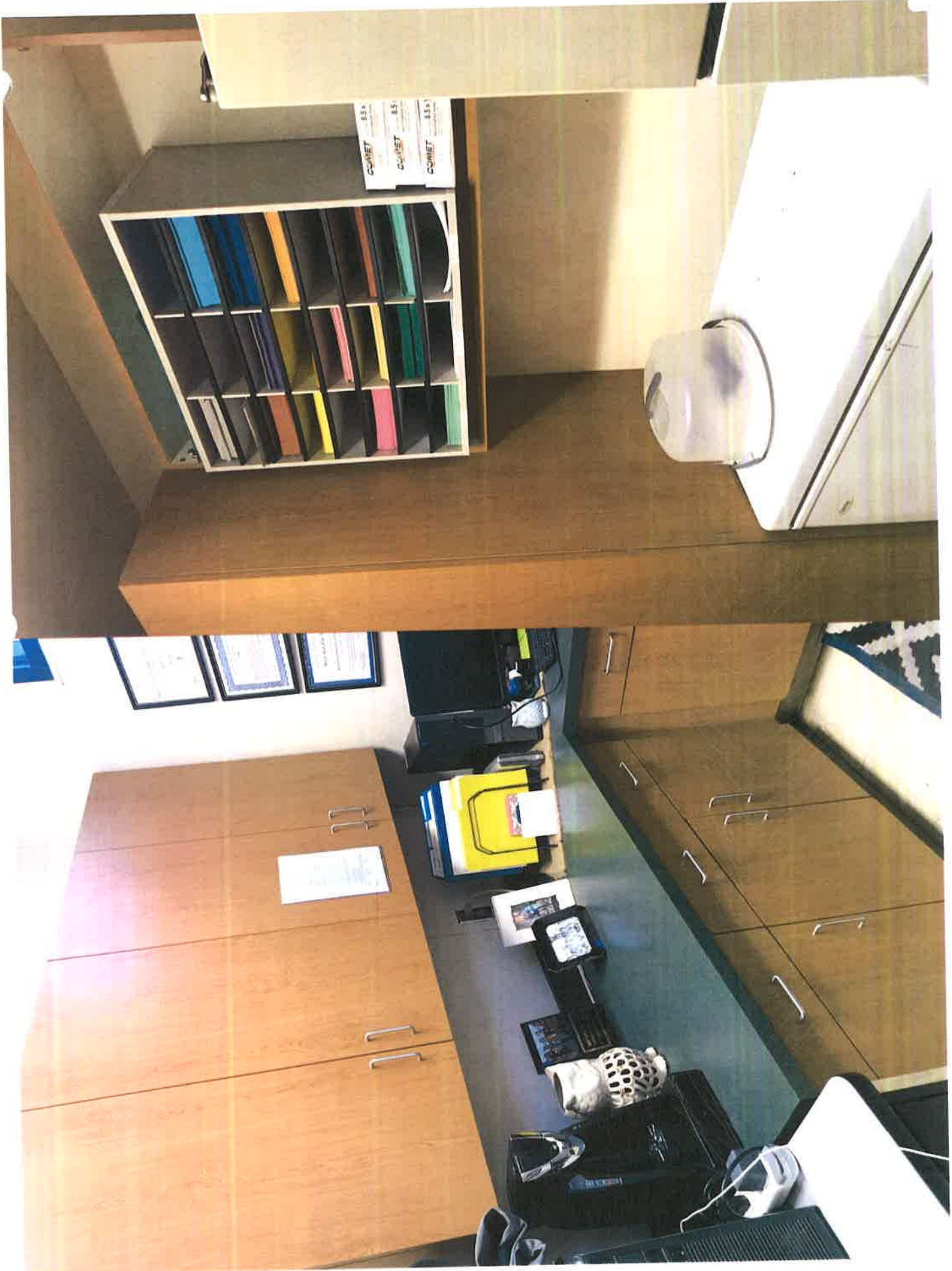


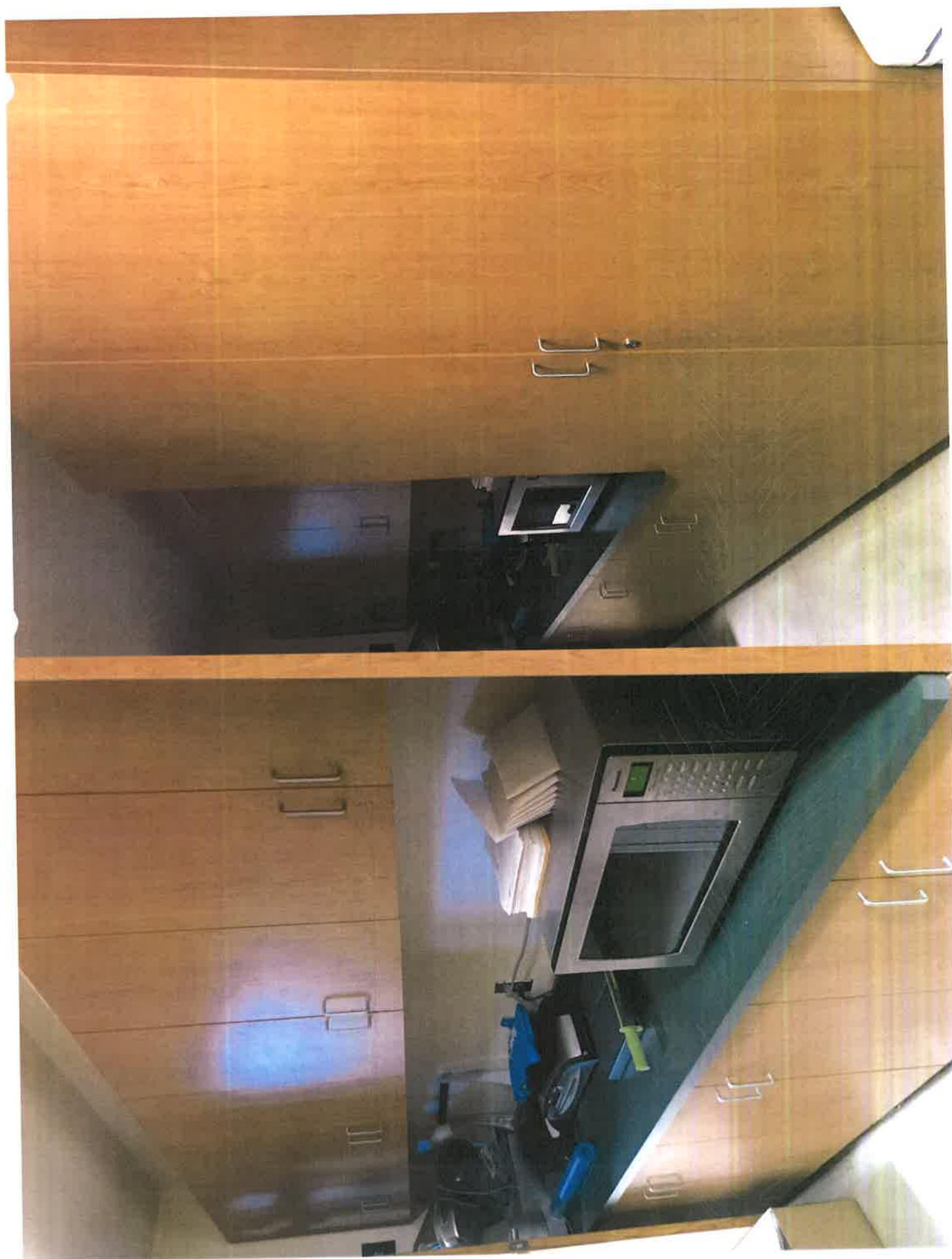
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Agriculture Department
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Storage Space















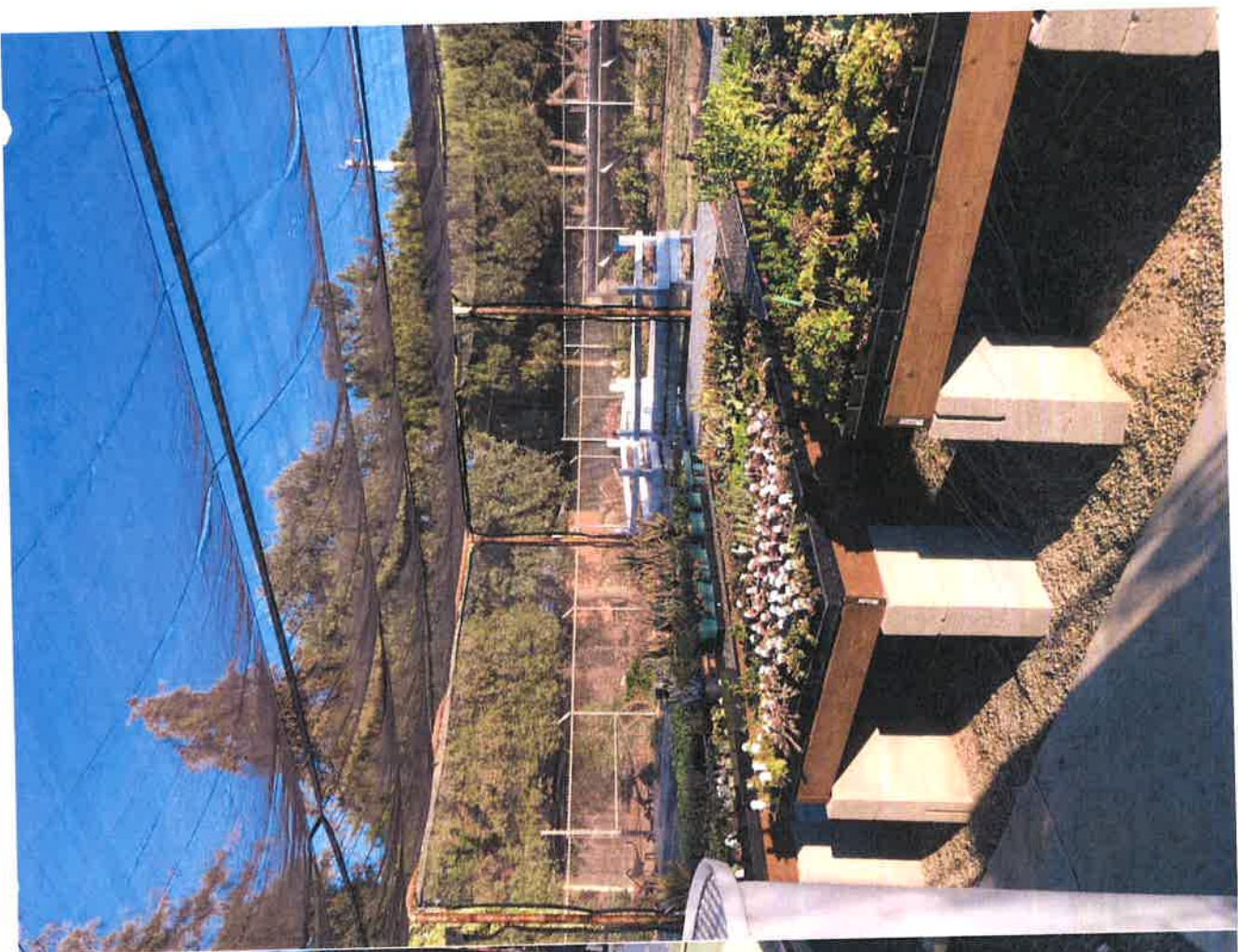


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School Based Lab Facility- Greenhouse Unit









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School Based Lab Facility- Dairy Unit

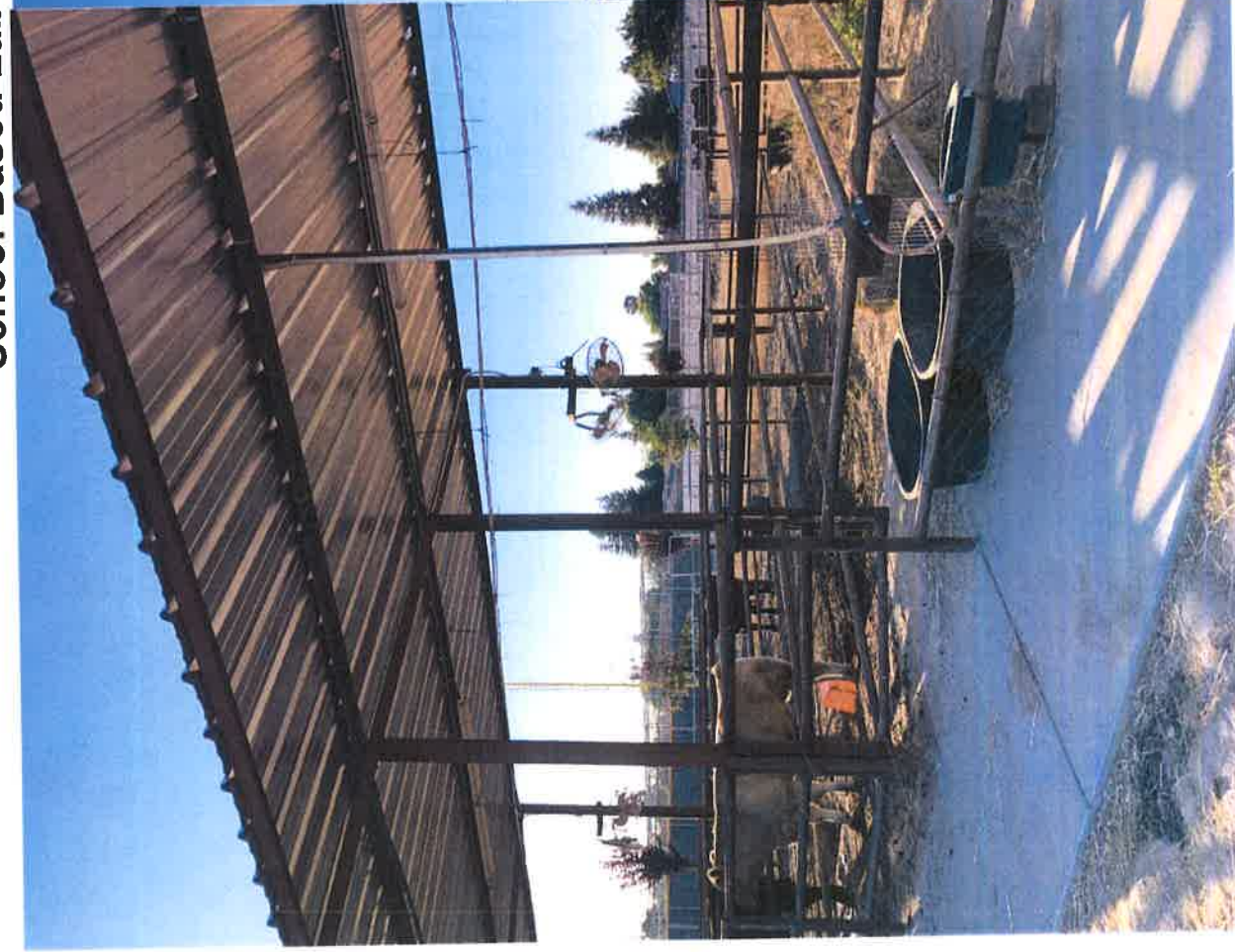


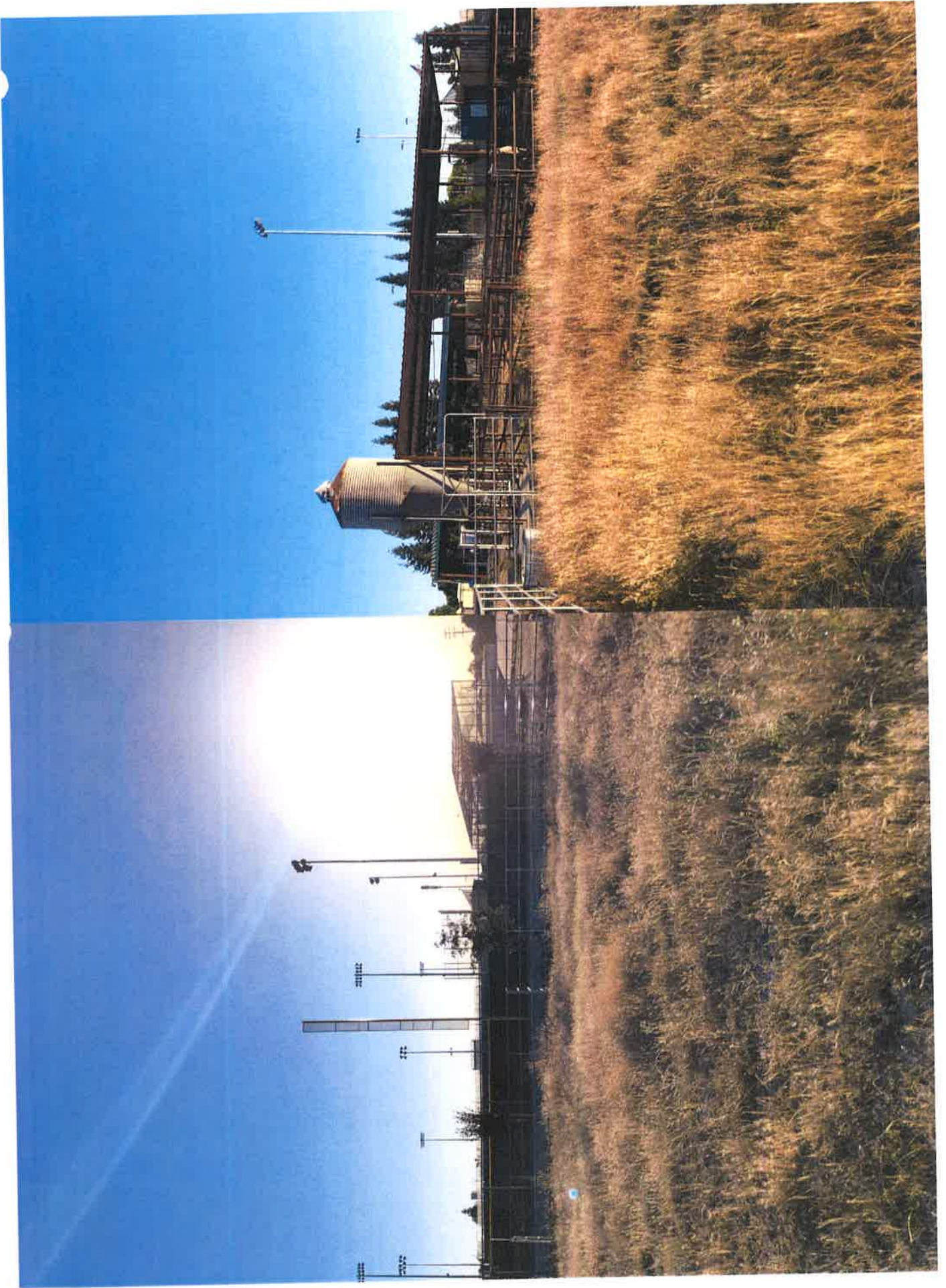




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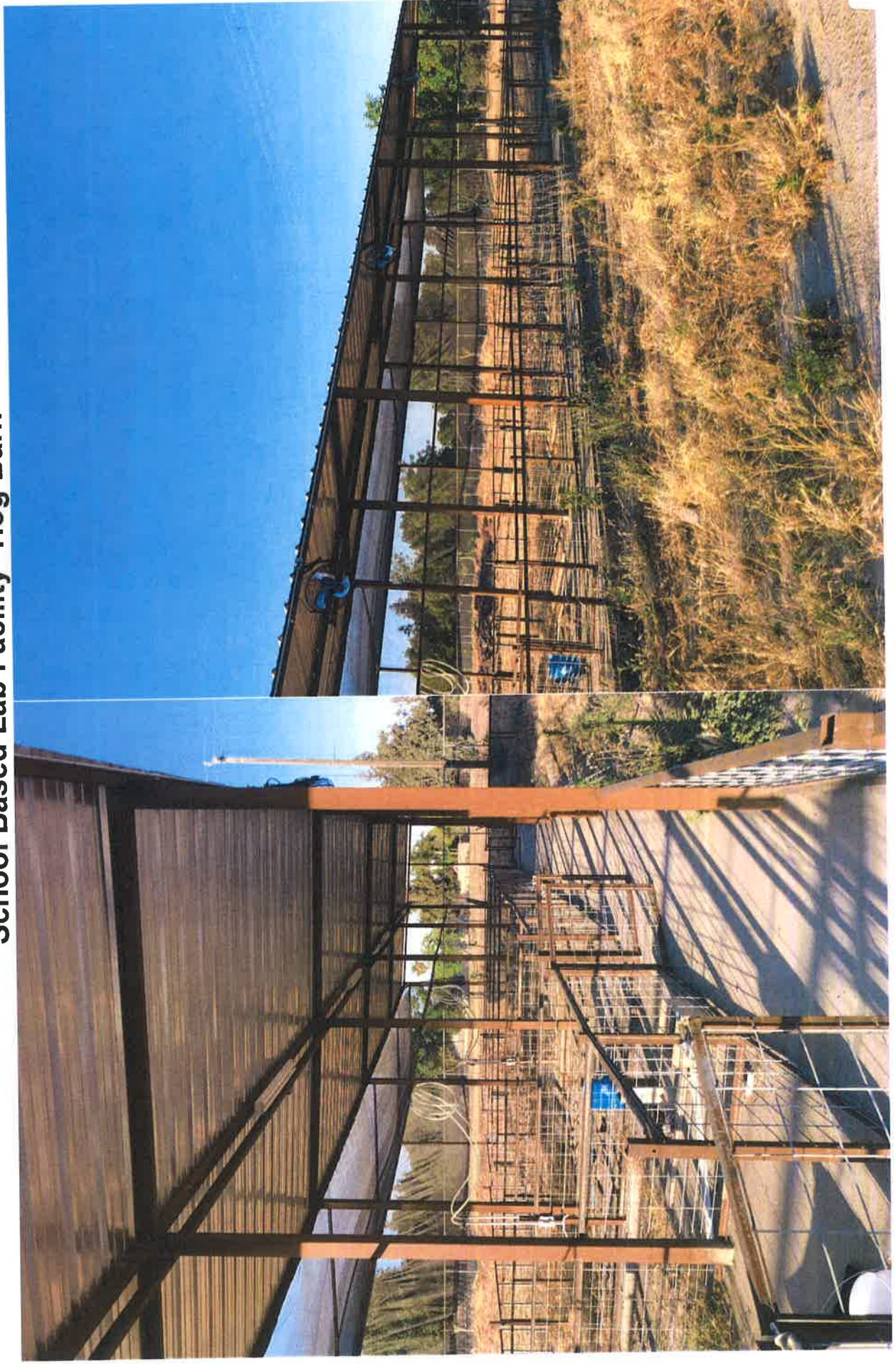
School Based Lab Facility- Beef Unit



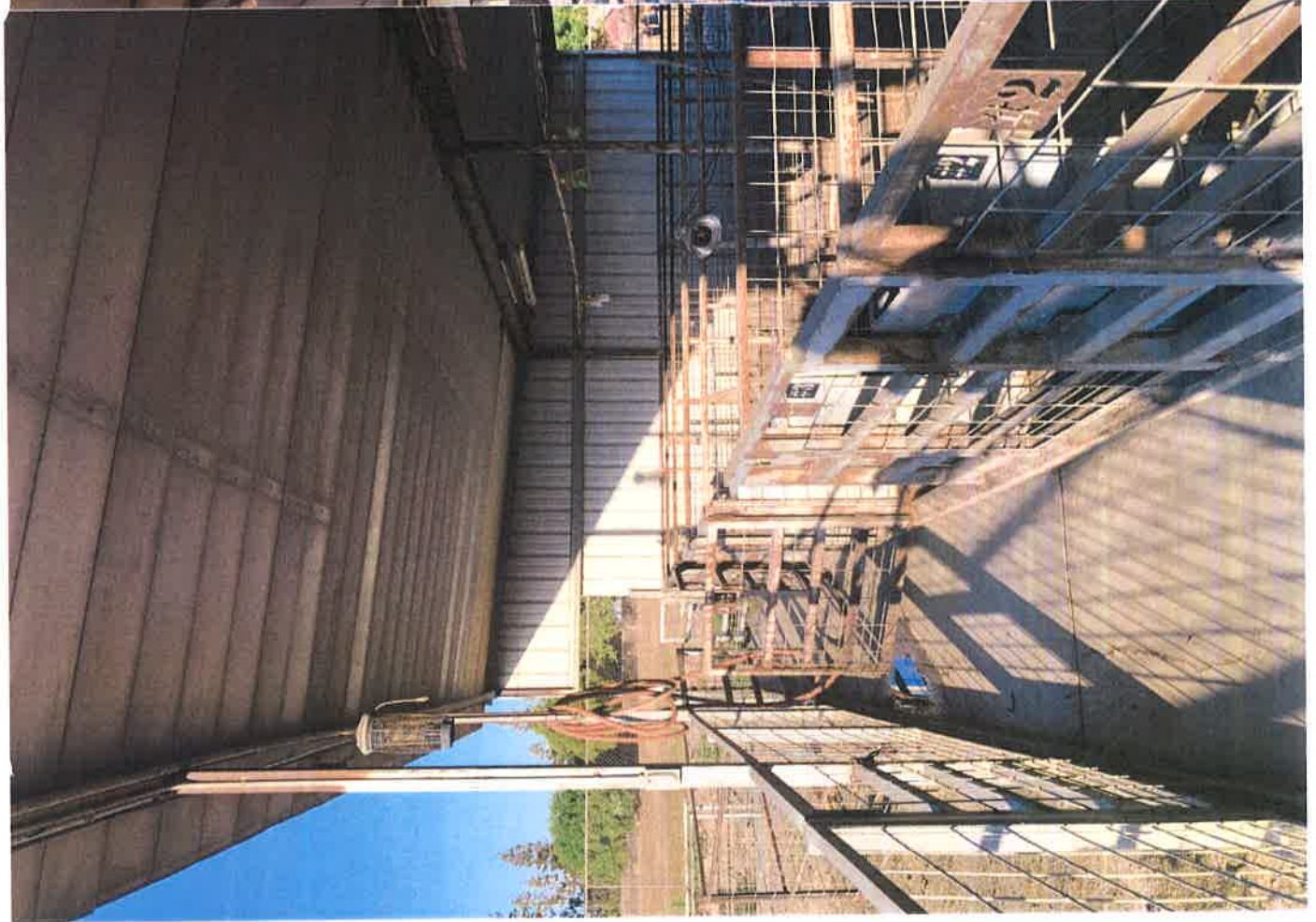


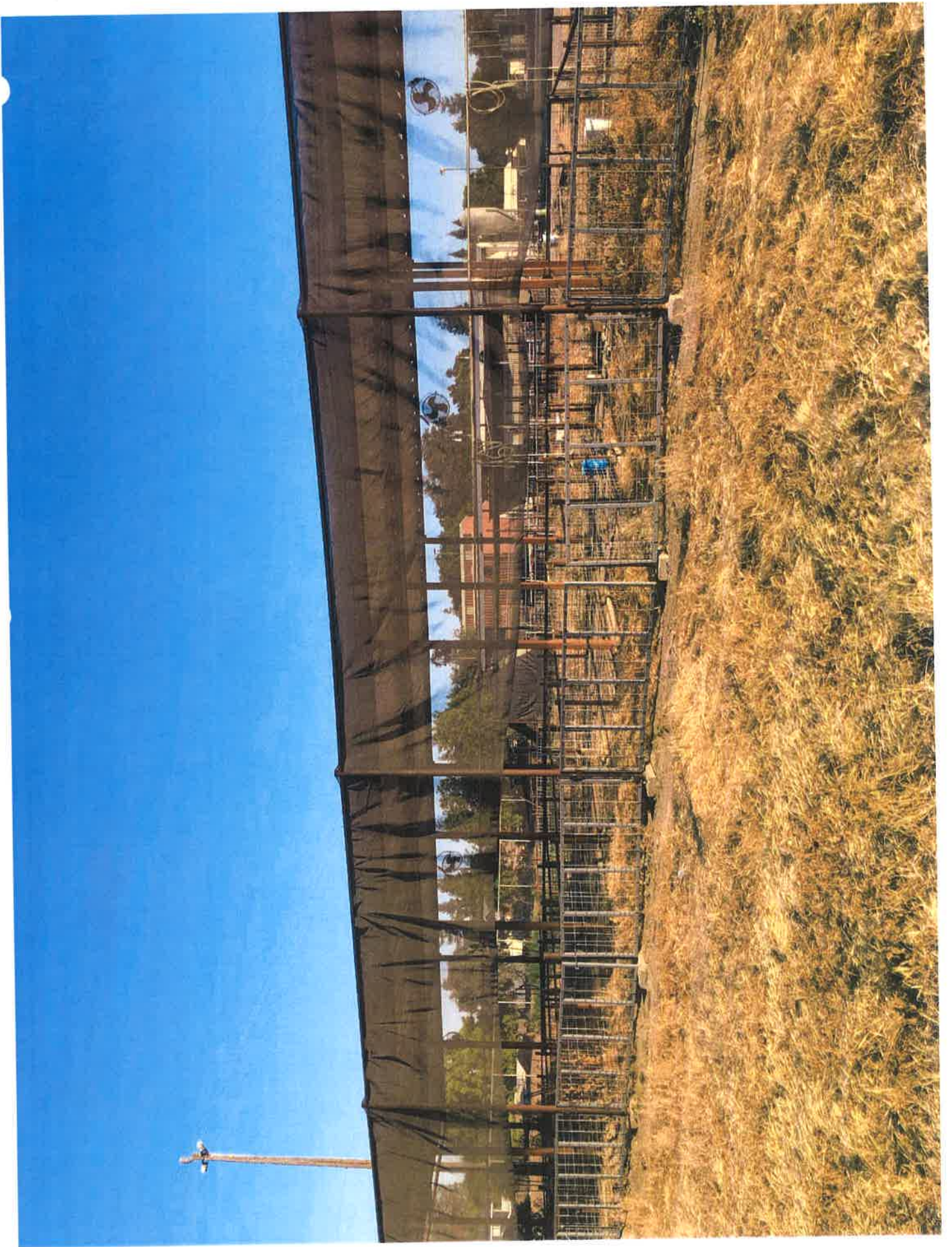
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School Based Lab Facility- Hog Barn









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School Based Lab Facility- Sheep Unit



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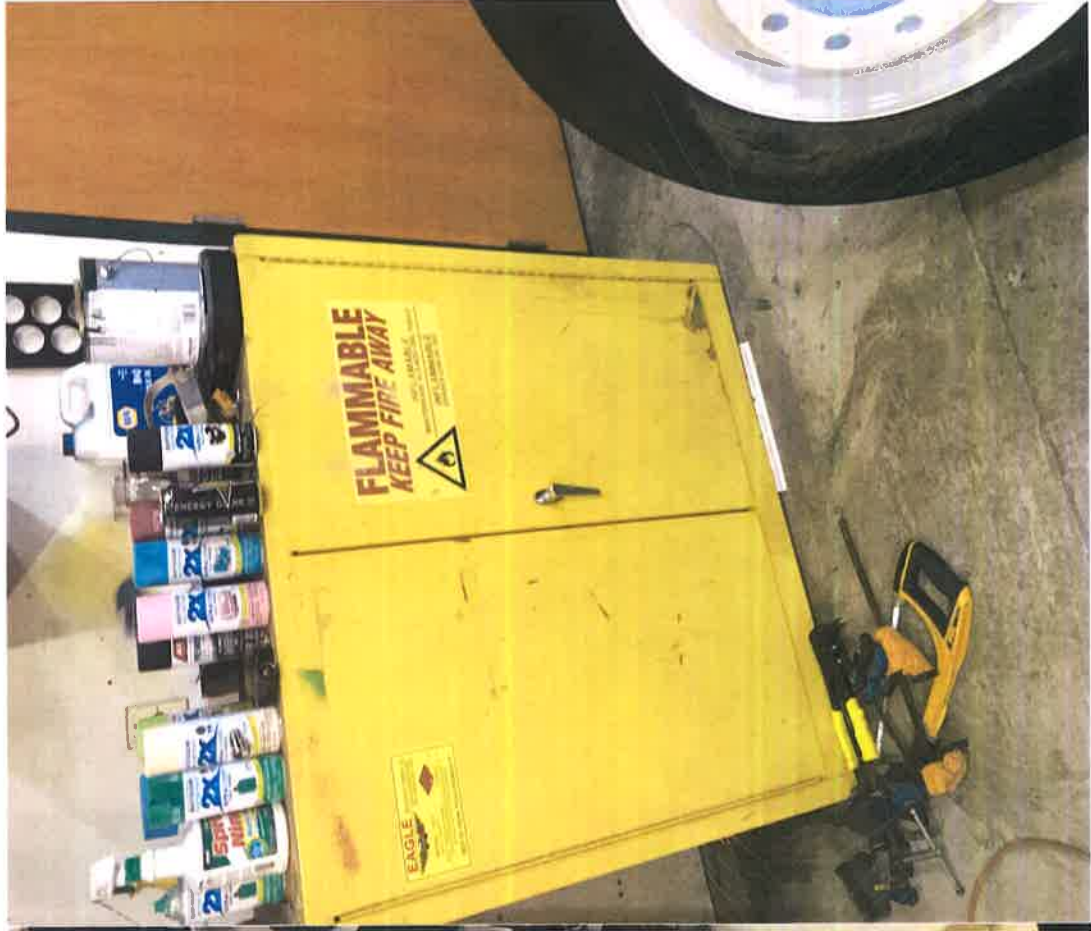
School Based Lab Facility- Storage Shop





Kingsburg Joint Union High School District
Agriculture Department
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Equipped Facilities









Agriculture Department

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5E

School Vehicles





Agriculture Department

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(559) 897-2248

5E

School Vehicles





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5E

School Vehicles





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5E

School Vehicles



Criterion 6

**Community,
Business and
Industry
Involvement**

Criteria 6: Community, Business, and Industry Involvement

6A: The Kingsburg High School Advisory Committee consists of 7 individuals who are both, extremely well known in the Kingsburg community, and have a passion for the increased involvement in the agriculture industry. Our members carry the title of farmers, past students, agriculture instructors, mechanics industry leads, and overall they all have a close connection to our program and agriculture as a whole. Our members are diverse in a sense that they each have a relation to the industry in regards to the curriculum that we teach and that pathways that we offer our students. The committee meets a total of 3 times a year to discuss the current state of our program, the opportunities available for our students and our program, and the future success of our program. (See *attached document 6A*)

Here is a list of the members who currently serve on the Kingsburg High School Advisory Committee and some information about who they are and their role in the Ag industry as well as their role within the Kingsburg community. Please see the attached document with the contact information for each member on the committee

Committee Chair- Kevin Easu. Kevin is our current advisor chair and will serve a three-year term which ends in June 2021. Kevin is a 2008 high school graduate of Kingsburg high school, where he was one of our highly involved members and a program completer. He received his Bachelor's degree in Agriculture Business from Cal Poly San Luis Obispo. Kevin currently works for a chemical company in the Kingsburg area.

Member- Lance Jackson. Lance is also a Kingsburg High School graduate. Mr. Jackson and his family run a family own vine and stone fruit operation in Kingsburg. Mr. Jackson's son just recently came through our program where he was recognized as a highly active member. The Jackson family have very strong connections within the Kingsburg community and he is looking forward to serving on the committee. Mr. Jackson looks forward to discussions in regards to plant science courses and the implementation of tree and vines at our school farm.

Member- Frank Tebeau. Frank is an agriculture instructor at College of the Sequoias in Tulare, which is a community college close to the area. Frank also serves on other agriculture advisory committees for other high schools in our area. Frank is always ready to help any programs in need with his years of expertise and wisdom in the industry.

Member- Jason Ureta. Jason is also a Kingsburg high school graduate and a Kingsburg FFA program completer. Jason and his family run a family owned wine tasting room in Kingsburg. Jason also works for Praxair Welding Gas and Supply and he sells supplies and equipment for our ag mechanic's department. Jason continues to serve as a great member of our advisory committee.

Member- Makayla Gardner. Makayla is a Kingsburg High School Graduate and she was also considered a program completer and a highly involved FFA member. Makayla is

currently attending Fresno State University where she is majoring in Agriculture Education. Makayla enjoys serving on the advisory committee and having the opportunity to network with the other members who are in the industry.

Member- Jeff Bortulossi. Jeff is a longtime community member of Kingsburg. Jeff is also a very well- known almond farmer in the community of Kingsburg. His daughters were also members of our FFA program, therefore he is very passionate about the agriculture program and enjoys serving in any possible way that he can.

Member- Tim Morris. Tim is also a supporter of the Kingsburg community. His wife is currently a math teacher at Kingsburg High School. Is it not uncommon to see Tim and his wife Ingrid attending multiple community events. Tim enjoys serving on the advisory committee.

6B: The Kingsburg High School Advisory Committee meets a total of three times a year. Once in November, March and June. The meetings take place in our agriculture department in one of the agriculture instructors classroom. Our head of the department Brian Donovan takes the minutes during each meeting and he then shares the minutes on the FFA google drive that we all share as advisors. Sharing the minutes through google allows everyone in our department to have access and the ability to go back and review the information that was discussed at our own convenience. (*See tab 26*)

6C: The Kingsburg High School Advisory Committee has played a vital role in assisting in the development of the following components of our comprehensive plan: job market description, total program goals and objectives, course subject matter outlines, 5-year facility and equipment acquisition, graduate follow up, targeted occupations, program description of courses, SAE, and FFA, program completion standards, current year budget, and list of active placement site. Our advisory committee has helped to develop our program pathways as well as short and long term goals. The committee is currently working on helping us develop some plans for tree and vine planting out at the school farm. They are continuously coming up with suggestions and support for our program. (*See attached document 6C*)

6D: The minutes include the following information: location of the meeting, date and time of the meeting, approval of minutes from previous meeting, unfinished business, committee reports, teacher reports, new business, updates on recommendations, new recommendations, department size and scope, next meeting date, and time adjourned. The minutes also include recommendations in regards to the growth and success if our program by our committee. (*See tab 26*)

6E: The Agricultural Advisory Committee minutes are shared with the principal, superintendent, school board, and our regional supervisor, Charles Parker.



Kingsburg Joint Union High School District
Agriculture Department
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2017-2018 Advisory Committee Roster

Tim Morris
Dave Wilson Nursery

Jesus Urueta

Jeff Bortolussi
B & C Packing

Lance Jackson
Kings Gate Ranch

Frank Tebeau
College of the Sequoias

Kevin Esau
Goemar Crop Production

Makayla Gardner
Graduate Student



bC

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Agriculture Department
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Advisory Committee Assistance

The Kingsburg High School Agriculture Department has had a strong Agriculture Advisory Committee consistently over the past decade. The committee normally meets 3 times each year to provide input on the direction of the program. Over the years, this committee has been instrumental in making many positive changes to the agriculture program.

Major areas of contribution include:

- Extensive review of the program and how it meets the standards outlined in the Ag Incentive Grant Checklist (every 3 years)
- Program goals & objectives
- List of active placement sites
- Advocated in front of administration and school board members for a third full-time agriculture position
- Major input given on the school farm facility, with special attention given to the crop science area
- Major input given on the changing of courses offered in both the Agriculture Science and Agriculture Mechanics pathways

Criterion 7

Career

Guidance

Criteria 7: Career Guidance

7A: Upon graduation, most of our seniors in our program either attend a local community college, a 4-year university, or in a few cases some students will go to a vocational school. However, regardless of the paths that they chose, we like to reach out to the past graduates and check in and follow up with where they are currently. About a year after high school graduation we mail a survey to their home address. The survey consists of questions like where are they now, employee information, college major information, major plans in or after college, and how valuable the agriculture program was to them. We also provide additional space for the students to provide us with feedback in regards to our program. These surveys get mailed back to our department which allows us to review the responses and discuss the information as a staff. Also, during the last week of school, typically during finals week we give the graduating seniors a feedback survey where we ask for their opinion on their time in our program and for any suggestions that they might have for future success. Kingsburg FFA makes it an important goal to take student feedback very seriously as we strive to make our program the best that it can be. We want to continue to provide students with the opportunity to get the most out of our program during their time with us. However, despite our communication with seniors after they graduate, we know that as a department, we need to do a better job at providing our seniors with the initial guidance prior to graduation. We know that we lack in the area 7A of the Agriculture Incentive Grant Checklist. As a department, we currently do not have any documentation that provides us with evidence that students are counseled regarding career opportunities in agriculture, agribusiness, and agriculture education. I have met with my teaching partners and they have agreed that this should be the area for my improvement project for the agriculture incentive checklist. I have decided to take on this area so that we can improve the quality of career guidance that we provide for our senior students in our program. The overall goal for this project is to increase the retention rate in our senior class as well as guide our current seniors in the right direction upon graduation, according to their career interests. Another goal is to provide seniors with information in regards to career opportunities in Agriculture and Agribusiness. Another goal for this project is to come up with a department wide agreement for the next few years, until we see retention rate numbers increase, to split the junior/ senior class in three groups, where would serve as their "Ag Career Advisor". Students are already required to complete a Student Data Sheet program, however, we as a department need to do a better job at keeping better track of these sheets and going back and checking in with our students in our program. I am also going to create a document that provides evidence that students are counseled regarding career opportunities in agriculture education. In conclusion, the goal is to provide our junior and senior class with more support with their career choices, which in result will increase our retention rate within our upper classmen. (See attached document 7A)

7B: Student data sheets are completed at the beginning of the year, typically during the first week of school by each student who is enrolled in our agriculture program. Each student, every single school year, regardless of their year in the program have to complete a student data sheet. The updated sheets allow the students to change their career interests and their college choices in regards to their plans after high school. The completed student data reports are stored in our department office under our student files. Also, during the AET record book unit that all of us ag teachers cover in our classes, the students are required to complete a career plan on their AET student profile and it is updated each year during the record book unit. (*See attached documents 7B*)

7C: Kingsburg High School and a local community college, Reedley College have an articulation agreement for a few of the courses that we teach in our department. We are proud of the fact that just this past 2017-2018 school year our department offered 4 dual enrollment courses through the ROP program. The four courses are ROP Advanced Animal Science which is taught by myself, ROP Agriculture Welding as well as ROP Agriculture Fabrication which are taught by Brian Donovan, and ROP Horticulture taught by Amanda Ferguson. Also, next 2018-2019 school year Amanda will be adding ROP Floral Design which will be another dual enrollment course through Reedley College. We are excited for our students to have been given the opportunity to leave our program with the transfer credit through Reedley College and with a few college units completed prior to the start of their college careers. Here is a layout of the courses that we teach in the Kingsburg Agriculture Department and the equivalence courses that the students receive credit for at Reedley College. (*See attached documents 7C*)

Agriculture Instructor	Kingsburg High School Course	Reedley College Equivalent Course Credit
Natalie Sanchez	ROP Advanced Animal Science	Animal Science 1 (3 Units)
Brian Donovan	ROP Agriculture Welding	Mechanized Agriculture 41 (3 Units)
Brian Donovan	ROP Agriculture Fabrication	Mechanized Agriculture 44 (3 Units)
Amanda Ferguson	ROP Horticulture	Environmental Horticulture 43 (3 Units)
Amanda Ferguson	ROP Floral Design	Environmental Horticulture 37 (3 Units)

Name: Natalie
 Address: 17160 Jackson Ave
 City, State, Zip: Lemoore, California, 93245
 Phone: 559-309-1537
 E-mail: nvaz@kingsburghigh.com

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed:

7A: Students are counseled regarding:

Career opportunities in Agriculture and Agribusiness

Agriculture and academic courses necessary to complete career pathway offerings

Post- secondary education and training options

7B: All students have completed a career plan

7C: Efforts have been made, or completed, to articulate with Community Colleges and/ or Universities

Goal or Purpose of the Project:

The overall goal for this project is to increase the retention rate in our senior class as well as guide our current seniors in the right direction upon graduation, according to their career interests. Another goal is to provide seniors with information in regards to career opportunities in Agriculture and Agribusiness. Another goal for this project is to come up with a department wide agreement for the next few years, until we see retention rate numbers increase, to split the junior/ senior class in three groups, where would serve as their "Ag Career Advisor". Students are already required to complete a Student Data Sheet program, however, we as a department need to do a better job at keeping better track of these sheets and going back and checking in with our students in our program. In conclusion, the goal is to provide our junior and senior class with more support with their career choices, which in result will increase our retention rate within our upper classmen.

Specific Objectives to Accomplish (Be as detailed as possible):

-Meet with my current teaching partners, Brian Donovan and Amanda Ferguson to discuss the guidelines and my ideas for this career guidance project.

-Upon meeting as staff, split the junior/ senior class into three. We can select students who are currently already in our classes, judging teams, or students who we have built a relationship with when splitting the classes. This makes the most sense considering we might see some kinds more than others on a regular basis.

-Create a list of guest speakers to come into our junior/ senior classes. These guest speakers should have a connection within the Agriculture Industry. Guest speakers should be set up to come all year long, not just in the spring semester, when most students are trying to decide what their plans are after high school. One guest speaker per month is an ideal goal for the school

year. This number can increase as we continue to work on this project and network with people who are willing to participate that are in the industry.

-Create a career guidance form that as a staff we will all use as documentation during our meetings with the student, alongside the Student Data Sheets.

-Once again, meet as a staff and discuss how we are going to move forward in making sure that this is a process that we do every year with each new junior/ senior class.

Estimated number of hours on this project: Minimum= 15 Hours, Maximum= 25 Hours

Estimated expenditures (\$) on this project (your costs): There is no estimated budget for this project. The paper used to make copies for the other advisors in our program will be free of cost to our department. All of our papers and supplies are funded to our department through our ag incentive grant, therefore, the expenditures on this project are of no cost..

Proposed timeline for completion of the project:

The project will not take long to complete because it is more so setting out a guideline on how we are going to handle the issue of junior/ senior retention rates. The project is also going to consist of how we as a department are going to move forward in providing our junior senior class with career guidance, through classroom guest speakers, serving as career advisors by splitting the students into three sections (one section per advisor), and through classroom and one on one discussions. I am projecting that my project will take me 2-3 weeks to complete my plan and my write up on the guidelines we are to following from here forward.

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I will touch base with Dr. Delay periodically and discuss with her the progress of my project. I will also reach out to her on a regular basis for advice and recommendations on how I can make this project better.

For Office Use Only:

Project Approved By: _____.

Date of Approval: _____.

Quarter student will enroll in AGED 539: _____.

5/29/2018

Agricultural Experience Tracker (AET)

7B



Profile

Journal

Finances

Reports

Review/Edit

JudgingCard Results

Objective

References

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Provide a short statement that highlights your career goals.

In the future I hope to be trained and tested in to become an electrician either working in the union or individually I hope to stand out and exceed expectations in my field.

Cash/Checking: \$6,896

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Save

Student Help

Teacher Help

AET Classroom

5/29/2018

Agricultural Experience Tracker (AET)



Profile

Journal

Finances

Reports

Review/Edit

JudgingCard Results

Objective

References

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Provide a short statement that highlights your career goals.

After high school I plan to attend a four year university and major in Ag Business or Ag Systems Management. I would like to attend Cal Poly or Texas A&M. After my undergrad, I would like to pursue more education and get my MBA. If either of those do not work out, I would like to enlist in the military. In the military I would like to be in the Army or Navy.

Cash/Checking: \$20,350

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Save

Student Help

Teacher Help

AET Classroom

5/29/2018

Agricultural Experience Tracker (AET)



Profile

Journal

Finances

Reports

Review/Edit

JudgingCard Results

Objective

References

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Provide a short statement that highlights your career goals.

My career plan is to go into a marketing business in my area that specializes in the sale of produce (fruit, vegetables, etc.). In this job I hope to get experience in the key marketing aspects of the trade and hopefully end up owning my own produce marketing business. Additionally, due to my interest in plant science I want to farm produce on the side.

Cash/Checking: \$30,385

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Save

Student Help

Teacher Help

AET Classroom

Ask AET a Question

5/29/2018

Agricultural Experience Tracker (AET)

7B



3

Profile

Journal

Finances

Reports

w/Edit

JudgingCard Results

Objective

References

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$6,498

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Provide a short statement that highlights your career goals.

My career goal after high school is to go to a college on the east coast. I would like to major in law or criminology and minor in psychology. Upon graduating I would like to become a lawyer or prosecutor. If I were to become a prosecutor I want to become a District Attorney in a major city. If I were to become a criminal defense lawyer, I would like to open my own private firm.

Save

1068003 | 7907 | Thursday, May 29, 2018

5/29/2018

Agricultural Experience Tracker (AET)



1

Profile

Journal

Finances

Reports

view/Edit

JudgingCard Results

Objective

References

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$1,053

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Check Date

Provide a short statement that highlights your career goals.

After High School I plan on attending Fresno State, where I will study animal science. From there I plan to transfer to UC Davis and get my masters degree/doctorate in Veterinary Science.

Save

5/29/2018

Agricultural Experience Tracker (AET)

Profile

Journal

Finances

Reports

view/Edit

JudgingCard Results

Objective

References

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$5,487

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Provide a short statement that highlights your career goals.

My career goal consists of receiving my RN license and working either in the ER or in some type of nursing facility. I may continue my education and become a Nurse Practitioner who focuses on family care.

Save



5

Profile

Journal

Finances

Reports

Review/Edit

JudgingCard Results

Objective

References

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Provide a short statement that highlights your career goals.

I plan to attend a four year college, preferably CSU Fresno State. I plan to major in graphic design in hopes of getting a bachelor degree. After college I would like to get a job as a art director. I also would enjoy getting a job in advertisement.

Cash/Checking: \$2,847

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Save

Student Help

Teacher Help

AET Classroom

Ask AET a Question



1

Profile

Journal

Finances

Reports

Review/Edit

JudgingCard Results

Objective

References

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Provide a short statement that highlights your career goals.

After high school, I am looking to attend the University of Kentucky for a major in Ag economics with a minor in either Spanish or Food Science. After receiving a Bachelors degree in Ag Econ, I would like to attend law school whether it be the University of Kentucky law school or the Vanderbilt Law School. The main goal is to go into law school with an emphasis in agriculture.

Cash/Checking: \$1,534

Current/Projects: \$0

Non-Current: \$13

Liabilities: \$0

Save

Student Help

Teacher Help

AET Classroom

Ask AET a Question



2

Profile

Journal

Finances

Reports

Review/Edit

JudgingCard Results

Objective

References

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Provide a short statement that highlights your career goals.

After graduating high school, I plan to attend Fresno State and major in Ag Education with a minor in Plant Sciences. After finishing my bachelor's degree, I hope to spend a summer overseas doing ministry work before coming home and getting my credentials to teach. My dream is to create an FFA chapter from scratch somewhere within California.

Cash/Checking: \$1,323

Current/Projects: \$61

Non-Current: \$0

Liabilities: \$0

Save

Student Help

Teacher Help

AET Classroom

VALLEY REGIONAL OCCUPATIONAL PROGRAM

CERTIFICATE OF COMPLETION

THIS DOCUMENT CERTIFIES THAT

has successfully demonstrated job entry skills in

ADVANCED ANIMAL SCIENCE

For the 2017-2018 Academic Year

Natalie Smith

Instructor

Marvin

Superintendent

1C

VALLEY REGIONAL OCCUPATIONAL PROGRAM

CERTIFICATE OF COMPLETION

THIS DOCUMENT CERTIFIES THAT

has successfully demonstrated job entry skills in

AGRICULTURE CONSTRUCTION

For the 2017-2018 Academic Year

Instructor

Mawin

Superintendent

VALLEY REGIONAL OCCUPATIONAL PROGRAM

CERTIFICATE OF COMPLETION

THIS DOCUMENT CERTIFIES THAT

has successfully demonstrated job entry skills in

AGRICULTURE ENGINEERING & FABRICATION

For the 2017-2018 Academic Year

Instructor

Marvin

Superintendent

7c

VALLEY REGIONAL OCCUPATIONAL PROGRAM

CERTIFICATE OF COMPLETION

THIS DOCUMENT CERTIFIES THAT

has successfully demonstrated job entry skills in

AGRICULTURE WELDING

For the 2017-2018 Academic Year

Instructor

Marvin

Superintendent

Criterion 8

Program Promotion

Criteria 8: Career Program Promotion

8A: Our agriculture department has two program brochures. We have a Kingsburg High School Agriculture Department Recruitment Brochure as well as an Agriculture Boosters Brochure. The recruitment brochure is passed out and available at our 8th grade recruitment days, freshmen orientation night, introductory livestock meetings, and any other time we meet potential new members and their parents. We also have copies stored in the office for any parent or community member that would like to have one. As far as the booster's brochure, our boosters club uses this brochure for their monthly meetings, fundraisers, and overall to promote their club within the community. (See *attached documents 8A*)

8B: As a department, we make it known to the students in our program that money should never be a barrier and get in the way of their potential involvement. We want kids to know that our department as well as our Ag Boosters clubs will support the students financially if the case arises. As far as SAE projects, if a student needs financial assistance, our Ag boosters club will front the money for the student to purchase the animal project package so that they don't have to worry about finances through the duration of their project. The student will sign a contract with the Ag boosters club stating that they have the authority to hold on to their fair check until the student writes out a check to pay the club back for the money that they fronted them for the opportunity to complete the project. The students can also apply for a Farm Credit loan, however, most students, will go through our Ag Boosters club. As far as FFA events, conferences, and contests, our department covers the CDE and conference registration fees and our Ag boosters club covers the cost of the hotels for overnight trips. Also, if at student needs an FFA jacket, we have jackets that the students can check in and out at any time. Every year we choose a number of students, especially those who are in a financial deficit, who we suggest as a department to nominate for the "Gift of Blue" FFA jacket. Also, we do a tri tip fundraiser in the fall, where the students who show animals, can sell as many tri tip sales that they set their minds to and in return their sales will go towards the cost of their feed bills. Again, we strive for our students to be successful in our program without having to worry about whether or not they can afford to be involved.

8C: Recruitment is something that we take very seriously here in the Kingsburg High School Agriculture department. We do two very large events in regards to recruitment. We attend 8th grade recruitment days with our local Junior High, Rafer Johnson, and we also attend freshmen orientation night, which is hosted in our campus gym. As far as our 8th grade recruitment days with Rafer Johnson, the FFA chapter officers and the agriculture instructors take two entire days in March to put on a recruitment event for the incoming 8th graders. The FFA officers as well as the agriculture instructors are released for the school day. The FFA officers are in charge of putting on a rotation of workshops, usually about 4-5 workshops that they all create themselves and are

responsible for. The activities must relate to the different pathways that we offer in our program. For example, there needs to be an activity that relates to agriculture mechanics, animal science, and plant science. There is also an activity that is related to the endless opportunities that the FFA program has to offer students. The officers spend the day sharing their experience in FFA and what the program has done for them. Overall, the officers are there to encourage the 8th graders to join our program and ask any questions that they might have in regards to high school. The next event that our program is involved in is freshmen orientation night, which also takes place in the month of March. This is where all departments and electives available at Kingsburg High school have a designated area in our school gym to set up a table or booth. Our department sets up three tables for our different courses offered. Again, these would be animal science, plant science, and mechanics. The tables include information about the courses and examples of student projects. We also provide handouts in regards to the outline of our program, FFA activities, SAE projects, pathways, and any other information that we find relevant for parents and students to know. The FFA officers and the agriculture instructors are required to all be present at this event. We are available to provide insight and answer any questions that students and parents may have. Overall, our department strives to be involved as much as possible when it comes to recruitment for our program, we believe it is vital aspect to the success of our student retention rate and program membership. (See tab 21)

Membership Benefits

Students enrolled in courses within the agriculture program are members of The National FFA Organization. The FFA provides opportunities for students to develop their potential for premier Leadership, personal growth, and career success!

Examples of FFA Leadership Development Activities:

- ◆ Monthly chapter meetings
- ◆ Recreational activities to places like Laser Quest, John's Incredible Pizza, Sky Walk, Blacklight Bowling, Blackbeard's, Etc.
- ◆ Community service events
- ◆ Leadership conferences
- ◆ Public Speaking competitions
- ◆ Judging Teams
- ◆ Fundraisers (ex: See's Candy, Tri-Tip)
- ◆ Annual Awards Banquet
- ◆ FFA officer positions (chapter, sectional, regional, and state positions)

Ag Boosters

The money from Ag Boosters is used to support the agriculture program.

- ◆ Scholarships for graduating seniors in the ag program
- ◆ Assist with costs associated with National FFA Convention, American FFA Degree recipients and National Award finalists
- ◆ Transportation for students to & from ag-related events
- ◆ KHS ag farm/program improvements and equipment
- ◆ Provide food for students during Fresno Fair

Kingsburg FFA Leadership Opportunities

Conferences

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



Career Development Contests

- ◆ Public Speaking
- ◆ -Prepared -FFA Creed -Extemporaneous
- ◆ Job Interview
- ◆ Farm Records
- ◆ Dairy Judging
- ◆ Vine Pruning
- ◆ Tree Pruning
- ◆ Veterinary Science
- ◆ Agriculture Mechanics
- ◆ Best Informed Greenhand



Degree Opportunities

- ◆ Greenhand Degree
- ◆ Chapter Degree
- ◆ State Degree
- ◆ American Degree



KINGSBURG FFA



Mission Statement

FFA makes a positive difference in the lives of students by developing their potential for "Premier Leadership, Personal Growth, and Career Success" through agricultural education.

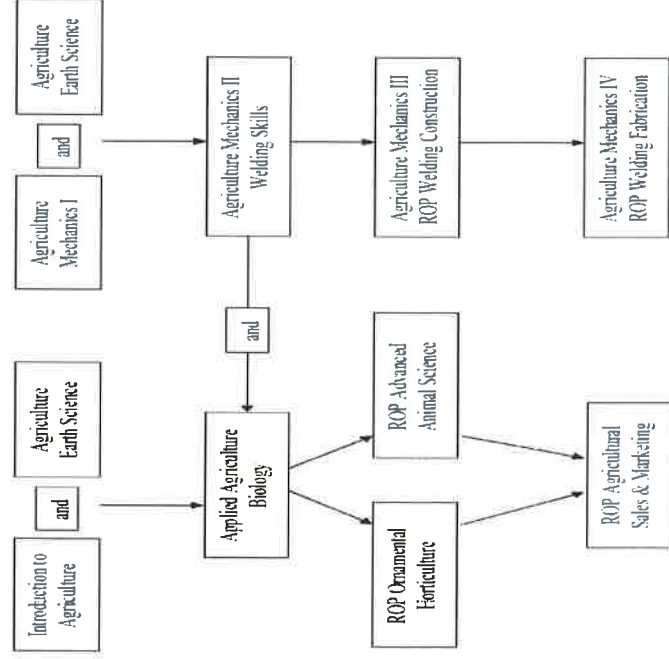
Kingsburg Agriculture Courses

All classes are hands on, offer a learn by doing approach, and teach leadership through the F.F.A

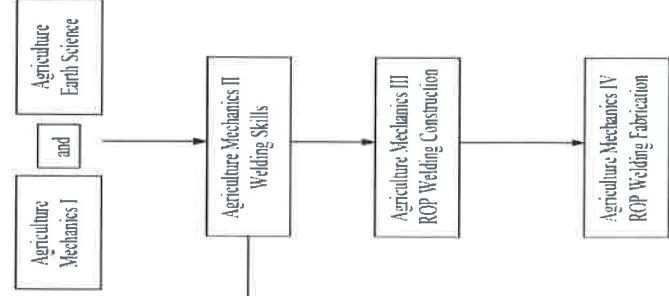
Courses Offered to Incoming Freshmen

- ♦ Agriculture Science Pathway
- ♦ Introduction to Agriculture
- ♦ Agriculture Earth Science
- ♦ Agriculture Mechanics Pathway
- ♦ Agriculture Mechanics I
- ♦ Agriculture Earth Science

AGRICULTURE SCIENCE PATHWAY



AGRICULTURE MECHANICS PATHWAY



What is the FFA Program?

Agricultural education and FFA will help make the most of the students strengths. Both will introduce the students to new experiences. Students will discover success they never thought they could achieve. They will develop lasting friendships, have the chance to receive awards, earn money and much more. There are three components to Agriculture Education:

Classroom/Laboratory—occurs in the classroom, greenhouse, agricultural mechanics shop or other laboratory. Here the students will learn from their agriculture instructors. At other times, the class will be much more hands-on and tied to the “real world.” They will find lots of exciting chances to have fun in class while learning about agriculture.

FFA—FFA is the organization for students who are studying agriculture. There are many agricultural areas, and they are all part of FFA. Through these experiences, they will develop leadership skills, prepare for career success and experience personal growth.

SAE—The supervised agricultural experience program, or “SAE” allows students to gain intensive knowledge in a chosen area of agriculture. You might complete an agriscience research project, raise an animal to show at a fair, or obtain a job working in the agriculture industry.



Kingsburg Agriculture Department Instructors

Brian Donovan

Department Head

Office: 559-897-2248/ Cell: 559-352-1323

bdonovan@kjuhsd.k12.ca.us

Amanda Ferguson

FFA Advisor

Office: 559-897-2248/ Cell: 209-675-0543

AFerguson@kjuhsd.k12.ca.us

Natalie Vaz

Office: 559-897-2248/ Cell: 559-309-1537

nvaz@kjuhsd.k12.ca.us



Location

1900 18th Ave
Kingsburg, CA 93531

2015-2016

MEETING'S

September 1

January 26

September 29

March 1

November 3

April 5

December 1

May 3

January 5

June 7

All meeting are to start at 6:30 PM and to be held in the Ag Department Room

AG BOOSTERS FINANCIAL SUPPORT

The money from Ag Boosters is used to support the agriculture program.

- \$ Scholarships for graduating seniors in the ag program
- \$ Assist with costs associated with National FFA Convention, American FFA Degree recipients and National Award finalists
- \$ Transportation for students to & from ag-related events
- \$ KHS ag farm/program improvements and equipment

KEEP IN TOUCH!



remind

101

<https://www.facebook.com/pages/Kingsburg-High-School-Ag-Boosters/1406900536200196?fref=ts>

2015-2016

EXECUTIVE BOARD

President — Bill Hammerstrom

559-799-3330

Vice-President — Janine Mull

559-289-7294

Secretary — LaVonne Frank

559-859-2825

Treasurer — Jenny Saubert

559-280-7323

Publicity — Tanner Swanson

559-859-4383

2015-2016

STAFF

Brian Donovan

559-897-2248/559-352-1323

Amanda Ferguson

559-897-2248/209-675-0543

Natalie Vaz

559-897-2248/559-309-1537

2015-2016

FUNDRAISERS

- **Fall- Football Concessions**
- **February 6- Reverse Drawing Dinner**
- **Spring- Trap Shoot**
- **July 1- July 4- Fireworks Booth**

KINGSBURG AG BOOSTERS

PO BOX 55

KINGSBURG, CA 93631

KINGSBURG AG BOOSTERS CLUB



Mission Statement

To support and promote a high standard of integrity and quality in the ag program at Kingsburg High School.

8A

WHAT IS THE PURPOSE OF KINGSBURG AG BOOSTERS?

- The Kingsburg Ag Boosters exists for the purpose of broadening the involvement of students, families and the school, through support of the ag program. The Kingsburg Ag Boosters work to achieve this through active participation of parents and community members. The Kingsburg Ag Boosters provide concentrated support for the ag program by working closely with the ag teachers, ag advisory board, and the administration of KHS.
- The club will foster and promote good will among it's members and encourage more young men and women to participate in the ag program.
- The club will raise funds to assist all facets of the ag program. A budget shall be established at the beginning of each school year. The ag instructors will submit their list of needs to the club president. The budget will be presented to the Board and then approved by a 2/3 majority vote for the general membership in attendance.
- All money raised through fund raising projects to meet the ag department requests will be placed in a special Kingsburg Ag Boosters bank account. The monies will be disbursed, upon availability, to the ag department upon the request of the ag instructors as set forth in the original budget. Special requests will be acted upon by the general membership as they arise during the school year.

WHAT IS THE FUTURE FARMERS OF AMERICA PROGRAM?

Agricultural education and FFA will help make the most of the students strengths. They will introduce the student to new experiences. Students will discover success they never expected to achieve. They will develop lasting friendships, have the chance to receive awards, earn money and much more.

Classroom/Laboratory— One part of agricultural education occurs in the classroom, greenhouse, agricultural mechanics shop or other laboratory. Here the students will learn from their agriculture instructors. The classes will be much more hands-on and tied to the "real world." They will find lots of exciting opportunities to have fun in class while learning about agriculture.

FFA—FFA is the organization for students who are studying agriculture. There are many agricultural areas, and they are all part of FFA. Through these experiences, they will develop leadership skills, prepare for career success and experience personal growth.

SAE—The supervised agricultural experience program, or "SAE" allows students to gain intensive knowledge in a chosen area of agriculture. They can complete an agriscience research project, raise an animal to show at a fair, or obtain a job working in the agriculture industry.

The benefits of joining FFA include

- Making new friends
- Becoming a leader
- Traveling
- Earning money and awards
- Being part of a team
- Serving the community
- Targeting career success



KINGSBURG AG DEPARTMENT ACCOMPLISHMENTS

- 2000-2015
State Superior Chapter
- 2000
National Proficiency Award Finalist
- 2001-2005, 2008-2010, 2012-2013
East Fresno Madera Section Outstanding Medium Size Program
- 2004-2005
Outstanding 2-3 Person Program in CA
- 2005
Outstanding Secondary Agriculture Program in CA
- 2005
Outstanding Young Agriculture Teacher in CA
- 2010-2012
Outstanding Young Agriculture Teacher in East Fresno Madera Section
- 2012
National Proficiency Award Winner
- 2012
Teacher of Excellence Award Recipient
- 2013
National Proficiency Award Finalist
- 2014
Star State FFA Advisor



Criterion 9

Program Accountability and Planning

Criteria 9: Program Accountability and Planning

9A: Our department has a Comprehensive Program Plan on file with our regional supervisor, Charles Parker, and we also keep one in our department office. Each agriculture teacher has access to the comprehensive program plan, therefore if any updates need to be made either one of us can edit it at any given time. Once the updates are made, it is the job of our department head, Brian Donovan to resubmit the updated version to our regional supervisor as well as printing a new copy for our department office. We are working on getting the Comprehensive Program Plan digitized and it is almost complete. (See tab 25)

9B: Any updates that are made to the program plan are sent to our Regional Supervisor, Charles Parker. The updates to the program plan are submitted yearly by November 15th. The updates include the Five-year Equipment Acquisition Schedule, Chart of Staff Responsibilities, FFA Program of Work, Advisory Committee Roster, and Advisory Committee Minutes. These updates can be verified by our regional supervisor.

9D: The graduate follow-up data is collected by all three of the agriculture teachers on staff and our department head, Brian Donovan makes certain that they are entered into the online R2/ FFA Roster Data by October 15th. Brian does this right after he enters the information from our student data sheets into the R2 database. (See tab 24)

9E: Any successful agriculture program takes the term retention very seriously and this is no different for the Kingsburg FFA Agriculture Department. The overall goal is to recruit and retain students in our program and finding a good balance between both. As far as our department, we continuously, every year discuss our retention rate amongst all grade levels. It is an ongoing conversation and we are always trying to find methods to increase enrollment and to keep students engaged all four years of high school so that we can increase our retention rate. We currently have an excel sheet that we keep all of our numbers from each class and grade level on and we update it each year. We can refer back to these numbers and evaluate the growth and gain of students in our program. As of today, our recruitment numbers are high and our retention rate for junior and seniors is low. Our program has strong numbers for our freshmen and sophomore class, however we have found that keeping students in our program seems to be a challenge. We have discussed solutions to fix this issue as a department. We feel that one reason we have low numbers in our upper classmen is due to the lack of interest in the pathways we offer as well as our campus master schedule; which can be a conflict of interest for some students wanting to be involved in more than just the FFA program. We have discussed solutions to this problem by offering some different courses for the upper classmen next year like Floral and Agriculture Sales and Marketing. We are hoping that this will increase our retention rate in the junior/ senior classes. We also believe that another reason our numbers are low is due to a lack of career guidance. This is exactly why I chose to do my improvement project on criteria 7, so that I can

evaluate our progress in this area and come up with some alternative methods. We believe that if we spent more time getting guest speakers, planning industry tours, and overall counseling our upperclassmen on the endless opportunities in the Agriculture Industry, that our retention numbers will increase. In conclusion, we are aware of the issue, and as a department we are taking it seriously and finding solutions to make the junior senior class involvement more successful. *(See attached documents 9E)*

9F: Our department head, Brian Donovan makes certain that the R2, AIG Expenditure Reports, and FFA Roster is received by our regional supervisor, Charles Parker, as well as the State FFA Financial Coordinator. The entries of these reports takes place before October 15th and it can be verified through the R2 website. Also, the program profile and teacher profiles were updated on calaged.org by October 15th as well.



Kingsburg

Student Retention Report

Graduation Class of 2017 00.00% Freshman Retention Rate: **41.77%**

Grad Year	Years of Ag
-----------	-------------

2017	3
2017	3
2017	2
2017	1
2017	2
2017	3
2017	1
2017	2
2017	4
2017	4
2017	2
2017	2
2017	3
2017	2
2017	5
2017	2
2017	4
2017	2
2017	2
2017	4
2017	1
2017	4
2017	4
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2017	4
2017	2
2017	5
2017	2
2017	4
2017	2
2017	2
2017	5
2017	2
2017	2
2017	2
2017	2
2017	2
2017	1
2017	2
2017	1
2017	1
2017	5
2017	1
2017	2
2017	2
2017	2

Criterion 10

Student-

Teacher

Class Ratio

Criteria 10: Lab and Shop Based Classes

10A: We currently exceed the limit in some of our classes of no more than 22 students enrolled in shop and laboratory based classes and no more than 28 students in classroom based classes. I have attached a table that documents the 16 courses that we currently teach and the class sizes for each of those classes. There are 8 courses total out of the 16 that do not exceed the number 22. This has been an ongoing occurrence within the last two years and it is also going to repeat itself this upcoming school year. This is an issue that as a department we have voiced our concern with administration, the district, and our advisory committee. The need for a fourth teacher in our agriculture department has been noted and we are hoping that within the next year or two we will be given the opportunity to add an additional teacher. (See attached document 10A)

Teacher	Period	Course	Number of Students
Brian Donovan	1	Agriculture Mechanics 1	20
Brian Donovan	2	ROP Agriculture Mechanics 3/4	24
Brian Donovan	3	Agriculture Mechanics 1	22
Brian Donovan	4	ROP Agriculture Mechanics 2	14
Brian Donovan	5	Agriculture Mechanics 1	28
Amanda Ferguson	1	Agriculture Earth Science	21
Amanda Ferguson	2	ROP Horticulture	11
Amanda Ferguson	3	Agriculture Earth Science	25
Amanda Ferguson	5	Agriculture Earth Science	26
Amanda Ferguson	6	Agriculture Earth Science	25
Natalie Sanchez	1	Agriculture Biology	22
Natalie Sanchez	2	Introduction to Agriculture	25
Natalie Sanchez	3	Agriculture Biology	19
Natalie Sanchez	4	Introduction to Agriculture	23
Natalie Sanchez	5	Agriculture Biology	21
Natalie Sanchez	6	ROP Advanced Animal Science	31



Kingsburg

Courses Report

10A

Advisor Name	Period	Course Name	Student Count
Brian Donovan	4	Agricultural Welding	15
Brian Donovan	1	Graduate - American Degree	15
Brian Donovan	1	Introduction to Agricultural Mechanics	16
Brian Donovan	3	Introduction to Agricultural Mechanics	23
Brian Donovan	5	Introduction to Agricultural Mechanics	25
Brian Donovan	2	Other Agriculture Mechanics	24
Brian Donovan	6	SAE/Project Period	0
Amanda Ferguson	1	Agricultural Environmental & Earth Science	23
Amanda Ferguson	3	Agricultural Environmental & Earth Science	20
Amanda Ferguson	5	Agricultural Environmental & Earth Science	20
Amanda Ferguson	6	Agricultural Environmental & Earth Science	21
Amanda Ferguson	2	Other Ornamental Horticulture	20
Natalie Vaz	1	Agricultural Biology	21
Natalie Vaz	3	Agricultural Biology	20
Natalie Vaz	5	Agricultural Biology	23
Natalie Vaz	2	Introduction to Agriculture	24
Natalie Vaz	4	Introduction to Agriculture	24
Natalie Vaz	6	Other Animal Science	33

Criterion 11

Full Year Employment

Criteria 11: Full Year Employment

11A: There are three full time agriculture teachers in the Kingsburg High School Agriculture Department. All three teachers receive a FFA advisor stipend of \$1800 per semester, so a total of \$3,600 per school year. In addition to the FFA stipend, we also get a 40-day extended contract, which is paid at our daily rate.

11B: Our district provides one project period per department. Therefore, all three of us agriculture teachers would normally rotate the project period on a year by year basis. However, due to our class sizes and enrollment numbers, we as a department sold out our project period and we are currently paid out for that period by our district. As far as prep periods go, our district does provide each teacher with one. However, this past 2017-2018 school year I sold out my prep period due to the fact that I had high enrollment numbers for my agriculture biology class. Therefore, I taught 6 on 6 and I was compensated for my prep period by our district. This upcoming 2018-2019 school year, the head of our department Brian Donovan will be selling out his prep period, again, due to the fact that he has high enrollment numbers in his ag mechanics courses. As a department we understand how important it is for each one of us to have our prep periods, especially since we sell out our project period. There has been discussion and there will continue to be discussion amongst our district, and our advisory committee in regards to adding a fourth agriculture teacher at Kingsburg High School.

Criterion 12

Program Achievement

Criteria 12: Program Achievement

12A: The Kingsburg Agriculture Department does meet the requirement in this area, in having at least 80% participation in the approved FFA activity list. This information can be found on the Annual FFA Chapter Activities Check Sheet that is reviewed by our regional supervisor, Charles Parker, during our Ag Incentive Grant review. According to the list, there are 30 areas available for chapter to participate in and Kingsburg participated in 25 this past 2017-2018 school year. This is exactly 80% participation.

12B: We had 16 students in our chapter receive their State FFA Degree in 2018. We met the requirement of at least 5% of our students receiving their State FFA Degree on our R2 roster. Here is a breakdown of numbers:

267 students total in our program

16 students received their State FFA Degree

$16 / 267 = 0.0599 \times 100 = 5.99 = 6\%$

12C: The three agriculture teachers in our department, Brian Donovan, Amanda Ferguson and myself, all attend multiple professional development and in-service activities each school year. Most of the professional development event that we attend are through the California Agricultural Teachers Association Organization. The professional development events through the CATA that we attend are either sectional, regional, or state events. We also all attend the State FFA Conference and two out of three of us go to National FFA Convention, which is on a rotational basis. Also, we make an effort to attend other professional development opportunities within our school district. Amanda and I just recently attended an AVID Summer Institute in Sacramento and Donovan attends multiple welding workshops. We make an attempt to diversify our professional development events so that we can be seven more well-rounded educators and so that we can provide more opportunities to our students.

12D: The Kingsburg High School Advisory Committee meets a total of three times a year. Once in November, March and June. Our head of the department Brian Donovan takes the minutes during each meeting and he then shares the minutes on the FFA google drive that we all share as advisors. The minutes include the following information: location of the meeting, date and time of the meeting, approval of minutes from previous meeting, unfinished business, committee reports, teacher reports, new business, updates on recommendations, new recommendations, department size and scope, next meeting date, and time adjourned.

Name of Agriculture Advisory Committee Chair: Kevin Esau

Phone Number of Agriculture Advisory Committee Chair: 559- 907- 3862

12E: In accordance to our R2 report, we have a 41.77 % retention rate of freshmen, and we have 35 students in their third year and 37 students in their fourth year of agriculture instruction. If you combine both numbers, that is a total of 72 third and fourth year students. Therefore, no we do make the 30% requirement. Here is a breakdown:

267 students total in our program

72 third and fourth year students in our program

$72 / 267 = 0.2696 \times 100 = 26.96 = 27\%$

12F: According to our 2017 Inventive grant review with our regional supervisor, Charles Parker, we had 29 program completers. Also, in accordance to the review, we had 25 students who graduated and are employed in agriculture, in the military, or are continuing their education. We do meet the expectation of 75% of our program completers continuing their education. Here is a breakdown:

29 program completers

25 program completers continuing education

$25 / 29 = 0.8620 \times 100 = 86\%$

April 2017

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2017-18 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2017)

DATES OF PROJECT DURATION - JULY 1, 2017, TO JUNE 30, 2018

Kingsburg High School

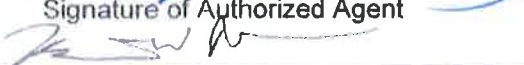
(School Site)

Kingsburg Joint Union High School District

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.


Signature of Authorized Agent


Signature of Agriculture Teacher
Responsible for the Program


Superintendent

Title


Signature of Principal

Contact Phone Number: 650-255-2876

Date of Approval of Local Agency Board:

6/26/2017

Funds Requested - Part I

\$5,000.00

Part II

\$2,088.00

Part III

\$6,000.00

Part IV

\$7,500.00

Total

\$20,588.00

Number of Different Agriculture Teachers at Site:

3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	<u>x</u>	<u></u>
2. Leadership and Citizenship Development	<u>x</u>	<u></u>
3. Practical Application of Occupational Skills	<u>x</u>	<u></u>
4. Qualified and Competent Personnel	<u>x</u>	<u></u>
5. Facilities, Equipment, and Materials	<u>x</u>	<u></u>
6. Community, Business, and Industry Involvement	<u>x</u>	<u></u>
7. Career Guidance	<u>x</u>	<u></u>
8. Program Promotion	<u>x</u>	<u></u>
9. Program Accountability and Planning	<u>x</u>	<u></u>

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2016-17 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	261	\$2,088.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

Brian Donovan

4.

Amanda Ferguson

5.

Natalie Vaz

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		\$0.00
Criterion 11A - Year-Round Employment	3	\$6,000.00
Criterion 11B - Project Supervision Period		\$0.00
TOTAL FUNDS REQUESTED PART IV		\$6,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

\$7,500.00

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		10,988.00	10,988.00
2			Subtotal for 4000	\$10,988.00	\$10,988.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Transportation	2,500.00	2,500.00
4			2. Travel	3,000.00	3,000.00
5			3. Conferences	2,000.00	2,000.00
6			4. Copier Rental	1,000.00	1,000.00
			5. Copier Maintenance	1,100.00	1,100.00
7			6.		
8			Subtotal for 5000	\$9,600.00	\$9,600.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$0.00	\$0.00
14			Total for 4000-6000 Lines 2, 8, 13	\$20,588.00	\$20,588.00

TOTAL 2017-18 Incentive Grant Allocation:

\$20,588.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
QUALITY CRITERION 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1–9) and Criterion 12 may qualify for an additional \$7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30, 2017.

Number of Students on Previous Year's R-2 Report: 261

12A Leadership and Citizenship Development

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

12B Practical Application of Occupational Skills

22 Number of students who received the State FFA Degree (must be at least 5 percent of the R2 number)

12C Qualified and Professional Activities

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

12D Community, Business, and Industry Involvement

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

Name of Agriculture Advisory Committee Chair: Kevin Esau

Phone Number of Agriculture Advisory Committee Chair: 559-907-3862

12E Retention

28 Number of students from the 2013 Freshman cohort who completed 3 or 4 years of Agriculture Education courses must be at least 30% of the 2013 Freshman cohort

12F Graduate Follow-Up

29 Number of program completers graduating last year

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

CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL Kingsburg High School DATE 12/10/2017

AG DEPARTMENT CHAIR Brian Donovan

QUALITY CRITERIA 1 - 9


Failure to meet any part of a Quality Criteria may result in the loss of 10% of the incentive funds up to a maximum of 25%.

Loss of funds can be avoided with an approved variance request which may be granted for one year on any Quality Criteria 1-9.

QUALITY CRITERIA 10, 11 or 12

Failure to meet either Quality Criteria 10, 11 or 12 (when applied for) will result in the loss of the funds applied for in that criteria.

Department Head Signature



Advisory Committee Chairperson Signature
(for programs conducting Advisory Committee Reviews)



Regional Supervisor Signature



Advisory Committee Chair Contact information

Name Kevin Esau
Address 1803 Riverside Street
City Kingsburg
Phone 559-352-8799

Zip 93631

Revised 1/17

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes No

✓		1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.
x		1B. A minimum of three sequential pathway courses consistent with the Career Technical Education Model Curriculum Standards of the Agriculture and Natural Resources Industry sector. Curriculum addresses both "Pathway and Anchor" standards.
x		1C. Career pathways in agriculture have been identified and can be found on a chart or diagram in the Program Plan.
x		1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career pathway.
x		1E. Agriculture Career Awareness information is included in every course.
x		1F. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem.
x		1G. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.
x		1H. Instruction includes guest speakers and/or field trips.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes No

x		2A. An FFA Chapter has been chartered by the State Association or has been applied for.
x		2B. A Chapter Program of Activities is developed annually and a copy is made available to the Regional Supervisor by November 15th.
x		2C. Every student is given a grade based upon participation in leadership activities. (per Ed Code Section 52454)
x		2D. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for leadership development.
x		2E. All students enrolled in agriculture classes are affiliated with the State FFA Association.
x		2F. Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)
x		2G. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records.

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes No

x		3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (per Ed Code Section 52454)
x		3B. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for their SAE.

X		3C. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student's AET Experience Manager
X		3D. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records.
X		3E. Students with SAE projects are visited by their agriculture teacher and the visits are documented in Department records. (ex: Ag. Experience Tracker)
X		3F. Students apply for advanced degrees and/or awards above the local level based on their SAE.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes No

X		4A. Every teacher has an appropriate credential. (Single Subject Agriculture & Agriculture Specialist or a Designated Subject Agriculture) or has an approved variance request.
X		4B. Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).
X		4C. The agriculture staff meets a minimum of twice a month. This is to be verified by minutes or records of action taken. The records of such meetings are shared with the principal.
X		4D. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes No

X		5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
X		5B. There is appropriate storage space for materials, records, equipment and supplies.
X		5C. Community or school-based laboratory facilities have been provided to accommodate students who have no place for their SAE project(s): For example: <div style="display: flex; justify-content: space-between;"> <div> * School Farm Laboratory * Growing Area </div> <div> * Greenhouse * Agriculture Shop </div> </div>
X		5D. The facilities are appropriately equipped for the courses being taught.
X		5E. A school vehicle is readily available to each agriculture teacher for all SAE activities and transporting students associated with the program, or each teacher is adequately compensated for using their own personal vehicle. There is a replacement schedule for the vehicle.
X		5F. The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly. Facilities and equipment are regularly maintained, repaired, or replaced and are functional and operational.

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes No

X		6A. The Advisory Committee is operational and reflects the local agricultural industry for the courses being offered, as outlined in the "Agricultural Education Advisory Committee Manual"
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X		6B. The Agricultural Advisory Committee meets at least twice each year. (Three meetings recommended)
X		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
X		6D. The Agricultural Advisory committee minutes clearly reflect programmatic recommendations made by the committee.
X		6E. The Agricultural Advisory Committee minutes are shared with the principal, superintendent, school board and Regional Supervisor.

7. CAREER GUIDANCE

Yes No

X		7A. Evidence is provided that students are counseled regarding career opportunities in agriculture, agribusiness, and agriculture education.
	X	7B. All students have a completed career plan on their AET Student Profile and it is updated annually.
X		7C. Progress has been made in developing Student Certification based on industry standards.

8. PROGRAM PROMOTION

Yes No

X		8A. The Agriculture Education program has materials that can be used to promote the program to the community and/or future students.
X		8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
X		8C. The Agriculture Department conducts recruitment activities with local feeder schools.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes No

	X	9A. A Comprehensive Program Plan has been provided electronically to the Regional Supervisor and is available for onsite review. * Working to update & digitize
X		9B. Updates of the Program Plan are forwarded to the Regional Supervisor by November 15th. These updates must include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Activities; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
X		9D. The Graduate Follow Up is posted on the state data base as required by October 15th.
X		9E. The Agriculture Education Program provides evidence that student retention and graduate follow up data is reviewed and used in for program evaluation and improvement.
X		9F. The FFA Roster and the Program and Teacher Profiles were updated on calaged.org and the AIG Expenditure Report was received; all by no later than October 15.

QUALITY CRITERIA 10, 11 and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

# Met	# Not Met	
1	2	10A. Shop and laboratory-based classes have no more than 22 students enrolled. Classroom based classes have no more than 28 students enrolled. For a teacher to qualify for funding of Criteria 10 they must meet the requirement for each period. (Enter the number of teachers appropriate for each column.)

11. FULL YEAR EMPLOYMENT

# Met	# Not Met	
	3	11A. Indicate for each teacher if they are provided an extended contract and are paid at least \$2,000. (Enter the number of teachers appropriate for each column.)
	3	11B. Indicate for each teacher if they are provided a Project Supervision Period. To qualify, the project supervision period must be in addition to the preparation period assigned to all teachers in the school. (Enter the number of teachers appropriate for each column.)

12. PROGRAM ACHIEVEMENT

Yes	No	
X		12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)

**CALIFORNIA DEPARTMENT OF EDUCATION
AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
QUALITY CRITERIA 12**

Agricultural programs meeting all of the required Quality Criteria (Criteria 1–9) and Criterion 12 may qualify for an additional \$7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application.

261 Number of Students on Last Year's R-2 Form

12A. Leadership and Citizenship Development

23 Number of activities on the approved FFA activity list which the local chapter participated in (must participate in at least 80% of the activities).

12B. Practical Application of Occupational Skills

22 Number of students who received the State FFA Degree (must be at least 5% of the R-2 number)

12C. Qualified and Professional Activities

3 Number of teachers who attended a minimum of 5 professional inservice activities (must attach approved Inservice Activities Verification Page)

12D Community, Business and Industry Involvement

3 Number of meetings held by the local Agriculture Advisory Committee (must meet at least 3 times with minutes attached)

Name of Agriculture Advisory Committee Chair **Kevin Esau**

Phone Number of Ag. Advisory Committee Chair **559-907-3862**

12E Retention

28 Number of students from the **2013** Freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least **30%** of the **2013** Freshman cohort

12F Graduate Follow-Up

29 Number of program completers graduating last year.

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

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 16-17 School Kingsburg High School

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	13
Made For Excellence Conference	3
Advanced Leadership Academy	3
Chapter Officer Leadership Conference	8
Spring Region Meeting	8
State Leadership Conference	22
National Convention	13
Submitted the following:	
State Degree Application	22
American Degree Application	8
Proficiency Award Application - Section	3
Chapter Award Application - State	
Scholarship Application - State	
Participated in the following:	
Opening and Closing Contest - Section	48
Best Informed Greenhand Contest - Section	6
Co-Op Marketing Quiz - Section	6
Creed Recitation - Section	4
Extemporaneous Speaking - Section	4
Job Interview - Section	1
Impromptu Speaking - Section	1
Prepared Speaking - Section	0
Parliamentary Procedure - Section	0
County/District Fair/Show	83
Career Development Teams (other than those identified above)	
1 Dairy Cattle Judging	6
2 Vet Science	6
3 Ag Mechanics	4
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 Vine Pruning	7
2 Ag Issues	6
3	
4	
5	
TOTAL AREAS MET	23

Improvement Project

Quality

Criteria 7

Addressed

Quality Criteria 7 Addressed: Career Guidance

7A. Evidence is provided that students are counseled regarding career opportunities in agriculture, agribusiness, and agriculture education.

Background:

After meeting with my teaching partners, Amanda Ferguson and Brian Donovan, we came to an agreement that the one area that we struggle with in our program is the retention rate within our upperclassmen. Therefore, as a department we made the decision that addressing quality criteria 7A would be the appropriate improvement project for me to work on.

We have found that as students continue through the program from freshmen to sophomore year, there is a drop in numbers once they decide which classes they want to take their junior or senior year of high school within the agriculture program. We believe that this issue is due to two things: lack of interest in the pathways that we offer as well as a lack of career interest in the agriculture industry.

As far as pathways go, we have addressed this issue this past school year. We proposed new courses to our district and it was approved. This next school year, 2018-2019, our program is going to offer a new floral class as well as a veterinary science class. As a department, we made the decision to incorporate these two new classes, due to student interest. We believe that offering two new electives for our upperclassmen, will increase our retention rate amongst juniors and seniors.

Finally, as far as a lack of interest in the agriculture industry, we believe that this is due to the absence of career guidance that we offer our juniors and seniors. As a department, we know that we could be doing a lot more in this area, in terms of counseling students through our program. We believe that if we put in more effort to spend more one on one time with our upperclassmen, that they will in return find interest in staying involved in the program and becoming program completers. We have also come to the conclusion that offering more industry fieldtrips as well as guest speakers across the board in our junior senior classes will also inspire more of our students to gain interest in a career that is agriculture related. We currently offer field trips and I also have had multiple guest speakers come into my classroom this past school year. However, the field trips and guest speakers are rather new and they are not cross curricular, meaning not every agriculture teachers offers these opportunities. Therefore, we have communicated our concern with one another and have decided that all three of us agriculture instructors need to be sharing these resources and making it a part of our unit outlines and curriculum.

Objectives:

1. Agriculture Counselors- All agriculture instructors will serve as counselors within our program for junior and senior students.
 - a. We will meet with these students towards the end of their sophomore year, as they are coming into the program as juniors, as well as the end of their junior year, coming in as seniors.
 - b. We will split the junior and senior class in three. Amanda Ferguson, Brian Donovan, and myself will equally distribute the students that we will be counseling. As far as splitting the students, we can request students who we have either had in class already, are planning on taking our class the next year, or students who we have built a relationship with. Some of these students might be students who have served on one of our CDE teams or on our livestock species teams. The remaining students will be split between the three of us.
 - c. Each junior and senior in the program will be aware of who their agriculture counselor will be. This is the advisor that will guide them through our program as well as help them with any questions or concerns that they might have.
 - d. Side note: students will still work with the advisor that is in charge of their SAE when it comes to AET record book. The AET record book data is not to be combined with the new agriculture counselor data.
2. Counseling Document and Updates
 - a. I will create a document that will be titled as Kingsburg High School Agriculture Department Junior/ Senior Counseling Information Sheet. This document will be given to each one of our counseled students and has to be filled out with their agriculture counselor at the end of their junior year as well as their senior year.
 - b. The document will consist of: contact information, agriculture program information, plans after high school, extracurricular activities, work experience, volunteer experience, and an overall summary as to how their agriculture counselor can support them through their duration in our program.
 - c. The students and the agriculture counselor will have to set up a time towards the end of the school year, where both are present to discuss and fill out this document. The meeting needs to be meaningful and more than just the purpose of filling out the document. The agriculture instructor is to offer advice if needed and guidance for the student.
 - d. These documents will be stored in our department files. I will set up a separate file cabinet with folders with the student's names on them. Each agriculture teacher will have their own section with their student's files, and it is their job to update these files year by year. It will also be the advisors job to create new files as each new junior class comes in.
3. Agriculture Industry Field Trips and Guest Speakers
 - a. Here is a list of the current field trips that we provide for students in our program:

Teacher	Field Trip	Location
Amanda Ferguson	Takao Nursery	Fresno, Ca
Amanda Ferguson	Succulent Gardens	Castroville, Ca
Amanda Ferguson	Belmont Nursery	Clovis, Ca
Amanda Ferguson	Fresno Cactus and Succulent Society Spring Show	Fresno, Ca
Amanda Ferguson	Growing Grounds Nursery	San Luis Obispo, Ca
Amanda Ferguson	Gazebo Gardens	Fresno, Ca
Amanda Ferguson	Norcal Landscape and Nursery Show	San Mateo, Ca
Brian Donovan	Warren and Berg Manufacturing	Dinuba, Ca
Brian Donovan	Fresno Plumbers and Pipe Fitters Apprenticeship	Fresno, Ca
Brian Donovan	Fresno County Manufacturing Day	Fresno, Ca
Brian Donovan	Butte College Welding Program	Oroville, Ca
Brian Donovan	World Ag Expo	Tulare, Ca
Natalie Sanchez	Summerhill Goat Dairy	Kingsburg, Ca
Natalie Sanchez	Temple Grandin Seminar	Fresno, Ca
Natalie Sanchez	Lykenderker Dairy	Fresno, Ca
Natalie Sanchez	Fresno State Animal Facilities	Fresno, Ca
Natalie Sanchez	World Ag Expo	Tulare, Ca
Natalie Sanchez	Fresno State Market	Fresno, Ca

- b. Here is a list of the current guest speakers that I provided for my Agriculture Sales class for the first time this 2017- 2018 school year.

Date	Speaker	Topic
March 6, 2018	Dr. Stuart Hall and Cheyanne Record	Dairy Health and Management Services
March 14, 2018	Dr. Keith Harp	Veterinary Services
March 22, 2018	Nisa Gallichio and Kari Silveira	World Wide Sires
April 3, 2018	Kristine Nunes	Zenith Agribusiness Insurance
April 11, 2018	Ralph Rendon	Gar Tootelian
April 17, 2018	Derek Sanchez	Husch Vineyards

- c. The goal for this area is to utilize one another as resources. We have agreed to share guest speakers so that all of our upperclassmen are being exposed to the multiple career opportunities in the agriculture industry. We are also going to share our fieldtrips with one another and offer them to all upperclassmen.
- d. Finally, this is an area that all three agriculture instructors can expand on. We all know different people in the industry and we can create a master list of guest speakers as well as industry tours that can serve as field trips. Each year we can add to this list, and map it out to where all three teachers are offering the same trips and guest speakers across the board.

Expected Growth:

- a. Students will develop a relationship with their agriculture counselor, which in return they will respect them and what our program stands for.
- b. Increased interest in upper division agriculture classes due to the student interest in being able to participate in industry tours as well as having the opportunity to listen to guest speakers come in and talk about different career options.
- c. Increase in our retention rate numbers in regards to juniors and seniors.
- d. Increase in the amount of program completers.
- e. Overall better communication amongst agriculture teachers and upper division students in our program.

Kingsburg High School – Agriculture Department Junior/ Senior Counseling Information Sheet

CONTACT INFORMATION:

Full Name:
Permanent Mailing Address:
City, State, Zip:
Home Phone:
Cell Phone:
e-mail address:

AGRICULTURE PROGRAM INFORMATION:

Current Grade Level (Circle One):	Junior	Senior
How Many Years Completed in the Program:		
Agriculture Pathway (Circle One):	Ag Mechanics	Ag Science
Which Classes Have You Found Most Useful and why?		
Which Classes do you wish we would have offered or do you hope we offer next year?		
PLANS FOR AFTER		

PLANS FOR AFTER HIGH SCHOOL:

Name of College Attending (If Decided):	
Major (If Decided):	
Military Service? Yes/No	Branch:
Working Full Time? Yes/No	Place:
Careers You Are Interested In?	

EXTRA CURRICULAR ACTIVITIES (sports, clubs, youth groups, etc.) Indicate if you are/ were an officer or captain: Please include all FFA participation.

<u>Dates</u>	<u>Activities</u>	<u>Leadership</u>

WORK EXPERIENCE:

<u>Work</u>	<u>Length of Time</u>

VOLUNTEER EXPERIENCE:

<u>Where</u>	<u>What kind of work</u>	<u>Duration</u>

SUMMARY:

Please describe how I can help support you as your agriculture counselor in our program. How can I support you through your duration in our program as well as your plans upon graduation?

--

Name: Natalie Sanchez
Address: 17160 Jackson Ave
City, State, Zip: Lemoore, California, 93245
Phone: 559-309-1537
E-mail: nvaz@kingsburghigh.com

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed:

7A: Students are counseled regarding:

Career opportunities in Agriculture and Agribusiness

Agriculture and academic courses necessary to complete career pathway offerings

Post- secondary education and training options

7B: All students have completed a career plan

7C: Efforts have been made, or completed, to articulate with Community Colleges and/ or Universities

Goal or Purpose of the Project:

The overall goal for this project is to increase the retention rate in our senior class as well as guide our current seniors in the right direction upon graduation, according to their career interests. Another goal is to provide seniors with information in regards to career opportunities in Agriculture and Agribusiness. Another goal for this project is to come up with a department wide agreement for the next few years, until we see retention rate numbers increase, to split the junior/ senior class in three groups, where would serve as their "Ag Career Advisor". Students are already required to complete a Student Data Sheet program, however, we as a department need to do a better job at keeping better track of these sheets and going back and checking in with our students in our program. In conclusion, the goal is to provide our junior and senior class with more support with their career choices, which in result will increase our retention rate within our upper classmen.

Specific Objectives to Accomplish (Be as detailed as possible):

-Meet with my current teaching partners, Brian Donovan and Amanda Ferguson to discuss the guidelines and my ideas for this career guidance project.

-Upon meeting as staff, split the junior/ senior class into three. We can select students who are currently already in our classes, judging teams, or students who we have built a relationship with when splitting the classes. This makes the most sense considering we might see some kinds more than others on a regular basis.

-Create a list of guest speakers to come into our junior/ senior classes. These guest speakers should have a connection within the Agriculture Industry. Guest speakers should be set up to come all year long, not just in the spring semester, when most students are trying to decide what their plans are after high school. One guest speaker per month is an ideal goal for the school

year. This number can increase as we continue to work on this project and network with people who are willing to participate that are in the industry.

-Create a career guidance form that as a staff we will all use as documentation during our meetings with the student, alongside the Student Data Sheets.

-Once again, meet as a staff and discuss how we are going to move forward in making sure that this is a process that we do every year with each new junior/ senior class.

Estimated number of hours on this project: Minimum= 15 Hours, Maximum= 25 Hours

Estimated expenditures (\$) on this project (your costs): There is no estimated budget for this project. The paper used to make copies for the other advisors in our program will be free of cost to our department. All of our papers and supplies are funded to our department through our ag incentive grant, therefore, the expenditures on this project are of no cost..

Proposed timeline for completion of the project:

The project will not take long to complete because it is more so setting out a guideline on how we are going to handle the issue of junior/ senior retention rates. The project is also going to consist of how we as a department are going to move forward in providing our junior senior class with career guidance, through classroom guest speakers, serving as career advisors by splitting the students into three sections (one section per advisor), and through classroom and one on one discussions. I am projecting that my project will take me 2-3 weeks to complete my plan and my write up on the guidelines we are to following from here forward.

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I will touch base with Dr. Delay periodically and discuss with her the progress of my project. I will also reach out to her on a regular basis for advice and recommendations on how I can make this project better.

For Office Use Only:

Project Approved By: _____.

Date of Approval: _____.

Quarter student will enroll in AGED 539: _____.

Supporting Material 1:

Student Data Sheets

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT
STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male Female

Date: 9-4-14 Year in Ag Program: (circle one) 1 2 3 4

Age: 14 Grade Level in School: (circle one) 9 10 11 12

Street Address: _____ Phone Number: _____

City: _____ State: CA Zip: _____

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. _____ Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

- | | |
|---|---|
| <input type="checkbox"/> Plant & Soil Science (4010) | <input type="checkbox"/> Ornamental Horticulture (4050) |
| <input type="checkbox"/> Animal Science (4020) | <input type="checkbox"/> Forestry/Natural Resources (4060) |
| <input checked="" type="checkbox"/> Agricultural Mechanics (4030) | <input type="checkbox"/> Agriculture Core – Year One (4070) |
| <input type="checkbox"/> Ag Business Management (4040) | <input type="checkbox"/> Agriculture Core – Year Two (4080) |

I Am Taking This Course Because: (check only one)

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

Ethnic Origin: (check only one)

- | | |
|---|---|
| <input checked="" type="checkbox"/> White | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Black (not Hispanic) | <input type="checkbox"/> American Indian/Native Alaskan |

Career Goal: Electrical engineer or military

After High School Graduation, I plan to:

- | | | |
|---|----------------------|-------------------|
| <input type="checkbox"/> A. Go to College – circle one: | Community College | Four Year College |
| – circle one: | Full Time Student | Part Time Student |
| <input type="checkbox"/> B. Go to Work Full Time – circle one: | No Further Education | College Later |
| <input checked="" type="checkbox"/> C. Go Into Military Service | | |

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT
STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male Female

Date: 9/6/13 Year in Ag Program: (circle one) 1 2 3 4

Age: 14 Grade Level in School: (circle one) 9 10 11 12

Street Address: _____ Phone Number: _____

City: _____ State: Ca Zip: _____

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. _____ Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

- | | |
|---|---|
| <input type="checkbox"/> Plant & Soil Science (4010) | <input type="checkbox"/> Ornamental Horticulture (4050) |
| <input type="checkbox"/> Animal Science (4020) | <input type="checkbox"/> Forestry/Natural Resources (4060) |
| <input checked="" type="checkbox"/> Agricultural Mechanics (4030) | <input type="checkbox"/> Agriculture Core – Year One (4070) |
| <input type="checkbox"/> Ag Business Management (4040) | <input type="checkbox"/> Agriculture Core – Year Two (4080) |

I Am Taking This Course Because: (check only one)

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

Ethnic Origin: (check only one)

- ☒ White ☐ Filipino
- ☐ Hispanic ☐ Asian or Pacific Islander
- ☐ Black (not Hispanic) ☐ American Indian/Native Alaskan

Career Goal: Structural engineer

After High School Graduation, I plan to:

- ☒ A. Go to College – circle one: _____
- Community College Four Year College
- circle one: _____
- Full Time Student Part Time Student
- ☐ B. Go to Work Full Time – circle one: _____
- No Further Education College Later
- ☐ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male Female

Date: 9/2/14 Year in Ag Program: (circle one) 1 2 3 4

Age: 14 Grade Level in School: (circle one) 9 10 11 12

Street Address: _____ Phone Number: _____

City: Kingsburg State: CA Zip: _____

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. _____ Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

- | | |
|--|--|
| <input type="checkbox"/> Plant & Soil Science (4010) | <input type="checkbox"/> Ornamental Horticulture (4050) |
| <input type="checkbox"/> Animal Science (4020) | <input type="checkbox"/> Forestry/Natural Resources (4060) |
| <input type="checkbox"/> Agricultural Mechanics (4030) | <input checked="" type="checkbox"/> Agriculture Core – Year One (4070) |
| <input type="checkbox"/> Ag Business Management (4040) | <input type="checkbox"/> Agriculture Core – Year Two (4080) |

I Am Taking This Course Because: (check only one)

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

Ethnic Origin: (check only one)

- | | |
|--|---|
| <input type="checkbox"/> White | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian or Pacific Islander |
| <input checked="" type="checkbox"/> Black (not Hispanic) | <input type="checkbox"/> American Indian/Native Alaskan |

Career Goal: Anesthesiologist

After High School Graduation, I plan to:

- ☒ A. Go to College – circle one: _____
- circle one: Community College Four Year College
- Full Time Student Part Time Student
- ☐ B. Go to Work Full Time – circle one: _____
- No Further Education College Later
- ☐ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT
STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male Female

Date: 9/3/14 Year in Ag Program: (circle one) 1 2 3 4

Age: 16 Grade Level in School: (circle one) 9 10 11 12

Street Address: _____ Phone Number: _____

City: _____ State: California Zip: _____

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mrs. _____ Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

- | | |
|---|---|
| <input type="checkbox"/> Plant & Soil Science (4010) | <input type="checkbox"/> Ornamental Horticulture (4050) |
| <input type="checkbox"/> Animal Science (4020) | <input type="checkbox"/> Forestry/Natural Resources (4060) |
| <input type="checkbox"/> Agricultural Mechanics (4030) | <input type="checkbox"/> Agriculture Core – Year One (4070) |
| <input checked="" type="checkbox"/> Ag Business Management (4040) | <input type="checkbox"/> Agriculture Core – Year Two (4080) |

I Am Taking This Course Because: (check only one)

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

Ethnic Origin: (check only one)

- | | |
|---|---|
| <input checked="" type="checkbox"/> White | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Black (not Hispanic) | <input type="checkbox"/> American Indian/Native Alaskan |

Career Goal: Large Animal Veterinarian

After High School Graduation, I plan to:

- ☒ A. Go to College – circle one:
- | | |
|--------------------------|--------------------------|
| Community College | <u>Four Year College</u> |
| <u>Full Time Student</u> | <u>Part Time Student</u> |
- circle one:
- ☐ B. Go to Work Full Time – circle one: No Further Education College Later
- ☐ C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT
STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male Female

Date: September 3, 2014 Year in Ag Program: (circle one) 1 2 3 4

Age: 14 Grade Level in School: (circle one) 9 10 11 12

Street Address: _____ Phone Number: _____

City: _____ State: CA Zip: _____

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. _____ Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

- | | |
|--|--|
| <input type="checkbox"/> Plant & Soil Science (4010) | <input type="checkbox"/> Ornamental Horticulture (4050) |
| <input type="checkbox"/> Animal Science (4020) | <input type="checkbox"/> Forestry/Natural Resources (4060) |
| <input type="checkbox"/> Agricultural Mechanics (4030) | <input checked="" type="checkbox"/> Agriculture Core – Year One (4070) |
| <input type="checkbox"/> Ag Business Management (4040) | <input type="checkbox"/> Agriculture Core – Year Two (4080) |

I Am Taking This Course Because: (check only one)

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

Ethnic Origin: (check only one)

- | | |
|---|---|
| <input type="checkbox"/> White | <input type="checkbox"/> Filipino |
| <input checked="" type="checkbox"/> Hispanic | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Black (not Hispanic) | <input type="checkbox"/> American Indian/Native Alaskan |

Career Goal: Something in the Agricultural Career

After High School Graduation, I plan to:

- ☒ A. Go to College – circle one: _____
- | | |
|--------------------------|--------------------------|
| Community College | <u>Four Year College</u> |
| <u>Full Time Student</u> | Part Time Student |
- circle one:
- ☐ B. Go to Work Full Time – circle one: _____
- ☐ C. Go Into Military Service _____
- No Further Education College Later

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male Female

Date: 9/4/13 Year in Ag Program: (circle one) 1 2 3 4

Age: 16 Grade Level in School: (circle one) 9 10 11 12

Street Address: _____ Phone Number: _____

City: _____ State: CA Zip: _____

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. _____ Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

- | | |
|--|--|
| <input type="checkbox"/> Plant & Soil Science (4010) | <input checked="" type="checkbox"/> Ornamental Horticulture (4050) |
| <input type="checkbox"/> Animal Science (4020) | <input type="checkbox"/> Forestry/Natural Resources (4060) |
| <input type="checkbox"/> Agricultural Mechanics (4030) | <input type="checkbox"/> Agriculture Core – Year One (4070) |
| <input type="checkbox"/> Ag Business Management (4040) | <input type="checkbox"/> Agriculture Core – Year Two (4080) |

I Am Taking This Course Because: (check only one)

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

Ethnic Origin: (check only one)

- | | |
|---|---|
| <input checked="" type="checkbox"/> White | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Black (not Hispanic) | <input type="checkbox"/> American Indian/Native Alaskan |

Career Goal: Ag Communications

After High School Graduation, I plan to:

- | | | |
|--|--------------------------|--------------------------|
| <input type="checkbox"/> A. Go to College – circle one: | Community College | <u>Four Year College</u> |
| <input type="checkbox"/> – circle one: | <u>Full Time Student</u> | Part Time Student |
| <input type="checkbox"/> B. Go to Work Full Time – circle one: | No Further Education | College Later |
| <input type="checkbox"/> C. Go Into Military Service | | |

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male ☐ Female ☒

Date: 9-4-13 Year in Ag Program: (circle one) 1 2 ☒ 3 4

Age: 16 Grade Level in School: (circle one) 9 10 ☒ 11 12

Street Address: _____ Phone Number: _____

City: _____ State: CA Zip: _____

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. _____ Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

- | | |
|--|--|
| <input type="checkbox"/> Plant & Soil Science (4010) | <input checked="" type="checkbox"/> Ornamental Horticulture (4050) |
| <input type="checkbox"/> Animal Science (4020) | <input type="checkbox"/> Forestry/Natural Resources (4060) |
| <input type="checkbox"/> Agricultural Mechanics (4030) | <input type="checkbox"/> Agriculture Core – Year One (4070) |
| <input type="checkbox"/> Ag Business Management (4040) | <input type="checkbox"/> Agriculture Core – Year Two (4080) |

I Am Taking This Course Because: (check only one)

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

Ethnic Origin: (check only one)

- | | |
|---|---|
| <input checked="" type="checkbox"/> White | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Black (not Hispanic) | <input type="checkbox"/> American Indian/Native Alaskan |

Career Goal: Agriculture Journalist

After High School Graduation, I plan to:

- | | | |
|--|----------------------|--|
| <input checked="" type="checkbox"/> A. Go to College – circle one: | Community College | <input checked="" type="radio"/> Four Year College |
| – circle one: | Full Time Student | Part Time Student |
| <input type="checkbox"/> B. Go to Work Full Time – circle one: | No Further Education | College Later |
| <input type="checkbox"/> C. Go Into Military Service | | |

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT
STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male Female
Date: 9/2/14 Year in Ag Program: (circle one) 1 2 3 4
Age: 15 Grade Level in School: (circle one) 9 10 11 12
Street Address: _____ Phone Number: _____
City: _____ State: CA Zip: _____
Parent/Guardian Names (whoever you primarily live with): (print full name for each)
Mr. _____ Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

<input type="checkbox"/> Plant & Soil Science (4010)	<input type="checkbox"/> Ornamental Horticulture (4050)
<input type="checkbox"/> Animal Science (4020)	<input type="checkbox"/> Forestry/Natural Resources (4060)
<input type="checkbox"/> Agricultural Mechanics (4030)	<input type="checkbox"/> Agriculture Core – Year One (4070)
<input type="checkbox"/> Ag Business Management (4040)	<input checked="" type="checkbox"/> Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

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

Ethnic Origin: (check only one)

<input checked="" type="checkbox"/> White	<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic	<input type="checkbox"/> Asian or Pacific Islander
<input type="checkbox"/> Black (not Hispanic)	<input type="checkbox"/> American Indian/Native Alaskan

Career Goal: Missionary

After High School Graduation, I plan to:

<input checked="" type="checkbox"/> A. Go to College – circle one: – circle one:	Community College <u>Four Year College</u>
	Full Time Student Part Time Student
<input type="checkbox"/> B. Go to Work Full Time – circle one:	No Further Education College Later
<input type="checkbox"/> C. Go Into Military Service	

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male ☒ Female ☐

Date: August 28, 2013 Year in Ag Program: (circle one) (1) 2 3 4

Age: 14 Grade Level in School: (circle one) 9 10 11 12

Street Address: 2000 10th Ave Phone Number: 714 223 1234

City: _____ State: CA Zip: _____

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr./Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010) _____ Ornamental Horticulture (4050)

Animal Science (4020) _____ Forestry/Natural Resources (4060)

Agricultural Mechanics (4030) ✓ Agriculture Core – Year One (4070)

Ag Business Management (4040) _____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

 I plan to have a career in agriculture.

☐ Not a career, just an interest in agriculture.

Not interested, just placed in the class.

Ethnic Origin: (check only one)

White

Hispanic

Black (not Hispanic)

Filipino

☒ Asian or Pacific Islander

____ American Indian/Native Alaskan

Career Goal: numberjordan

After High School Graduation, I plan to:

✓ A. Go to College – circle one:

- circle one:

Community College

Four Year College

Full Time Student

Part Time Student

B. Go to Work Full Time – circle one:

No Further Education

College Later

C. Go Into Military Service

KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT

STUDENT DATA SHEET

Name: _____ Gender: (circle one) Male Female

Date: 9/3/14 Year in Ag Program: (circle one) 1 2 3 4

Age: 14 Grade Level in School: (circle one) 9 10 11 12

Street Address: _____ Phone Number: _____

City: _____ State: CA Zip: _____

Parent/Guardian Names (whoever you primarily live with): (print full name for each)

Mr. _____ Mrs./Ms. _____

Program of Instruction Being Pursued: (check only one)

- | | |
|--|--|
| <input type="checkbox"/> Plant & Soil Science (4010) | <input type="checkbox"/> Ornamental Horticulture (4050) |
| <input type="checkbox"/> Animal Science (4020) | <input type="checkbox"/> Forestry/Natural Resources (4060) |
| <input type="checkbox"/> Agricultural Mechanics (4030) | <input checked="" type="checkbox"/> Agriculture Core – Year One (4070) |
| <input type="checkbox"/> Ag Business Management (4040) | <input type="checkbox"/> Agriculture Core – Year Two (4080) |

I Am Taking This Course Because: (check only one)

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

Ethnic Origin: (check only one)

- | | |
|---|---|
| <input checked="" type="checkbox"/> White | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Black (not Hispanic) | <input type="checkbox"/> American Indian/Native Alaskan |

Career Goal: Nurse Practitioner or Radiologist

After High School Graduation, I plan to:

- ☒ A. Go to College – circle one:
- | | |
|--|--|
| Community College | <u>Four Year College</u> |
| – circle one: | <u>Full Time Student</u> Part Time Student |
| <input type="checkbox"/> B. Go to Work Full Time – circle one: | No Further Education College Later |
| <input type="checkbox"/> C. Go Into Military Service | |

Supporting Material 2: Agriculture Student Files



Kingsburg Joint Union High School District Agriculture Department

1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Agriculture Student Files

We have two methods to storing student files in the Kingsburg High School Agriculture Department. The first is our original format, which is the use of a 4 drawer filing cabinet, where each drawer is designated to each grade level (freshmen- senior). Each student in our program is assigned a file that gets stored in the drawer that represents their grade level. In these files, the students store their degree applications as well as their SAE project documents, such as their AET record book. These files are also a great place for the agriculture advisors to store signed documents like a classroom agreement, a project visit documents, or anything else that needs to be stored up until the student graduates. These files move with the students from freshmen all the way until the graduate. Upon graduation, we review the files, and give the files to the students. If there are graduates who qualify for their American Degrees, we keep the files with us in a new location in one of our office cabinets so that we can refer to them when it comes time to the application process. The second way and the most common now, is the use of AET record books. The students put all of their information in regards to their SAE projects in the online AET record book and we as advisors have access to all student accounts. We can now fill out a project report online and it will store itself in the student's AET database. AET record books are very beneficial and convenient, however because they are still new, we have are going to keep our filing cabinets until further notice.



Supporting Material 3:

Course Outlines

CLASS GUIDE

Student Responsibilities and Expectations

1. Bring to class each day:

- ♦ Homework from previous class period (if assigned)
- ♦ School-wide planner with your class period divider in it
- ♦ 3-ring binder
- ♦ Pen/pencil
- ♦ Notebook or binder paper
- ♦ Technology devices
- ♦ Positive Attitudes

2. General rules to follow:

- ♦ Arrive to class on time (this means that you need to be in your seat when the tardy bell rings). You must sit in your assigned seat unless otherwise instructed by Mrs. Sanchez. *Remain seated until dismissed by Mrs. Sanchez at the end of the period.*
- ♦ You are expected to show respect at all times to the teacher, KHS staff members, other students and school property. NOTE: If you damage books or materials, you must replace them or pay for them by the end of each semester.
- ♦ If you have an excused absence, it is **your responsibility** to ask Mrs. Sanchez for missed work. Make-up work for excused absences will be allowed 1 day for each day missed. There will be no make-up work allowed for unexcused absences. Check the area for missing work before you ask Mrs. Sanchez what you missed during your absence.
- ♦ All rules concerning the Responsibility Center (R/C) will be strictly enforced regarding tardies, truancies, and classroom disruptions.
- ♦ Bathroom passes will be issued as deemed appropriate by Mrs. Sanchez. You will need to sign in and out every time you use the restroom, as this is a KHS Policy. As a general rule, no passes will be given out the first 20 minutes of class or the last 15 minutes. Please use the restroom BEFORE coming to class.
- ♦ Technology Devices will be used when appropriate for classwork. We will review Mrs. Sanchez's cell phone policy in class.

Assignments

On each assignment, please list the following information:

1. Your first and last name
2. Period #
3. Date

Late Work Policy:

All assigned work will be given a due date for completion. *Late work may be turned in one class period after the due date for an automatic 20% deduction in the student's grade.* Work turned in later than one class period will not be accepted for a grade.

CLASS AGREEMENT

Please read the following handouts carefully:

- Course Syllabus
- Class Guide
- Lab Safety Contract (Ag Biology students only)

Once you've reviewed the materials listed above, please complete this form and return it to Mrs. Sanchez by **Friday (August 26th)**. If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, (print your name) _____, have read and understand all of the handouts listed above. I understand the requirements of the class and the expectations of me, and I agree to fulfill these. I have also reviewed the grading policies of this class and understand that participation in FFA activities and maintaining a SAE/Record Book will have an effect on my grade. If I have any questions, I will ask Mrs. Sanchez for further explanation.

Student's Signature: _____ Date: _____

Parent/Guardian Agreement

I have read the handouts listed above and understand that my child is to keep a section in his/her binder containing all work he/she does for this class. I understand that my student will be responsible for abiding by the general rules and class guidelines. I have also read and understand the grading policies for this class (including the percentages of the student's grade devoted to FFA and SAE/Record Books). If I have any questions or would like to discuss my child's performance in this class, I will contact Mrs. Sanchez at 897-2248.

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____ Date: _____

Do you have any comments/questions on the handouts listed above?

Best Phone # to reach you: _____

Introduction to Agriculture Syllabus

Course Title: Introduction to Agriculture
Grade Level: 9 is recommended; 10-12 are accepted
Length: One Year
Prerequisites: None

Course Description

Introduction to Agriculture is a course designed to introduce students to the wide-range of activities involved in the agriculture industry. This course is used to help students gain an appreciation for agriculture and understand its importance in their daily lives. Another key aspect of this course involves leadership development in areas such as public speaking, critical thinking, goal setting and effective communication. Students are encouraged to further develop their leadership skills by actively participating in the FFA program and the many opportunities that it has to offer.

This course follows the California State Agriculture Foundation & Agriscience Pathway standards.

Course Goals

- ♦ Improve agriculture literacy of students.
- ♦ Develop essential leadership skills in students.
- ♦ Create an awareness of the opportunities available to students in the agriculture industry.
- ♦ To motivate students to study and pursue careers in agriculture.

Supplemental Texts

- ♦ FFA Student Handbook
National FFA Organization
Copyright 2013
- ♦ Official FFA Manual
National FFA Organization
Copyright 2013

Grading Procedures

Your grade in this class will be based on the following components:

1.	Assignments & Projects	20%
2.	Homework	20%
3.	Quizzes & Tests	20%
4.	Public Speaking	10%
5.	SAE and Record Books	15%
5.	FFA Participation*	15%

100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

Course Outline

Fall Semester

California Agriculture

- ☆ History of Agriculture
- ☆ Economy of California Agriculture
- ☆ Agriculture and Society
- ☆ Agriculture and the Environment

FFA Leadership Development

- ☆ History of the FFA
- ☆ Aims & Purposes of the FFA
- ☆ Local, Sectional, Regional, and State Organization
- ☆ National Organization
- ☆ FFA Emblem and Creed
- ☆ Chapter Officer Duties
- ☆ FFA Jacket and Dress Code
- ☆ Code of Ethics, Motto and Salute

The Animal Industry

- ☆ Ways Animals Help People
- ☆ Understanding Animal Welfare Issues

Basic Animal Health

- ☆ Managing Diseases & Parasites
- ☆ Understanding Animal Health Medications & Equipment
- ☆ Managing Livestock Wastes

Animal Nutrition & Feeding

- ☆ Meeting Nutritional Needs
- ☆ Balancing Rations
- ☆ Understanding Nutrients & Their Importance

Spring Semester

Supervised Agriculture Experience Program

- ☆ Introduction to SAE's
- ☆ Getting Started
- ☆ Long Range SAE Plans

Record Keeping Unit

- ☆ Importance of Keeping Records
- ☆ CA Agriculture Record Book:
 - Calendar
 - Budget
 - Business Agreement
 - Journal
 - Depreciable & Non-Dep. Inventories
 - Financial Statement
 - Income Summary
 - FFA Activities/ Community Service

Animal Science Units

- ☆ Beef Unit
- ☆ Poultry Unit
- ☆ Dairy Unit
- ☆ Swine Unit
- ☆ Sheep Unit

Plant Growth & Development

- ☆ Plant Parts and Functions
- ☆ Importance of Plants to Man
- ☆ Classification of Plants
- ☆ Plant Propagation
- ☆ Photosynthesis and Respiration
- ☆ Plant Growth Requirements

Applied Agricultural Biology Syllabus

Course Title: Applied Agricultural Biology
Grade Level: 10 is recommended; 11 & 12 are accepted
Length: One Year
Prerequisites: Introduction to Agriculture and/or Agricultural Mechanics I;
Earth Science; Algebra I (or current enrollment in Algebra I)

Course Description

Applied Agricultural Biology is a laboratory science course designed for the college-bound student with career interests in agriculture. It meets the life science portion of the two-year laboratory requirement for high school graduation and for the California State Universities (CSU) and the University of California (UC) systems. Using agriculture as the learning vehicle, this course emphasizes the principles, concepts and relationships among living organisms. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications.

This course follows the California State Science Content Standards in Biology/Life Sciences. Additionally, this course follows the California State Agriculture Foundation & Agriscience Pathway standards.

Course Goals

- ♦ Use agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
- ♦ Integrate core academic areas into agriculture (i.e. math and language arts).
- ♦ Improve agriculture literacy of students.
- ♦ Meet the laboratory science requirement for admission to the University of California and the California State University systems.
- ♦ To motivate students to study and pursue careers in agriculture.

Text

- ♦ Biology: Principles & Explorations
Holt, Rinehart and Winston
Copyright 2001

Course Outline

FALL SEMESTER	SPRING SEMESTER
1st Quarter - Principles of Cell Biology Introduction to Agricultural Biology Review of Scientific Method Themes of Biology Chemistry of Life Cell Structure & Function	3rd Quarter - Principles of Evolution & Ecology DNA: The Genetic Material History of Life on Earth The Theory of Evolution Populations Ecosystems Biological Communities Kingdoms of Life
2nd Quarter - Principles of Genetics Diffusion & Osmosis Photosynthesis & Cellular Respiration Chromosomes & Cell Reproduction Meiosis and Sexual Reproduction Mendel and Heredity	4th Quarter - Exploring Animal Biology Circulatory & Respiratory Systems Digestive & Excretory Systems The Body's Defenses Nervous System Hormones & Endocrine System Reproduction & Development

Grading Procedures

Your grade in this class will be based on the following components:

1. Assignments/Projects	25%
2. Homework	20%
3. Quizzes & Tests	25%
4. FFA Participation*	15%
5. SAE & Record Books**	15%

100%



* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. *(This rule does not apply to first year agriculture students)*

ROP Agricultural Sales & Marketing Syllabus

Course Title:	ROP Agricultural Sales & Marketing
Grade Level:	11-12
Length:	One Year
Prerequisites:	Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture, Advanced Animal Science and Agriculture Mechanics are highly recommended.



Course Description

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation. The ornamental horticulture unit will be used to as an outdoor learning laboratory where students will gain hands-on experience with ag marketing and sales. Evaluation is based on class assignments, projects, guest speaker presentations, homework, quizzes/tests, participation in student leadership activities (FFA), maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Agricultural Business Pathway standards.

Grading Procedures

Your grade in this class will be based on the following components:

1.	Assignments/Projects	25%
2.	Quizzes/Tests	20%
3.	Class Participation	25%
4.	FFA Participation *	15%
5.	SAE and Record Books **	15%

		100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Course Outline

Career Opportunities in Agriculture

Agricultural Sales

- ♦ Skills & Knowledge Needed
- ♦ Determining Needs & Wants of Customers
- ♦ Preparing for and Approaching Customers
- ♦ Giving a Sales Presentation
- ♦ Handling Customer Objections
- ♦ Closing a Sale
- ♦ Practical Application

Marketing

- ♦ Key Factors in Marketing
- ♦ Marketing Strategies
- ♦ Developing a Marketing Plan
- ♦ Agricultural Exports & Trade Policies

Business Organizations

- ♦ Privately Owned/Sole Proprietorship
- ♦ Partnership
- ♦ Corporation
- ♦ Franchise

Finance and Credit

- ♦ Role of Credit in Agribusiness
- ♦ Public and Private Sources of Credit
- ♦ Applying for a Loan
- ♦ Costs of Credit

Agribusiness Accounting

- ♦ Review of Record Keeping
- ♦ Principles of Accounting
- ♦ Cash Flow Statements
- ♦ Inventory and Depreciation

Agricultural Cooperatives

- ♦ History & Development
- ♦ The Role of Cooperatives in Agriculture
- ♦ Principles Behind Farm Cooperatives
- ♦ Types of Cooperatives & Services Provided

Job Preparation

- ♦ Resumes & Cover Letters
- ♦ Job Applications
- ♦ Interview Skills
- ♦ Considerations in Accepting a Job

FFA/Leadership Development

- ♦ Supervised Agriculture Experience Program
- ♦ Record Books
- ♦ Public Speaking
- ♦ Use of Parliamentary Law

Advanced Animal Science Course Description

Agriculture Department

Grade Level: 11-12

Prerequisites: Intro to Ag

Course Description:

The Advanced Animal Science class offers a more advanced general orientation in the many areas of animal science. It will provide information, activities and skills in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know today.

Additional emphasis will be placed on industry practices to include record keeping, public relations and communications.

Course Objectives

- 1) The student will be able to demonstrate knowledge of the correct and safe use of livestock facilities, restraint equipment and tools necessary for animal housing and care.
- 2) The students will be able to demonstrate knowledge of the principles involved in nutrition and feeds.
- 3) The students will be able to demonstrate knowledge of the structure function and maintenance of the major organs systems of the animal.
- 4) The student will demonstrate knowledge of the principals of livestock breeding and genetics and the importance of heritability in the breeding program.
- 5) The student will demonstrate the knowledge of specific health problems related to horses, cattle, sheep and swine and the identification, treatment and prevention of these problems.
- 6) The student will understand the basic principals of care, raising, breeding, selection and marketing of large animals.

Grading :

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

Section II: Outline of the Course and Content Standards

- I. Orientation and Guidance
 - a. Course Objectives
 - b. Grading, Tests and Classroom Procedures
 - c. Animals in Society
- II. Safety-Personal
- III. Livestock Facilities, Equipment and Restraints
- IV. Animal Nutrition and Feeds
 - a. Feed Identification and Nutrient Evaluation
 - b. Feed Additives
 - c. Developing Rations
 - d. Nutritional Diseases
 - e. Feeding Requirements
- V. Animal Systems
 - a. Digestive
 - b. Respiratory
 - c. Endocrine
 - d. Reproductive
- VI. Livestock Breeding
 - a. Review- Sperm and egg production
 - b. Selection and heritability
 - c. Embryo transfer
 - d. AI
 - e. Estrous cycles/breeding
 - f. Gestation and parturition
- VII. Animal Parasites, Pests, and Diseases
 - a. Infectious and non infectious diseases
 - b. Causes of disease
 - c. Disease fighting agents/procedures
 - d. Health practices
 - e. Common internal/external parasites
- VIII. Large Animal Production
 - a. Production practices
 - b. Animal behavior
 - c. Marketing livestock
- IX. Livestock and Carcass Evaluation
 - a. Selection and Judging

- b. Harvest Practices
 - c. USDA Standards and Grading
- X. Career Exploration
 - a. Large Animal Careers
 - b. Resumes
 - c. Higher education applications
 - d. Employment Applications
 - e. Letter of introduction
 - f. Interview practices
- XI. Interpersonal Leadership Development
 - a. Record Keeping
 - b. FFA Leadership Development
 - c. Communication
 - d. Critical Thinking

III. Instructional Methods/Strategies:

Advanced Animal Science is a course designed to use a multitude of instructional methods and strategies. The most commonly used teaching method is the use of directed instruction and student projects. All of the units have a lecture or teacher led discussion component built within them, these components are captured on PowerPoint presentations, which are available for the students to obtain and study through individualized study. Hands on learning will also be provided where applicable and practical.

IV. Performance Evaluation/ Assessment Methods:

Students will be assessed on participation and the content that has been learned. Evaluation methods can be quizzes, tests, research papers, and individual or group projects.

VI: Career Connections:

Advanced Animal Science Students are learning principles and practices involved in the following career paths:

**Veterinarian
Veterinarian Assistant
Veterinarian Technician
Animal Breeder
Farm Worker
Animal Nutritionist**

Advanced Animal Science

Course Description: Advanced Animal Science offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know it today. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications. Evaluation is based on class assignments, laboratory activities, homework, quizzes/tests, participation in student leadership activities (FFA) and maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

Hours & Credits: 180 hours per year
10 credits per year

Prerequisites: 11-12 grade only. Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture and Agricultural Mechanics are highly recommended.

Supports Academic and CTE Standards:

- Algebra I (Grades 8-12)
- Biology/Life Sciences (Grades 9-12)
- Investigation and Experimentation (Grades 9-12)
- Reading (Grades 9-12)
- Writing (Grades 9-12)
- Listening and Speaking (Grades 9-10)
- Agriculture Foundation Standards
- Animal Science Pathway Standards

Student Outcomes:

- The student will be able to demonstrate knowledge of the correct and safe use of livestock facilities, restraint equipment and tools necessary for animal housing and care.
- The students will be able to demonstrate knowledge of the principles involved in animal nutrition and feeds.
- The students will be able to demonstrate knowledge of the structure, function and maintenance of the major organ systems of the animal.
- The students will demonstrate knowledge of the principles of livestock breeding and Mendelian genetics and the importance of heritability in a breeding program.
- The students will demonstrate knowledge of specific health problems related to cattle, sheep, swine and horses and the identification, treatment and prevention of these problems.
- The students will identify the major internal and external livestock pests, their life cycles and their control.
- The student will demonstrate an understanding of the basic principles of care, raising, breeding, selection and marketing of large animals.
- The student will demonstrate knowledge of correct pasture and rangeland management practices for animal health, pasture production and maintaining the balance of living things within the ecosystem.
- The students will be exposed to educational and industry opportunities as it relates to the field of study in this course.
- Students will be prepared academically and technically for:
 - Four year college
 - Technical training
 - Employment

Supporting Material 4:

Grade Sheets

1 - Applied Ag Biol - Spring

Gradebook Summary

Vaz

Assignment Number	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	
Max Points	30	11	100	45	12	20	23	24	40	60	18	46	16	30	40	31	20	49	80	40	23	20	62	39 Assignments
**Grading Completed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Student Name	Grade																							Overall Pct Mark
	20	11	100	45	11	20	23	24	40	52	17	46	16	0	40	31	20	0	76	40	22	20	62	87.76 B+
	30	11	100	45	12	20	23	24	40	48	18	45	16	30	40	30	20	47	75	40	23	20	62	97.15 A
	30	9	100	45	10	20	23	24	40	55	17	46	14	30	40	26	20	48	80	40	23	20	62	88.82 B+
	30	11	50	42	11	20	23	24	27	46	18	44	14	30	40	29	20	46	75	40	18	20	59	79.62 B-
	30	11	50	45	6	20	23	24	38	43	18	43	14	30	40	27	20	46	63	40	23	20	61	82.26 B-
	30	11	100	45	11	20	23	24	40	43	18	46	15	30	40	29	20	49	80	40	21	20	62	97.11 A
	30	9	100	31	9	20	23	24	14	46	18	0	16	28	40	30	18	24	78	40	23	18	19	72.95 C
	20	10	100	43	10	20	23	24	34	24	18	44	16	30	37	25	20	43.5	49	30	17	20	56	80.01 B-
	30	8	75	37	5	*NA	23	22	20	30	18	38	10	30	35	21	18	37	52	35	18	20	54	70.34 C-
	20	9	100	45	7	20	23	20	12	42	13	28	10	25	35	23	20	0	36	0	21	20	0	59.64 D
	30	11	100	45	9	20	23	24	40	43	18	43	14	30	37	26	20	42	65	40	22	20	62	87.18 B
	25	7	75	38	0	20	23	24	27	31	17	21	14	28	30	21	18	44	53	30	17	20	45	66.98 D
	20	8	75	30	8	20	23	24	26	44	17	36	14	20	30	18	20	41	46	29	22	20	60	70.11 C-
	30	11	100	45	9	20	23	24	39	40	18	46	14	30	40	30	20	49	69	40	21	20	62	84.84 B
	25	7	100	45	3	20	23	24	6	25	15	29	14	30	40	21	20	35.5	34	40	17	20	47	67.24 D
	30	11	100	39	5	20	23	24	13	48	17	38	7	0	37	22	20	39.5	50	37	18	20	52	72.82 C
	30	11	100	42	10	20	23	24	40	48	17	42	16	30	35	30	20	47.5	75	35	23	20	55	92.74 A
	30	11	100	45	10	20	23	24	36	34	17	44	16	0	40	24	20	40.5	61	40	19	20	60	85.01 B
	30	11	75	38	9	20	23	24	40	44	17	37	14	30	37	20	20	46.5	62	40	22	20	62	87.74 B+
	30	11	0	45	10	20	23	24	39	49	17	44	14	30	30	31	20	49	67	40	23	20	29	58.65 F
	30	9	100	38	8	20	23	24	40	44	17	46	14	30	35	23	0	0	75	35	22	20	61	85.88 B
	30	10	100	45	10	20	23	24	40	44	18	44	16	30	40	27	20	47	60	40	23	20	62	87.71 B+
	27.72	9.9	86.36	41.72	8.31	20	23	23.72	31.4	41.95	17.18	38.63	14	25.04	37.18	25.63	18.81	37.36	62.77	35.95	35.95	19.9	52.45	80.11 B-

* Indicates Max Value of 0 (zero)

**Assignments are not counted until graded.

() Transfer Grade

44= AET Record Books

74= FFA Activities-Spring

2 - Intro to Ag - Spring

Gradebook Summary

Vaz

Assignment Number		33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	29 Assignments		
Max Points		17	100	16	30	16	53	54	24	45	53	71	15	25	25	22	31	75	23	30	14	17	35	22			
**Grading Completed		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Student Name	Grade																									Overall Pct	Mark
=FFA =SAE	12	100	14	30	13	50	50	24	44	49	56	15	25	25	22	30	73	21	30	14	17	35	22	96.13	A		
	17	100	14	30	16	50	51	24	39	50	66	15	25	24	22	31	72	23	30	12	17	35	22	97.23	A		
	13	100	12	30	13	51	53	24	45	32	67	15	25	23	22	31	63	23	30	14	17	35	22	90.51	A-		
	11	100	10	30	15	52	51	24	44	51	59	13	25	20	22	31	70	21	30	14	16	35	22	91.49	A-		
	11	100	10	30	13	42	44	24	44	32.5	45	15	25	10	22	29	46	19	30	14	16	35	22	81.57	B-		
	10	0	8	30	5	52	29	24	39	53	38	12	25	27	22	23	44	17	30	12	12	35	22	67.93	D+		
	11	100	8	30	14	43	49	24	38	0	44	15	25	17	22	30	67	21	30	14	16	35	22	85.67	B		
	11	100	10	30	13	50	50	24	42	50	64	15	25	22	22	31	68	17	0	13	17	35	22	78.88	C+		
	9	100	10	30	8	40	47	24	28	46	48	10	25	18	22	23	65	15	30	14	12	35	22	80.27	B-		
	17	100	14	30	14	52	53	24	42.5	51	68	15	25	25	22	31	71	23	30	14	16	35	22	95.44	A		
	11	100	8	30	14	52	42	24	43.5	51	52	6	25	26	22	31	63	18	30	14	16	35	22	90.88	A-		
	10	100	10	30	10	51	48	24	44.5	52	60	15	25	19	22	31	56	17	30	12	15	35	22	85.73	B		
	10	100	14	0	12	50	49	24	43.5	44	58	15	25	21	22	29	64	20	30	14	15	35	22	79.94	B-		
	11	75	16	30	11	49	54	24	44.5	52	60	15	25	19	22	31	72	22	30	14	16	35	22	93.85	A		
	13	100	16	30	16	50	52	24	44.5	51	54	13	25	22	22	31	75	22	30	14	17	35	22	92.89	A		
	10	100	10	30	13	51	48	24	39	42.5	37	15	25	20	22	29	62	17	30	13	15	35	22	87.87	B+		
	16	100	16	30	16	51	54	24	45	50	66	15	25	26	22	31	74	23	30	14	17	35	22	96.81	A		
	3	0	4	0	9	37	13	20	34.5	0	35	4	25	9	0	25	27	6	0	3	12	0	*NA	30.74	F		
	17	100	14	30	15	53	47	24	44	51	61	13	25	24	22	31	73	22	30	12	17	35	22	96.65	A		
	9	100	8	30	5	23.5	24	22	43.5	11	35	9	25	17	22	31	45	11	30	13	14	35	22	67.62	D+		
	13	100	10	30	12	50	46	24	44.5	53	58	15	25	25	22	29	68	16	30	14	16	35	22	88.97	B+		
	14	100	14	30	16	49	52	24	45	51	59	13	25	24	22	31	74	23	30	14	17	35	22	92.4	A-		
	11	100	10	30	13	51	49	24	39.5	47	54	13	25	19	22	31	47	19	30	14	11	35	22	92.08	A-		
	15	100	16	30	15	53	49	24	44.5	49	61	15	25	17	22	31	73	23	30	14	15	35	22	97.27	A		
	13	100	16	30	15	49	54	24	36	51	52	13	25	17	20	31	67	23	30	14	15	35	22	88.5	B+		
	1.92	91	11.68	27.6	12.64	48.06	46.32	23.76	41.66	42.8	54.28	13.16	25	20.64	21.04	29.72	63.16	19.28	27.6	13.12	13.12	33.6	22	85.89	B		

34 = AET Record Books
 58 - FFA Activities - Spring

* Indicates Max Value of 0 (zero)

**Assignments are not counted until graded.

() Transfer Grade

Vaz

* Indicates Max Value of 0 (zero)
 **Assignments are not counted until graded.
 () Transfer Grade

3 - Applied Ag Biol - Spring

Gradebook Summary

Vaz

Assignment Number	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	
Max Points	30	11	100	45	12	20	23	24	40	60	18	46	16	30	40	31	20	49	80	40	23	20	62	39 Assignments
**Grading Completed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Student Name	Grade																							Overall Pct Mark
	30	11	50	42	10	*NA	23	0	40	42	18	42	16	30	40	30	0	39.5	57	40	17	20	56	68.34 D+
	30	11	50	37	3	20	23	20	30	26	18	44	14	0	30	21	18	0	28	37	23	20	45	59.53 F
	0	10	50	37	9	20	23	24	40	37	18	44	16	30	40	23	20	47	66	40	21	20	53	81.08 B-
	30	11	100	45	12	20	23	24	40	56	18	46	16	30	40	31	20	48	80	40	23	20	62	97.69 A+
	30	11	100	45	12	20	23	24	40	37	18	46	16	30	40	27	18	44.5	66	40	20	20	51	75.76 C
	25	11	75	42	10	20	23	24	28	47	18	43	16	30	38	26	20	0	75	40	22	20	57	84.59 B
	30	11	100	43	11	*NA	23	24	31	41	18	0	14	28	40	29	18	47.5	56	40	20	20	53	77.7 C+
	30	11	0	42	11	20	23	24	40	53	18	46	16	0	37	30	20	41.5	78	30	22	20	43	77.73 C+
	30	8	100	35	11	20	23	24	40	45	18	46	16	30	37	29	20	43.5	62	29	22	20	57	82.48 B-
	25	10	100	38	8	20	23	24	34	23	18	44	16	20	35	28	18	41.5	40	30	21	20	46	70.83 C-
	0	11	50	40	12	20	23	24	35	54	18	38	16	0	35	21	14	0	37	35	22	20	52	73.45 C
	30	11	100	45	10	20	23	24	38	54	18	42	16	20	40	25	20	46.5	74	40	23	20	56	85.16 B
	30	11	100	33	11	20	23	24	40	50	18	33	16	30	37	18	16	45	51	35	8	20	52	83.46 B
	30	11	100	45	12	20	23	24	40	45	18	45	16	30	40	30	20	48	73	40	23	20	57	89.78 A-
	30	11	100	45	12	*NA	23	24	40	59	18	46	16	30	40	31	20	48	80	40	23	20	62	98.72 A+
	30	11	100	45	12	20	23	24	40	46	18	45	16	30	40	28	20	49	75	40	22	20	62	96.14 A
	30	11	50	42	12	20	23	24	40	49	18	46	16	20	37	24	20	24	62	40	22	18	62	80.14 B-
	30	11	100	45	12	20	23	24	40	41	18	46	16	20	40	31	20	47.5	64	40	22	20	62	87.13 B
	20	11	100	42	12	20	23	24	40	48	18	35	16	30	40	27	18	49	53	40	22	20	57	81.06 B-
	25.78	10.73	80.26	41.47	10.83	20	23	22.52	37.68	44.89	18	40.89	15.78	23.05	38.21	26.78	17.89	37.36	61.94	37.68	37.68	19.89	55	81.61 B-

44= AET Record Books
74= FFA Activities - Spring

* Indicates Max Value of 0 (zero)

**Assignments are not counted until graded.

() Transfer Grade

Vaz

* Indicates Max Value of 0 (zero)
 **Assignments are not counted until graded.
 () Transfer Grade

4 - Intro to Ag - Spring

Gradebook Summary

Vaz

Assignment Number	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	29 Assignments	Overall Pct Mark	
Max Points	17	100	16	30	16	53	54	24	45	53	71	15	25	25	22	31	75	23	30	14	17	35	22			
**Grading Completed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Student Name	Grade																									
		9	75	10	30	10	51.5	51	22	45	11	38	12	0	22	22	25	45	18	30	3	14	35	22	72.19	C-
		11	100	12	30	15	51	53	24	44.5	32.5	61	15	25	25	22	31	63	21	30	14	16	35	22	94.15	A
		15	100	14	30	14	51	48	23	45	52.5	68	15	25	24	22	30	72	23	30	14	17	35	22	97.8	A+
		9	100	10	30	9	33	42	22	25.5	45	43	15	25	20	22	30	58	14	30	11	11	35	22	78.59	C+
		14	0	12	30	14	51	49	24	45	51	70	15	25	25	22	31	71	23	30	14	17	35	22	81.23	B-
		9	100	8	30	7	30	25	24	45	0	44	13	25	25	22	26	44	11	30	5	5	35	22	66.75	D
		10	100	10	30	10	51.5	51	24	25.5	32.5	59	9	25	15	22	24	54	16	30	11	11	35	22	85.92	B
		14	100	14	30	10	52	50	24	45	50	58	15	25	20	22	30	61	19	30	*0	15	35	22	93.6	A
		11	75	6	30	14	0	28	8	43.5	0	48	9	25	12	0	0	43	19	0	14	13	35	0	56.46	F
		10	100	12	30	14	53	38	24	44.5	45.5	59	6	25	12	22	29	62	15	30	14	15	35	22	87.82	B+
		14	100	15	30	16	51	51	24	45	39.5	59	15	25	21	22	29	73	20	30	14	17	35	22	94.58	A
		12	75	12	30	14	52	50	24	41.5	42	57	13	25	23	22	31	73	23	30	14	15	35	22	91.67	A-
		16	100	16	30	16	51	54	24	45	51	69	15	25	25	22	31	72	21	30	14	17	35	22	91.53	A-
		9	50	14	30	13	49.5	34	24	45	53	30	8	25	5	22	26	49	14	30	14	10	35	22	79.77	B-
		12	75	10	30	16	52	48	24	45	51	67	15	25	22	22	31	67	23	30	12	13	35	22	88.55	B+
		14	100	10	30	10	52	46	24	45	37.5	58	15	25	23	22	30	60	23	30	14	16	35	22	90.22	A-
		16	100	14	30	15	52	54	24	45	51	65	15	25	27	22	31	73	23	30	14	16	35	22	98.38	A+
		13	75	2	30	11	53	33	20	26	45	23	5	25	25	22	14	16	6	30	2	12	35	22	64.39	D
		12	100	8	30	8	51	34	24	45	40	46	13	25	18	22	30	45	15	30	14	12	35	22	87.79	B+
		10	100	16	30	15	51	53	24	45	50	66	15	25	25	22	30	73	22	30	14	17	35	22	95.38	A
		11	75	10	0	9	52	51	24	42.5	39.5	39	15	25	12	22	30	73	8	30	13	17	35	22	72.73	C
		13	75	8	0	12	52	51	24	45	0	53	13	25	24	22	30	52	20	30	13	17	35	22	75.65	C
		13	100	16	30	14	52	53	24	45	50	63	15	25	24	22	31	65	23	30	14	17	35	22	96.97	A
		12.04	85.86	11.26	27.39	12.43	47.58	45.52	22.91	42.1	37.8	53.95	12.86	23.91	20.6	21.04	27.39	59.3	18.26	28.69	11.56	11.56	35	21.04	84.44	B

34 = AET Record Books

58 = FFA Activities-Spring

* Indicates Max Value of 0 (zero)

**Assignments are not counted until graded.

() Transfer Grade

Vaz

* Indicates Max Value of 0 (zero)
 **Assignments are not counted until graded.
 () Transfer Grade

5 - Applied Ag Biol - Spring

Gradebook Summary

Vaz

Assignment Number	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	Overall Pct Mark	
Max Points	30	11	100	45	12	20	23	24	40	60	18	46	16	30	40	31	20	49	80	40	23	20	62		
**Grading Completed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	39 Assignments	
Student Name	Grade																								
	30	11	100	40	11	20	0	24	38	50	18	36.8	16	30	40	29	20	46	80	40	23	20	62	85.08	B
	25	9	100	45	12	19	0	24	33	50	18	46	16	30	40	30	18	48	78	38	23	20	62	96.19	A
	30	9	100	45	9.5	19	23	24	31	47	18	45	13	25	40	31	20	43	75	40	23	20	62	85.74	B
	30	11	100	45	11	20	23	24	32	50	18	46	16	30	40	30	20	38.5	73	40	23	20	62	88.58	B+
	24	11	0	0	3	16	0	0	30	16	18	45	15	30	40	15	20	41	55	0	16	0	0	46.47	F
	30	10	100	45	12	20	23	24	16	43	18	46	16	30	40	25	20	49	76	40	22	20	62	91.98	A-
	25	11	75	25	8	16	23	18	26	32	18	45	15	20	40	31	20	49	72	30	23	20	62	81.73	B-
	25	11	100	45	11	20	23	24	36	48	18	42	16	30	40	31	20	45	79	40	19	20	62	95.48	A
	25	11	85	45	12	20	23	24	38	50	18	46	16	30	40	31	20	47	76	40	23	20	62	90.74	A-
	30	9	100	45	11	20	23	24	39	52	18	46	16	30	40	26	20	42	79	40	21.5	20	62	91.1	A-
	25	10	*NA	45	10.5	20	23	22	39	32	18	42.5	14	25	40	31	20	42	75	36	22	20	0	73.43	C
	25	11	100	45	10	20	23	24	21	31	18	25.5	16	30	45	31	20	45	71	40	22	20	56	84.81	B
	25	11	100	45	11	20	23	24	38	54	18	46	16	30	40	23	20	46	81	40	20	20	62	91.02	A-
	30	11	100	45	11	20	23	24	33	52	18	45	16	30	40	28	20	45	78	40	20	20	53	94.49	A
	30	10	100	45	11	19	0	24	20	56	18	46	14	30	40	23	20	49	85	40	23	20	62	96.68	A
	25	9	100	45	11	*NA	23	24	20	25	18	34.5	16	30	45	31	20	45	53	35	22	20	61	76.98	C
	25	9	100	39	0	19	23	24	0	50	15	45	16	30	40	31	20	48	70	40	23	20	58	84.83	B
	3	11	100	40	11	*NA	23	24	38	45	18	36.8	16	30	40	29	20	45	71	40	22	20	61	79.77	B-
	3	11	100	40	9	*NA	23	22	0	35	18	44	16	0	40	22	20	23	64	15	20	20	23	65.72	D
	0	9	75	40	8.5	18	23	24	36	41	18	43	13	25	40	27	20	21	57	40	22.5	20	57	81.79	B-
	0	11	100	40	10	20	23	24	39	55	18	46	16	30	40	29	20	45	83	40	23	20	62	94.24	A
	9	10.28	91.75	40.42	9.69	19.22	18.61	22.38	28.71	43.52	17.85	42.76	15.42	27.38	40.47	27.8	19.9	42.97	72.9	35.9	35.9	19.04	53	84.61	B

44 = AET Record Books

* Indicates Max Value of 0 (zero)

**Assignments are not counted until graded.

() Transfer Grade

74 = FFA Activities - Spring

Vaz

* Indicates Max Value of 0 (zero)
 **Assignments are not counted until graded.
 () Transfer Grade

Vaz

26= AET Record BOOKS...Ass
35= FFA Activities-Spring

() Transfer Grade

Vaz

26 = AET Record Books
74 = FFA Activities - Spring

Supporting Material 5:

SAE Supervision Forms

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: Sophomore
2017-2018 Type of Visit: SAD Visit Date: 4/30/18

Name:

Project(s): Dairy Replacement Heifer

1. General Condition of the Project: • First Year - dairy Heifer - long project
• one week since pick up @ Madison Dairy
• Dairy inspection in 3 weeks - be prepared
• Dairy pen neat and kept up - kept it up 12 weeks

2. Recommendations Made: • Work w/ Heifer 30 min - 1 hr a day up
until inspection on May 19th - you have 3 weeks
to have Heifer completely Halter broken.
• All Heifer - add 1/2 plate of Alfalfa

3. Other Items: • Take Halter off every night - you can tie
her up, but Halter needs to come off
• Keep up good work

Market Animal Information: WT: N/A ADG: N/A Days to Fair: 154 days PFW: N/A

Record book up to date? ☒ Yes ☐ No Art Record Book

Student's Signature:

Date: 4/30/2018

Instructor's Signature:

Date: 4/30/2018

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: JUNIOR 2017-2018 Type of Visit: sale visit Date: 08/23/17
Name of Student: Market Lamb
Project(s): _____

1. General Condition of the Project:

- Market Lamb - about a month and a half until Fair - would like to see her at about 150 - we should be able to get there.
- good commitment in regard to showmanship

2. Recommendations Made:

- work w/ lamb when weather is cooler just so we can get more weight on her
- add 1/2 pound of lamb 1/2 day and night
- continue to come to all showmanship practices

3. Other Items:

- Add 1/2 feed, watch temp when working w/ lamb.
- Overall, great job on your market project

Market Animal Information: WT: 117 ADG: N/A Days to Fair: 47 days PFW: 150

Record book up to date? ☒ Yes ☐ No ART Record Book

Student's Sig

Date:

8-23-17

Instructor's Signature:

Date:

8/23/17

3

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: Senior 2017-2018 Type of Visit: SDO visit Date: 2/14/17

Name of:

Project(s): Market Steer

1. General Condition of the Project:

- Just picked up Steer last week
- Steer clearly not halter broken, needs to be worked w/ let him get used to new env.
- Should have no problem filling out

2. Recommendations Made:

Continue to feed him however your breeder recommended. purchase oat hay asap - you will need it! Also purchase a 1/2 snow machine needed for hair coat

3. Other Items:

Very long project - stay dedicated and don't be afraid to stay connected w/ the breeder that you purchased your Steer from.

Market Animal Information: WT: 850 ADG: N/A Days to Fair: 229 days PFW: 1200

Record book up to date?

☒ Yes

☐ No

det Record Book

Ident's Sign:

ate:

2/16/17

Instructor's Signature:

Date:

2/14/17

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Senior
Year in School: 2017-2018 Type of Visit: sae visit Date: 10/4/2017

Name of _____

Project(s): Market Curries

1. General Condition of the Project:

- Lamb gaining good averages -
- Heavier weight in comparison to other lambs
- Lamb is doing well w/ other lambs in pen #4
- Hatter broken ✓ Lamb has no problem walking and setting up

2. Recommendations Made:

- Watch weight very closely considering we are getting so close to Fair. don't want lamb over 150 lbs.
- Continue to work hard - Emily should do well in showmanship class.

3. Other Items:

Don't forget to make your appointment for final shear days for fair. Enjoy your last project! Proud of you!

Market Animal Information: WT: 147 ADG: N/A Days to Fair: 5 days PFW: 155

Record book up to date?

☒ Yes

☐ No

Art Record Book

Ident's Sign: _____

ate: 10/4/17

Instructor's Signature: _____

Date: 10/4/17

5

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: Sophomore 2017-2018 Type of Visit: PAF Visit Date: 9/15/17

Nar

Project(s): Market^U Goat

1. General Condition of the Project: ~~lamb~~ • goat very light - clearly underweight in comparison to other lambs.
• Lamb has been put into its personal pen
2. Recommendations Made: • Add Gun Martin 1/2 lb - gain weight - recommendation from breeder.
goat - make him weigh to Fair in 2 1/2 weeks.
• Watch how much animal is eating
3. Other Items: Stay Focused - we will keep a close eye on goat weight. we will weigh x2 a week versus x1 a week. Stay Focused!

Market Animal Information: WT: 75 ADG: N/A Days to Fair: 18 days PFW: 90-100

Record book up to date? ☒ Yes ☐ No Art Record Book

Ident's Signature

Instructor's Signature: Nataly

Date: 9/15/17

6

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: Senior 2017-2018 Type of Visit: SAE Visit Date: 5/15/2018
Name of Student: _____
Project(s): Dairy Replacement Heifer

1. General Condition of the Project: picked up animal 1 week ago - clean late compared to others
1 week until dairy inspection = 1 week to halter break animal - heifer condition is perfect as of now
2. Recommendations Made: spend several hours w/ heifer there next few days - animal needs to be halter broken by inspection. Also, once halter broken, heifer will be put into its own pen due to heavier condition.
3. Other Items: I am not concerned that you won't be ready for next Saturday because you are an experienced shower, but stay committed. I will touch base w/ you in a few days. Halter break!

Market Animal Information: WT: N/A ADG: N/A Days to Fair: 140 days PFW: N/A
Record book up to date? ☒ Yes ☐ No APT Record Book

Student's Signature: _____ Date: 5/15/18
Instructor's Signature: Natalie Jackson Date: 5/15/18

7

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: JUNIOR 2017-2018 Type of Visit: SAFE VISIT Date: 5/18/2018
Name of Student: _____
Project(s): Dairy Replacement Heifer

1. General Condition of the Project: 2nd year project - Heifer is in excellent condition. Heifer needs to be isolated - only because she is a bit heavier than others. Great job on halter breaking!

2. Recommendations Made: Treat wart on neck w/ iodine and keep an eye on it. Heifer looks really good as of now, but we will need to keep an eye on lbs - don't want it too fast

3. Other Items: You should do really good at the inspection tomorrow. Keep up the good work. I appreciate your time and halter broken heifer.

Market Animal Information: WT: N/A ADG: N/A Days to Fair: 137 day/ PFW: N/A

Record book up to date? ☒ Yes ☐ No Act Record Book

Student's Signature: _____ Date: 05/29/18

Instructor's Signature: [Signature] Date: 5/18/18

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: Freshmen 2017-2018 Type of Visit: SAE Visit Date: 7/12/2017
Name of Student: _____
Project(s): Market goat

1. General Condition of the Project: - goat is perfect weight as of now
• goat in pen w/ one more student- friend to
be more aggressive later- continue to feed as is.
no need to change anything.

2. Recommendations Made: • stay at the Farm long enough to
watch goats eat and then pull feeder
• work w/ animal more than just on showmanship
practices- I need more dedication to your project

3. Other Items: • Fair is going to be here soon- your goat
needs work- handling wise not condition. Keep
working w/ your goat! I will check in w/ you
in a few weeks.

Market Animal Information: WT: 70 ADG: N/A Days to Fair: 82 days PFW: 100

Record book up to date? ☒ Yes ☐ No Aut Record Book

Student's Signature: _____ Date: 7/12/17
Instructor's Signature: Natalie Date: 7/12/17

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: Junior 2017-2018 Type of Visit: 5/17/2017 Date: SPE VISIT

Name of Student: _____

Project(s): Dairy Replacement Heifer

1. General Condition of the Project: • Heifer underweight and clearly not halter broken. Heifer is not used to the halter nor the feeding station. Tara has little time to slowly work with her animal.

2. Recommendations Made: • Add 1 Flake of alfalfa - eventually we will add grain, but closer to Fair. Once your heifer is officially halter broken, we will move her into her own pen. You have a lot of work to do w/ her.

3. Other Items: Just continue to work w/ her and keep an eye on how much she is eating so that we can negotiate her weight. Also, spend more time w/ your heifer.

Market Animal Information: WT: N/A ADG: N/A Days to Fair: 138 days PFW: N/A

Record book up to date? ☒ Yes ☐ No AT Record Book

Student's Signature: _____

Instructor's Signature: Natany

Date: 5/17/17

KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: Senior 2017-2018 Type of Visit: SAE Visit Date: 8/16/2017
Name of Student: _____
Project(s): Market Lamb

1. General Condition of the Project: Lamb clearly comfortable with handler and walking - Jordyn is clearly working w/ her lamb on a regular basis.
Lamb's confirmation is good, but will need weight
2. Recommendations Made: Add 1/2 pound of lamb slam, need lamb to gain lbs. We can keep an eye out on its weight weekly. Try to cut back just a bit on how much you work with, just until we can get some lbs on him.
3. Other Items: w/ Jordyn always does a great job staying dedicated to her project. Keep up the good work. Fair will be here before you know it. Enjoy your last project.

Market Animal Information: WT: 110 ADG: N/A Days to Fair: 54 days PFW: 150-155

Record book up to date? ☒ Yes ☐ No AET Record Book

Student's Signature: _____

Date: 8/16/17

Instructor's Signature: _____

Date: 8/16/17

Supporting Material 6: School Board Approval of SAE Requirement

Introduction to Agriculture Syllabus

Course Title: Introduction to Agriculture
Grade Level: 9 is recommended; 10-12 are accepted
Length: One Year
Prerequisites: None

Course Description

Introduction to Agriculture is a course designed to introduce students to the wide-range of activities involved in the agriculture industry. This course is used to help students gain an appreciation for agriculture and understand its importance in their daily lives. Another key aspect of this course involves leadership development in areas such as public speaking, critical thinking, goal setting and effective communication. Students are encouraged to further develop their leadership skills by actively participating in the FFA program and the many opportunities that it has to offer.

This course follows the California State Agriculture Foundation & Agriscience Pathway standards.

Course Goals

- ♦ Improve agriculture literacy of students.
- ♦ Develop essential leadership skills in students.
- ♦ Create an awareness of the opportunities available to students in the agriculture industry.
- ♦ To motivate students to study and pursue careers in agriculture.

Supplemental Texts

- ♦ FFA Student Handbook
National FFA Organization
Copyright 2013
- ♦ Official FFA Manual
National FFA Organization
Copyright 2013

Grading Procedures

Your grade in this class will be based on the following components:

1.	Assignments & Projects	20%
2.	Homework	20%
3.	Quizzes & Tests	20%
4.	Public Speaking	10%
5.	SAE and Record Books	15%
5.	FFA Participation*	15%

100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

Course Outline

Fall Semester

California Agriculture

- ☆ History of Agriculture
- ☆ Economy of California Agriculture
- ☆ Agriculture and Society
- ☆ Agriculture and the Environment

FFA Leadership Development

- ☆ History of the FFA
- ☆ Aims & Purposes of the FFA
- ☆ Local, Sectional, Regional, and State Organization
- ☆ National Organization
- ☆ FFA Emblem and Creed
- ☆ Chapter Officer Duties
- ☆ FFA Jacket and Dress Code
- ☆ Code of Ethics, Motto and Salute

The Animal Industry

- ☆ Ways Animals Help People
- ☆ Understanding Animal Welfare Issues

Basic Animal Health

- ☆ Managing Diseases & Parasites
- ☆ Understanding Animal Health Medications & Equipment
- ☆ Managing Livestock Wastes

Animal Nutrition & Feeding

- ☆ Meeting Nutritional Needs
- ☆ Balancing Rations
- ☆ Understanding Nutrients & Their Importance

Spring Semester

Supervised Agriculture Experience Program

- ☆ Introduction to SAE's
- ☆ Getting Started
- ☆ Long Range SAE Plans

Record Keeping Unit

- ☆ Importance of Keeping Records
- ☆ CA Agriculture Record Book:
 - Calendar
 - Budget
 - Business Agreement
 - Journal
 - Depreciable & Non-Dep. Inventories
 - Financial Statement
 - Income Summary
 - FFA Activities/ Community Service

Animal Science Units

- ☆ Beef Unit
- ☆ Poultry Unit
- ☆ Dairy Unit
- ☆ Swine Unit
- ☆ Sheep Unit

Plant Growth & Development

- ☆ Plant Parts and Functions
- ☆ Importance of Plants to Man
- ☆ Classification of Plants
- ☆ Plant Propagation
- ☆ Photosynthesis and Respiration
- ☆ Plant Growth Requirements

Applied Agricultural Biology Syllabus

Course Title: Applied Agricultural Biology
Grade Level: 10 is recommended; 11 & 12 are accepted
Length: One Year
Prerequisites: Introduction to Agriculture and/or Agricultural Mechanics I;
Earth Science; Algebra I (or current enrollment in Algebra I)

Course Description

Applied Agricultural Biology is a laboratory science course designed for the college-bound student with career interests in agriculture. It meets the life science portion of the two-year laboratory requirement for high school graduation and for the California State Universities (CSU) and the University of California (UC) systems. Using agriculture as the learning vehicle, this course emphasizes the principles, concepts and relationships among living organisms. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications.

This course follows the California State Science Content Standards in Biology/Life Sciences. Additionally, this course follows the California State Agriculture Foundation & Agriscience Pathway standards.

Course Goals

- ♦ Use agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
- ♦ Integrate core academic areas into agriculture (i.e. math and language arts).
- ♦ Improve agriculture literacy of students.
- ♦ Meet the laboratory science requirement for admission to the University of California and the California State University systems.
- ♦ To motivate students to study and pursue careers in agriculture.

Text

- ♦ Biology: Principles & Explorations
Holt, Rinehart and Winston
Copyright 2001

Course Outline

FALL SEMESTER	SPRING SEMESTER
1st Quarter - Principles of Cell Biology Introduction to Agricultural Biology Review of Scientific Method Themes of Biology Chemistry of Life Cell Structure & Function	3rd Quarter - Principles of Evolution & Ecology DNA: The Genetic Material History of Life on Earth The Theory of Evolution Populations Ecosystems Biological Communities Kingdoms of Life
2nd Quarter - Principles of Genetics Diffusion & Osmosis Photosynthesis & Cellular Respiration Chromosomes & Cell Reproduction Meiosis and Sexual Reproduction Mendel and Heredity	4th Quarter - Exploring Animal Biology Circulatory & Respiratory Systems Digestive & Excretory Systems The Body's Defenses Nervous System Hormones & Endocrine System Reproduction & Development

Grading Procedures

Your grade in this class will be based on the following components:

- | | |
|-------------------------|-----|
| 1. Assignments/Projects | 25% |
| 2. Homework | 20% |
| 3. Quizzes & Tests | 25% |
| 4. FFA Participation* | 15% |
| 5. SAE & Record Books** | 15% |

100%



* Note: You must participate in **4 approved FFA activities** each semester for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. *(This rule does not apply to first year agriculture students)*

ROP Agricultural Sales & Marketing Syllabus

Course Title: ROP Agricultural Sales & Marketing

Grade Level: 11-12

Length: One Year

Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture, Advanced Animal Science and Agriculture Mechanics are highly recommended.



Course Description

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation. The ornamental horticulture unit will be used to as an outdoor learning laboratory where students will gain hands-on experience with ag marketing and sales. Evaluation is based on class assignments, projects, guest speaker presentations, homework, quizzes/tests, participation in student leadership activities (FFA), maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Agricultural Business Pathway standards.

Grading Procedures

Your grade in this class will be based on the following components:

- | | |
|----------------------------|-----|
| 1. Assignments/Projects | 25% |
| 2. Quizzes/Tests | 20% |
| 3. Class Participation | 25% |
| 4. FFA Participation * | 15% |
| 5. SAE and Record Books ** | 15% |

100%

* Note: You must participate in **4 approved FFA activities each semester** for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)

Course Outline

Career Opportunities in Agriculture

Agricultural Sales

- ♦ Skills & Knowledge Needed
- ♦ Determining Needs & Wants of Customers
- ♦ Preparing for and Approaching Customers
- ♦ Giving a Sales Presentation
- ♦ Handling Customer Objections
- ♦ Closing a Sale
- ♦ Practical Application

Marketing

- ♦ Key Factors in Marketing
- ♦ Marketing Strategies
- ♦ Developing a Marketing Plan
- ♦ Agricultural Exports & Trade Policies

Business Organizations

- ♦ Privately Owned/Sole Proprietorship
- ♦ Partnership
- ♦ Corporation
- ♦ Franchise

Finance and Credit

- ♦ Role of Credit in Agribusiness
- ♦ Public and Private Sources of Credit
- ♦ Applying for a Loan
- ♦ Costs of Credit

Agribusiness Accounting

- ♦ Review of Record Keeping
- ♦ Principles of Accounting
- ♦ Cash Flow Statements
- ♦ Inventory and Depreciation

Agricultural Cooperatives

- ♦ History & Development
- ♦ The Role of Cooperatives in Agriculture
- ♦ Principles Behind Farm Cooperatives
- ♦ Types of Cooperatives & Services Provided

Job Preparation

- ♦ Resumes & Cover Letters
- ♦ Job Applications
- ♦ Interview Skills
- ♦ Considerations in Accepting a Job

FFA/Leadership Development

- ♦ Supervised Agriculture Experience Program
- ♦ Record Books
- ♦ Public Speaking
- ♦ Use of Parliamentary Law

Supporting Material 7: School Board Approval of FFA Requirement

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Course Title: Introduction to Agriculture
Grade Level: 9 is recommended; 10-12 are accepted
Length: One Year
Prerequisites: None

Course Description

Introduction to Agriculture is a course designed to introduce students to the wide-range of activities involved in the agriculture industry. This course is used to help students gain an appreciation for agriculture and understand its importance in their daily lives. Another key aspect of this course involves leadership development in areas such as public speaking, critical thinking, goal setting and effective communication. **Students are encouraged to further develop their leadership skills by actively participating in the FFA program and the many opportunities that it has to offer.**

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Course Goals

- ♦ Improve agriculture literacy of students.
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Basic Animal Health

- ☆ Managing Diseases & Parasites
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5. SAE & Record Books**	15%

100%



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Length: One Year

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Course Description

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation. The ornamental horticulture unit will be used to as an outdoor learning laboratory where students will gain hands-on experience with ag marketing and sales. Evaluation is based on class assignments, projects, guest speaker presentations, homework, quizzes/tests, participation in student leadership activities (FFA), maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Agricultural Business Pathway standards.

Grading Procedures

Your grade in this class will be based on the following components:

1.	Assignments/Projects	25%
2.	Quizzes/Tests	20%
3.	Class Participation	25%
4.	FFA Participation *	15%
5.	SAE and Record Books **	15%

		100%

*** Note: You must participate in 4 approved FFA activities each semester for full credit.**

**** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to first year students)**

Course Outline

Career Opportunities in Agriculture

Agricultural Sales

- ♦ Skills & Knowledge Needed
- ♦ Determining Needs & Wants of Customers
- ♦ Preparing for and Approaching Customers
- ♦ Giving a Sales Presentation
- ♦ Handling Customer Objections
- ♦ Closing a Sale
- ♦ Practical Application

Marketing

- ♦ Key Factors in Marketing
- ♦ Marketing Strategies
- ♦ Developing a Marketing Plan
- ♦ Agricultural Exports & Trade Policies

Business Organizations

- ♦ Privately Owned/Sole Proprietorship
- ♦ Partnership
- ♦ Corporation
- ♦ Franchise

Finance and Credit

- ♦ Role of Credit in Agribusiness
- ♦ Public and Private Sources of Credit
- ♦ Applying for a Loan
- ♦ Costs of Credit

Agribusiness Accounting

- ♦ Review of Record Keeping
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- ♦ Cash Flow Statements
- ♦ Inventory and Depreciation

Agricultural Cooperatives

- ♦ History & Development
- ♦ The Role of Cooperatives in Agriculture
- ♦ Principles Behind Farm Cooperatives
- ♦ Types of Cooperatives & Services Provided

Job Preparation

- ♦ Resumes & Cover Letters
- ♦ Job Applications
- ♦ Interview Skills
- ♦ Considerations in Accepting a Job

FFA/Leadership Development

- ♦ Supervised Agriculture Experience Program
- ♦ Record Books
- ♦ Public Speaking
- ♦ Use of Parliamentary Law

Supporting Material 8:

Program of Activities

ROOTED IN COMMUNITY

KINGSBURG FFA

Program of Activities

2017-2018

Viking Voice

Presenting

FFA makes clean sweep at 1990 National FFA Convention

Presenting

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2017 State FFA Convention, Fresno CA

INTRO AND GREETINGS



Purpose of the POA

The Program of Activities (POA) serves to define chapter goals, outline steps needed to meet those goals and act as a written guide to provide a calendar of events the chapter will follow in the year ahead for administrators, advisory committees, alumni and other stakeholders. Every year each FFA chapter takes time to plan ways to provide engaging opportunities focused on growing leaders, building communities and strengthening agriculture.

A well-planned POA will ensure chapter activities meet the needs of its members, provide direction from year to year, lead to a workable budget, provide experience in planning and serve as a reference point throughout the year.

Success is the result of creative planning and detailed preparation. In order to invest in chapter success, students set goals and plan the necessary steps to accomplish these goals. The POA provides a structure for student committees. By engaging in the development and delivery of a quality POA, students develop leadership and planning skills which are essential in all successful careers. The key to a quality POA is getting every member involved.

How to access the POA

A digital version of the POA is accessible to all members on the Kingsburg FFA Chapter website

➡ www.kingsburgffa.weebly.com

Students can also access the POA on the Kingsburg FFA Chapter Google Classroom

➡ Google Classroom ad-code: a043pzv

If you wish to view a printed copy of the POA, you can borrow it from any of the following locations

- ➡ The main office at Kingsburg High School (see Mr. Phalen)
- ➡ Each Ag Teacher has a copy in their classroom



Introduction

The FFA Organization is an organization of, by, and for students studying agriculture in secondary schools under the provision of the Vocational Education Act. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build on that insight to chart the course for their educations, career and personal future.

FFA is an intra-curricular student organization for those interested in agriculture and leadership. It is one of three components of agriculture education. Agriculture education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The FFA has become well known in recent years. No other national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has served to motivate and vitalize the effective instruction offered to students of vocational agriculture and to provide further training in farmer citizenship and agricultural business.

The letters “FFA” stand for Future Farmers of America. These letters are a part of our history and our heritage that will never change. But FFA is not just for students who want to be production farmers; FFA also welcomes members who aspire to careers as teachers, doctors, scientists, business owners and more. For this reason, the name of the organization was updated in 1988 after a vote of national convention delegates to reflect the growing diversity and new opportunities in the industry of agriculture.

Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education.

FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of agricultural career pathways. So today, we are still the Future Farmers of America. But, we are the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers and Future Entrepreneurs of America, too.

The Kingsburg FFA Chapter is part of the California FFA Association of the National FFA Organization. Kingsburg FFA was chartered in 1930 and is considered a historical part of Kingsburg High School as well as the city of Kingsburg.

Officer's Message

As we move into the 2017-2018 school year it is our goal as an officer team that each and every FFA member here at Kingsburg will find a home in our Ag department. FFA has the ability to help each student develop their passions in life, and ultimately become a better, stronger and more well rounded individual. We encourage and challenge all of our members to step outside of their comfort zones and try something new, while always trying to embody the ideals of the city of Kingsburg, so this year our team has adopted the theme "Rooted in Community."

As we sit here at officer retreat, we realized as a group how excited we are for this next school year. We have a fresh new team, added judging teams, and new improvements being done to the school farm. We are so excited for the activities, contests, banquets, chapter meetings, and opportunities that await each and every one of you. We truly hope that each and every one of you will challenge yourselves to try something new and further develop your premier leadership, personal growth and career success in Kingsburg FFA!

Our officer retreat has given us the opportunity to think about the type of leaders we would like to be. We have been able to plan our individual as well as our chapter goals, and we have been able to become more unified as a team. Just as FFA continues to evolve over time, we want our chapter to grow and change to meet the needs of our members. That's YOU! We always want you to feel welcome to send us feedback and comments regarding activities you would like to see in the chapter.

The Kingsburg community is a major supporter of our school as well as our FFA chapter. They support all of our endeavors, and it's time for us to give back. We hope that you will get out into the community and represent Kingsburg FFA to the best of your ability. Our chapter has planned a variety of community service activities in order for you to volunteer your time and give back to our community.

Finally, we challenge you to make the most out of this school year. We have all been blessed with the ability to attend Kingsburg High School, and we are very appreciative of the people and opportunities that have been brought into our lives. Get involved, and you never know what opportunities will be brought into your life!

Sincerely,

Zoya Bridgett
Morgan Alicia Brooklynn
Karly Mason Tara

Zoya, Bridgett, Morgan, Alicia, Brooklynn, Karly, Mason and Tara
2017-2018 Chapter Officer Team



KINGSBURG FFA
HOME OF THE VIKINGS

Advisor's Message

Welcome to the Kingsburg High School Agriculture Department!

Our chapter officers have planned an exciting year for our students and we couldn't be more proud. One of their new ideas for our chapter is a website that each student would be able to continually access for information. On the site, students will be able to view chapter history, information about the officers, competition results as well as forms and applications for different activities and events. Our chapter officers are working hard to reach every one of our students, and leave a lasting effect on our chapter.

The FFA is an amazing organization; in fact, it is the largest youth leadership organization in the world! There are students all over the United States and beyond doing many of the same things you are; growing and excelling as young leaders. You too can become a young leader through your participation and with the help and guidance provided by the advisors and officers. The *Program of Activities* is an outline and history of the activities and accomplishments to be undertaken by the Kingsburg FFA Chapter. This *Program of Activities* can be used to assist you with developing an individualized leadership plan, however, the main purpose behind the *Program of Activities* is to establish cooperative group action and develop student responsibility. Without group cooperation and responsibility, neither labor nor knowledge can accomplish much.

As we continue to increase our number of students, we strive to make improvements to our facility. A major improvement for this school year will be additions onto the school farm. Throughout the course of the year you may see a variety of construction projects out there that will ultimately improve each student's Kingsburg FFA experience. An additional animal barn, with covering, attached feed storage and a squeeze chute will be completed by the end of spring break. A new pig barn will be going in by the end of the school year and the old pig barn will be converted into small animals. Finally, the greenhouse, and shade house area are back up and running.

This is going to be a fast-paced and memorable year for students involved in Kingsburg FFA! It is our sincere hope that you will join us as at chapter meetings and participate in the many opportunities available through the agriculture program. Jump aboard on this fantastic journey as Kingsburg FFA continues to provide our students with opportunities that will allow all of them to succeed, long after they leave our classrooms.

Sincerely,



Brian Donovan
Ag Instructor/ Department Head



Amanda Ferguson
Ag Instructor/ FFA Advisor



Natalie Sanchez
Ag Instructor/ FFA Advisor

2017-2018 Chapter Officer Team



President: Zoya Sihota

Hello! My name is Zoya Sihota and I am serving as the Chapter President. I am currently a junior at Kingsburg High, and I've been in the Ag program for three years. Being a part of the FFA program has helped me grow as a leader, and I'm grateful for all the opportunities it has given me. I've been involved in public speaking contests, CDEs, and judging teams. For my SAE projects I've raised animals for the Big Fresno Fair and I work on my family's walnut orchard. I'm dedicated to serving my chapter, and I hope to inspire our members to get involved and take advantage of all the opportunities that FFA has to offer. It's truly an honor to serve our chapter and its members!



Vice-President: Bridgett Singleton

Hello! My name is Bridgett Singleton and I am a senior at Kingsburg High School. I am blessed to be serving as the chapter vice-president. This is my fourth year involved in Kingsburg FFA. Over the years my SAE's have included three dairy heifers, one steer, two sheep, and one rabbit. My most recent SAE is working at a wedding venue pruning roses, and water flower beds. I've also participated in tree pruning, vine pruning, vet science team, creed team, and impromptu. Before FFA I was shy but now after my involvement I enjoy public speaking and getting to meet so many new people. I love meeting other members and being a part of such an amazing organization.



Secretary: Morgan Waldner

Hello! I am Morgan Waldner and I am a senior at Kingsburg High School, currently serving as the Chapter Secretary. My involvement in agriculture began with 4-H, starting in the sixth grade. As I grew older, I decided to carry on my involvement in agriculture by enrolling in agriculture courses and participating in FFA. My passion for the FFA and my chapter's members has only been strengthened through the years with my participation on the officer team, meeting activities, and leadership opportunities! A few things I enjoy are singing in my school's jazz choir, participating on the dairy judging team, and meeting new people! I hope to always be an inspiration and role model to the members of Kingsburg FFA and other members of the State Association.



Treasurer: Alicia Aguirre

Hello, my name is Alicia Aguirre and I am a senior serving as the Kingsburg Chapter Treasurer. I have been involved in FFA all 4 years of high school and this is my second year serving as chapter treasurer. I'm a passionate member of the organization and I believe it has something to offer for everyone. Through career development events (CDEs) and leadership conferences, I have elevated both my public speaking and leadership skills. I have participated in several CDE's like grape vine pruning, grape vine judging, farm records and BIG. Through involvement in the program I have gotten to know our members and encouraged them to find their niche in FFA. I am proud to be a part of an organization that genuinely wants to see its members succeed and serves them so selflessly.



2017-2018 Chapter Officer Team

Reporter: Brooklynn Young

Hello, I'm Brooklynn Young and I'm a Junior at Kingsburg High School. I'm proud to be serving as the Chapter Reporter for Kingsburg FFA. I was not a part of the Ag industry until later into my elementary school days, and I am so glad to be involved now. I enjoy being involved in my church, school, tennis team, and chapter. My favorite CDE events are Tree Pruning and Nursery Landscape. I enjoy public speaking contests, such as the Job Interview Contest. My SAEs have included a market lamb, a dairy heifer, and a nursery project. FFA is a huge part in my life as it has become my home in my high school experience. It holds a dear place in my heart and I'm so lucky to have such an amazing experience in the organization.



Sentinel: Mason Decker

Hi, my name is Mason Decker and I'm the 2017-2018 chapter Sentinel. I am also a Junior at Kingsburg High School and have been enrolled in FFA for three years, and a chapter Officer for two years. I was not involved in anything Ag related until I joined FFA my Freshmen year of high school, and it turned out to be my true calling. My SAE is market rabbits, and I am grateful everyday for the opportunities made available to me through FFA in the past three years. FFA is an amazing organization that has truly changed my life.



Historian: Karly Guerrero

Hello! My name is Karly Guerrero and this year I am fortunate to be serving as our chapter's Historian. I am currently a sophomore at Kingsburg High School. In the past two years, I have enjoyed many public speaking contests, my favorite being Impromptu, CDE teams, and have loved being in each of my Ag Classes. My SAE projects include raising market goats for the Fresno Fair, and shadowing Veterinarians in town, in preparation for my future career. I am so blessed to be part of such an impactful organization. I am thankful to have found my place within our FFA chapter, and to be able to serve and impact each of our members. As I lead by example, I hope that they too may be able to find passion and joy within agriculture.



Chaplain: Tara Fry

Hello, my name is Tara Fry and I am a senior at Kingsburg High as well as the Kingsburg FFA chaplain. FFA has opened up so many amazing opportunities for me. I enjoy public speaking contests, conferences, as well as showing animals. My SAE's for all 4 years have been sheep, rabbits, beef, and dairy. Other activities I participate in outside of FFA are Water polo, swim and 4-H. FFA has so much to offer and I have loved every bit of it, we are just one big family.



Chapter Advisor's

1929-1930	Wiley Hudson
1929-1930	Clarence Smith
1930-1931	Mr. Grar
1931-1933	Mr. Orr
1931-1934	M.A. Schrieber
1935-1962	Truman Frane
1937-1939	William Hanson
1939-1940	Carl E. Palmer
1947-1961	Roy Boucher
1959-1969	Raymond Rhodes
1970-1975	Charles Cekola
1971- 1972	Raymond Rhodes
1973-1980	Noel Sergeant
1974-1976	Terry Lane
1977-1988	David Peters
1980-1993	Charles Parker
1988-1990	Ron Sjostedt
1990-1993	Mike Chedester
1992-1993	Heather Bell
1993-1998	Kevin Koelewyn
1995-1997	David Valdez
1997-1998	Tim Hobby
1998-1999	Jim Brem
1998-2000	Daniella Munnemann
2000-2007	Michael Mederos
2000-2014	Jill Sperling
2007-2008	Brian Combes
2008- Present	Brian Donovan
2014-2015	Alexa Stanton
2015- Present	Natalie Sanchez
2015- Present	Amanda Ferguson



Chapter Advisor's

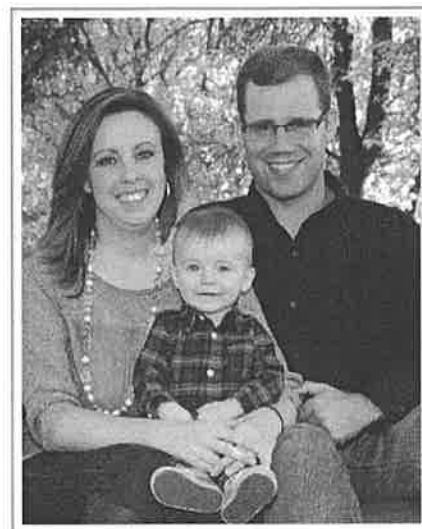
Mr. Brian Donovan

I am Brian Donovan, I have had the pleasure of teaching at Kingsburg High School for 10 years, and serving the last 3 as the Department Chair. I currently teach all of our Agriculture Mechanics classes. I am in charge of a number of our chapter fundraisers, and manage our department budget through several grants that we receive. I enjoy teaching students life lessons that will help to make them productive members of our society. I coach the Agriculture Mechanics and Fruit Tree Pruning CDE teams, and manage an average of 40 students a year exhibiting market hogs. I also help to manage facility upgrades to our school farm with the help of students who do most of the construction. Welcome to our program, and hang on as we try to take over the world!



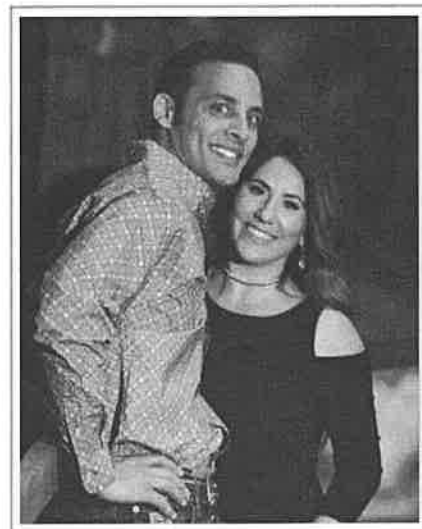
Mrs. Amanda Ferguson

Hi all! I'm Mrs. Ferguson and I consider myself so blessed to be a part of this department. I'm currently on my sixth year teaching and have been at Kingsburg High School since 2015. I currently teach Agriculture Earth Science as well as Horticulture Science. I am the teacher in charge of the chapter officer team and I help the reporter manage the FFA website. I enjoy coaching speaking contests such as Prepared Speaking, Extemporaneous and Job Interview. I coach CDE teams such as Nursery/ Landscape, Best Informed Greenhand, Farm Records and Agriculture Issues forum. For SAE's projects, I am in charge of anything rabbit or beef cattle related. Welcome to Kingsburg FFA, find your niche and enjoy the ride!



Mrs. Natalie Sanchez

Hello Everyone! I am Mrs. Sanchez. I am one of the fortunate ag teachers who gets to be a part of such a great department. I am currently in my fourth year teaching, where my career started at Kingsburg High School in 2014. I currently teach Introduction to Agriculture, Agriculture Biology, Advanced Animal Science, and Agriculture Sales. I am the advisor for Market Lambs, Market Goats, and Dairy Replacement Heifers. I enjoy coaching CDE teams such as vine pruning, vine judging, and dairy cattle judging. I also coach speaking contents, such as creed and impromptu. I look forward to continuing to be inspired by the students that surround me. Kingsburg FFA is a great place to be.



District Administration

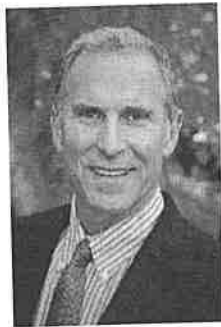
Kingsburg Unified Board of Trustees

Brent Lunde, President
Johnie Thompson, Clerk
Rick Jackson, Member
Mike Serpa, Member
Steve Negle, Member



KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

Kingsburg Unified Administrators



Don Shoemaker
Superintendent



Kingsburg High Administration and Office Staff



Ryan Phalen
Principal



Ivan Nunez
Assistant Principal



Thom Sembritzki
Vice- Principal
Athletic Director



Marlene Pavlina
Counselor



Heather Apgar
Counselor



Doug Davis
Activities Director



KINGSBURG FFA
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Community Support

Kingsburg High School- Ag Advisory Committee

The function of the Advisory Committee is to provide advice on the design, development and operation of the Kingsburg High School Agriculture Department. Additionally, the committee provides support and evaluates the progress of the department. The advisory Committee is comprised of representatives from the community, business partners, post-secondary educational institutions and parents.

Tim Morris
Jeff Bortolussi
Frank Tebeau

Lance Jackson
Jesus Ureta
Makala Gardner

Kevin Esau (Chair)

Kingsburg High School- Ag Boosters

The Kingsburg Agriculture Boosters is a group of parents, Kingsburg FFA alumni and community members who wish to support the agriculture program. This group meets throughout the year to plan and carryout fundraising activities. The money raised by the Agriculture Boosters is used to support the students in the agriculture program throughout the year. Ag Boosters meets on the first Monday of every month at 6:30pm in room 51.

Jimmy Trigueiro, President
Mark Young, Vice-President
Lisa Wilson, Secretary
Jenny Saubert, Treasurer
Marci Carter, Publicity



East Fresno-Madera Section Officers



President: Makaila Hall, Immanuel FFA

Vice-President: Morgan Waldner, Kingsburg FFA

Secretary: Cody Heirendt, Sierra FFA

Treasurer: Sierra Shoemaker, Selma

Reporter: Garrett Alford, O'Neals- Minarets

Sentinel: Kennedy Newton, Sierra



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San Joaquin Region Officers



President: Matthew Rosa, El Diamante

Vice-President: Lantz Adams, Immanuel

Tony Pena, Independence

Adam Solis, Central,

Brian Phelps, Lemoore

Lindsey Swall, Tulare

Aalexias Woolf, North,

Secretary: Clay Sage, Frontier

Treasurer: Drew Vogt, Immanuel

Reporter: Edith Guijon, Woodlake

Sentinel: Devaughn Walker, Central

California Association Officers



President: Luke O'Leary, San Luis Obispo

Vice-President: Jasmine Flores, Atwater

Secretary: Genevieve Regli, Ferndale

Treasurer: Armondo Nevarez, Holtville

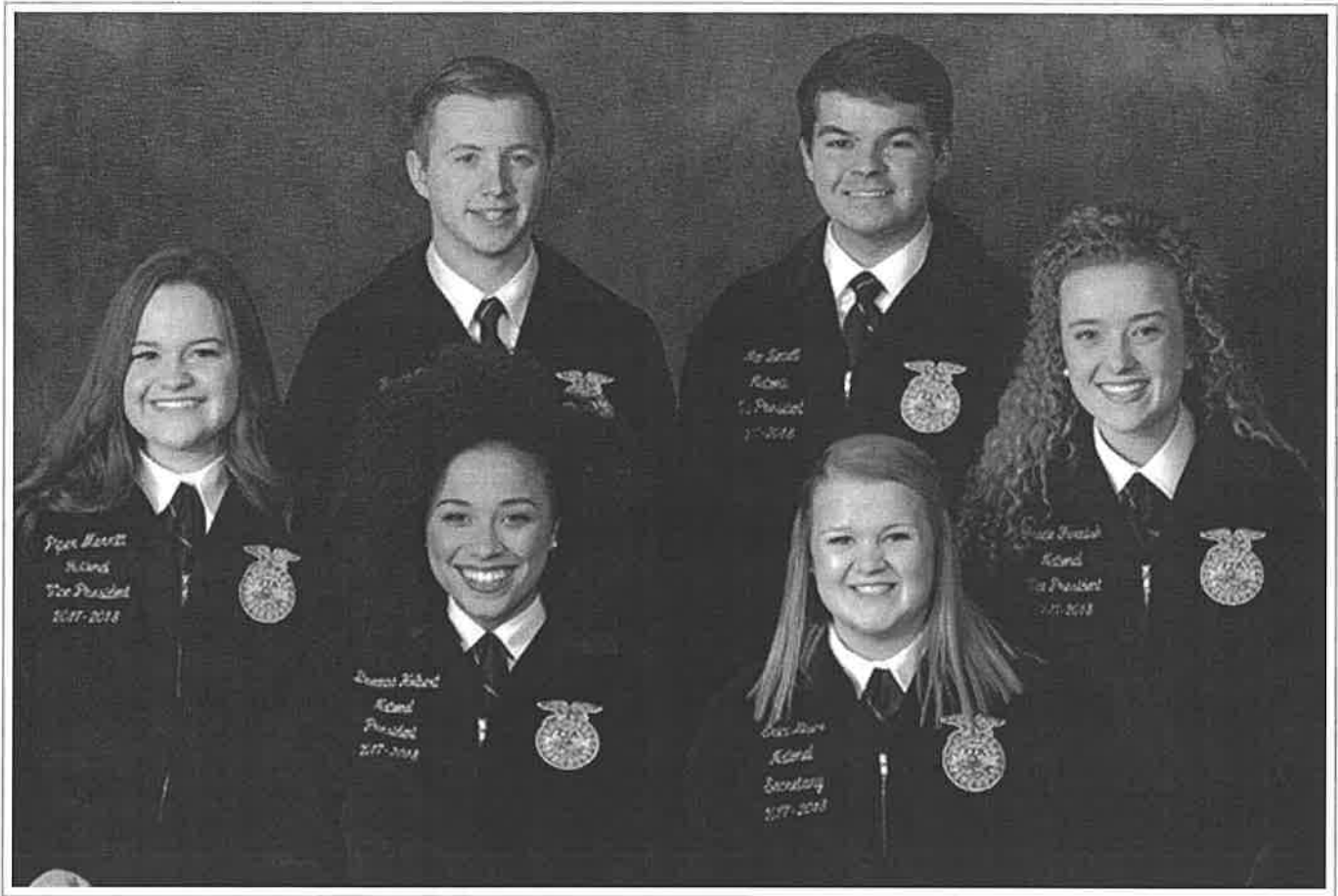
Reporter: Hunter Andrade, Tracy

Sentinel: Bobby Marchy, Turlock



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National Officers



President: Breanna Holbert, California

Secretary: Erica Baier, Iowa

Easter Region Vice-President: Gracie Furnish, Kentucky

Western Region Vice-President: Bryce Cluff, Arizona

Southern Region Vice-President: Ian Bennett, Georgia

Central Region Vice-President: Piper Merritt, Oklahoma

KINGSBURG FFA



Chapter Goals

In August, our officer team holds a summer retreat in order to plan out the upcoming school year and bond as a group. Part of their leadership development process is to come up with three goals they would like to see accomplished in the upcoming school year. The following is the list of chapter goals for the 2017-2018 school year:

Goal #1

Increase participation through CDE's and LDE's

- Utilize positive promotion through social media, google classroom and school bulletins
- Officers should wear polo shirts on days of the meetings
- Evaluate if 60% of the members reached 8 activities in the school year.
- Promote one CDE or LDE at each meeting with a special spotlight and/or video

Goal #2

Stay rooted within our community by creating positive relationships with community leaders.

- Add one community service project that positively impacts a local community assistance program.
- Continue involvement in blanket drive and canned food drive.
- Encourage community service participation to help with members degrees.

Goal #3

Establish a more effective executive committee structure

- Encourage members to apply for one of the three standing committees
- Place 2 officers in charge of each standing committee
- Enhance available subcommittees in order to increase interest and participation.
- Meet monthly, with all executive committee members, outside of the normal FFA meeting time



Chapter Budget

Estimated Income

Income Item	Income Breakdown	Total
Sees Candy Sales	50 students X \$60 Each	\$3,000
T- Shirt Sales	60 shirts sold X \$8 Each	\$480
Ti-tip fundraiser	\$40 Each X 150 Dinners	\$6,000
Lions Club Donation		\$250
Greenhand Conference Student Fee	\$30 X 12 Students	\$360
Total		\$10,090

Estimated Expenses

Expense Item	Expense Breakdown	Total
Sectional Dues	\$100 per year	\$100
Age of the month Plaques	\$12 Each X 9 Months	\$108
Regional Bootcamp	8 Students X \$25 Each	\$200
Spring Regional Meeting Registration	8 Students X \$15 Each	\$120
COLC Registration	8 Students X \$5 Each	\$40
Degree Pins	\$2.25 Each X 100 Pins	\$225
Recruitment Materials and Activities	Varies	\$70
National FFA Week Lunch	\$3 Each X 200	\$600
FFA Week Activities	1 activity X \$15	\$15
FFA Week Prizes	3 prizes	\$50
Officer Shirts	\$20 Each X 8 Officers	\$160
Greenhand Conference	\$30 X 12 Students	\$360
Top 15 Prizes	15 Students \$25 Each	\$375
State Conference Delegates	2 Delegates X \$300 Each	\$600
Officer Retreat	Housing and Food	\$600
Field Day Registration	Varies	\$2000
End of the Year Banquet	Awards, meal and supplies	\$3000
Degree Activity	50 Students \$6 Each	\$300
Welcome Back Activity	\$3 Each X 100 Students	\$300
Meeting Raffle Prizes	\$15 Each X 9 Meetings	\$135
Total		\$9,358

Total Income **\$10,090**

Total Expenses **\$9,358**

Net: **\$732**

** Any monetary amount left over from one year is always rolled over into the next. This gives us a good starting balance in case an expense arises prior to the first fundraiser of the year.

Fundraising Activities

The Kingsburg FFA Chapter is a non profit, self supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year. Some of the main fundraising activities that we participate in are:

Tri-Tip Dinner

Twice a year our chapter will sell family tri-tip dinners in order to offset costs throughout the school year. Dinners are sold over a two week period, and then you can pick up your dinners at a specified time from the Ag department. Dinners sell for \$40 and are guaranteed to feed a family of four. Your ticket includes, one whole seasoned and cooked ti-tip, one quart of rice pilaf, one quart of green beans, and four dinner rolls. Be on the look out for tickets sold during the months of November and April.

In September we will host a ti-tip dinner fundraiser specifically for students showing at the fair. Once the dinner is finished profits are divided amongst the fresno fair students who sold dinners in order to offset project costs. Our students typically do really well with this fundraiser and in some cases participating in this fundraiser has had the ability to make or break a student's profits on their fair project.

Sees Candy

During the months of November and December our chapter participate in a Sees candy fundraiser. Students can pick up order forms from their Ag teacher, pre-sale the candy and return by the specified date. All candy orders will be available for pick up from the Ag department prior to winter break. In most cases, this makes easy and convenient christmas gifts for the individuals who you may not know what to get them.

T-Shirt/ Sweatshirt Sales

Every fall our chapter will design and market a new t-shirt and sweatshirt. The design will feature the school year as well as the FFA logo somewhere in it. These are pre-sold, and then they will typically come in within about 3 to 4 weeks.

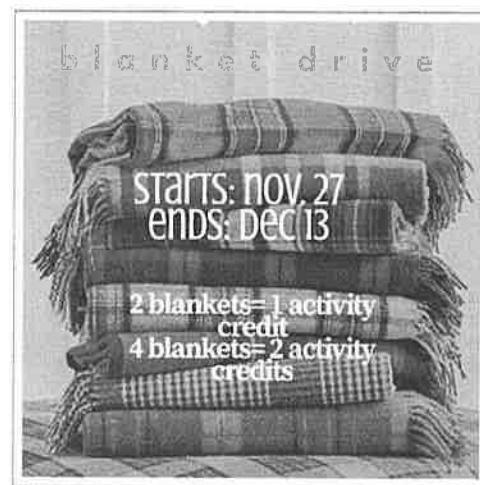


Community Service Activities

In an effort to make a positive difference in the community, the Kingsburg FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Kingsburg community a better place to live and work. Some of these activities include the following:

Winter Blanket Drive

There are many families in our area in need of good winter items. Our school works with local elementary districts to locate and assist needy families during the winter months. Each club or group on the Kingsburg campus takes on collecting various items for each family. FFA typically collects blankets. These can be new or gently used, and it is our goal for each family to receive one blanket for each individual in their household. In 2015 our chapter collected and distributed over 200 blankets to local families.



Spring Canned Food Drive

In April our chapter will host a canned food drive to benefit KCAPS (Kingsburg Community Assistance Program). Students will participate by bringing in ten cans in exchange for one activity credit. At the completion all canned and dry good items will be delivered to KCAPS to benefit local families.

Meals of Hope

In the spring, in association with the Meals of Hope organization, our chapter plans to participate with a local meal packing event. Meals of hope strives to bring communities together in order to fight hunger. Members can participate through locating meal sponsors and possibly attending the meal packing event held in March. Our goal is to contribute over 10,000 meals to the Fresno Food Bank.

Chapter Constitution

Article I. Name and Purpose

Section A. The name of the organization shall be the "Kingsburg FFA Chapter."

Section B. The purposes for which this chapter was formed are as follows:

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

Article II. Organization

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

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

Article III. Membership

Section A. Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B. The regular work of this Chapter shall be limited to the Active Membership.

Section C. Honorary Membership in this Chapter shall be limited to those individuals who have received 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) They show an interest in and take part in the affairs of the chapter.
- 2) They are a true representative of the FFA as perceived by the Chapter Executive Committee.
- 3) They are academically eligible to participate in activities according to the policy as established by the Kingsburg High School District Board of Trustees.

Section E. Names of applicants for membership shall be filed with the Chapter Secretary.



Chapter Constitution

Article IV. Emblems

- Section A.** The emblem of the FFA shall be the emblem for the Chapter.
- Section B.** Emblems used by members shall be designated by the National FFA Organization.

Article V. Membership Degrees and Privileges

- Section A.** There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree.
- Section B.** All members holding the Greenhand FFA Degree are entitled to wear the bronze emblem pin, all members holding the Chapter FFA Degree are entitled to wear the silver emblem pin, all members holding the State FFA Degree are entitled to wear the gold emblem charm, and all members holding the American FFA Degree are entitled to wear the gold emblem key.
- Section C.** Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.
- Section D.** Chapter Officers 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, Historian and Chaplain. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The Officers shall perform the following duties:
- 1) The President shall preside over and conduct meetings according to accepted parliamentary procedure, keep members on the subject and within the time limits, represent the Chapter in public and at official functions, coordinate Chapter efforts by keeping in close touch with the other Officers and Advisor(s), preside over meetings and meet beforehand with advisors to set-up and type agenda.
 - 2) The Vice President shall assist the President when needed, oversee committee work, preside at meetings in the absence of the President, appoint committees and serve on them as an ex-officio member to them, and work closely with the President and chapter advisors to assess progress toward meeting chapter goal.
 - 3) The Secretary shall prepare the agenda for each chapter meeting, prepare and read the minutes of each chapter meeting, attend to official correspondence, count and record rising votes when taken, prepare chapter membership records, issue membership cards, and call meetings to order in the absence of the presiding officer.
 - 4) The Treasurer shall assist chapter advisors with receiving, recording and depositing FFA funds, assist in preparing the chapter budget, maintain the financial records of the chapter, present a financial report at each chapter meeting, serve as the chair of the fundraising committee, and



Chapter Constitution

- submit all bulletin announcements.
- 5) The Reporter shall work with local newspapers, radio, television, and service clubs to get information about chapter events/activities out to the community. The Reporter shall write articles for the FFA New Horizons magazine, prepare a Chapter Newsletter for publication with the assistance of the Advisor(s), and serve as the chapter photographer and prepare slideshow presentations.
 - 6) The Sentinel shall set up the meeting room and care for Chapter paraphernalia and equipment, attend the door during meetings and welcome visitors, reserve the meeting room and see that it is comfortable, take charge of candidates for degree ceremonies, and assist with special activities and refreshments, assist the President in maintaining order during meetings/activities, and announce the Shining Star award recipients at chapter meetings.
 - 7) The Historian shall prepare displays of chapter activities, assist the Reporter with photography and writing articles for the media, and welcome members and guests at official functions (along with the Sentinel). The Historian will also be charged with maintaining the Point Awards Chart and keeping it updated at all times with the assistance of the advisor(s). Only Sophomores can serve as the Chapter Historian.
 - 8) The Chaplain shall prepare invocations for banquets and meetings, contact and meet with speakers before all chapter meetings, contact and reserve post-meeting activities, and make posters to publicize upcoming events. The office of Chaplain is open to Sophomores, Juniors, and Seniors.
 - 9) The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Historian in preparing the Point Award Chart and assist the Chapter Reporter in preparing the Chapter Newsletter.

Section B. Officers of the Kingsburg FFA shall be elected and announced annually at the May meeting. Applications will be made available to members and be due two weeks prior to the May meeting. The applications will be screened by a committee consisting of senior officers and the chapter advisor(s). Selected applicants will be interviewed by a committee consisting of senior officers, the chapter advisor(s), and others as selected by the chapter advisor(s). After each candidate is interviewed, the committee shall determine the slate of candidates for the ballot. This may be done in one of two ways, depending on the number of candidates and/or the preference of the committee:

- 1) The ballot will consist of two applicants slated for the offices of President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian and Chaplain. Each slated candidate may slide once to an office below the office for which they are slated.
- 2) The committee may select candidates to be placed on the ballot but not



Chapter Constitution

slate them for a particular office. All candidates on the ballot will give election speeches at the May meeting. The chapter will then vote for the individuals that they want to hold officer positions for the upcoming school year. After the election, the elected individuals will meet with the chapter advisor(s) to decide who will fill each officer position.

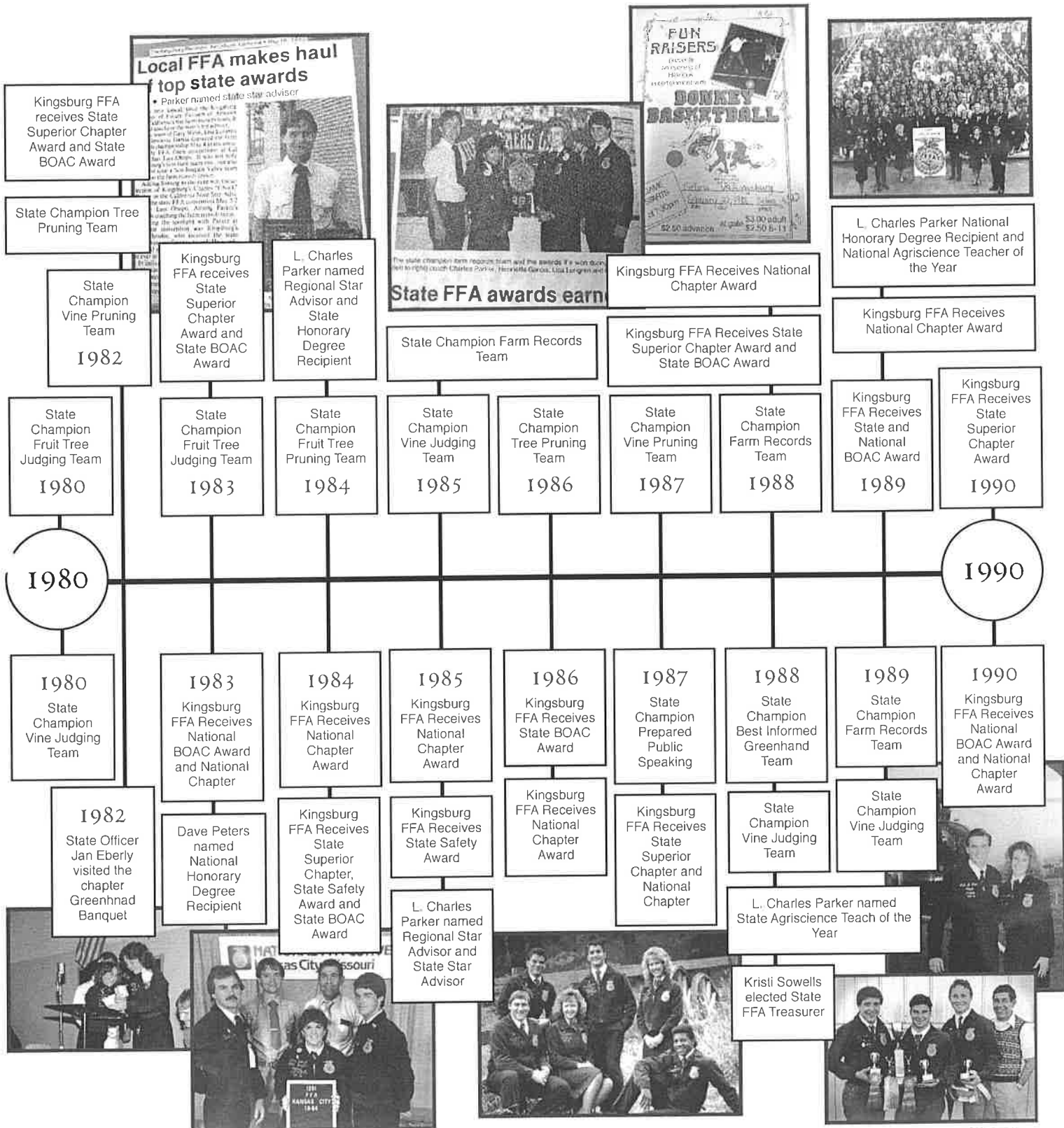
- Section C.** To be eligible to run for Chapter Office you must:
- 1) Hold Chapter FFA Degree. Freshmen holding the Greenhand FFA Degree may run for the office of Historian
 - 2) Two weeks prior to the election the applicant's application must be turned in to the Advisor(s). If application is not in on time, the applicant will forfeit.
 - 3) Be in good standing with the Chapter as outlined in Article III, Section D of the Kingsburg FFA Constitution.
 - 4) Must be academically eligible when his/her serving term begins.
- Section D.** The Chapter Officers, with the exception of the President, whose vacancy shall be filled by the Vice President, shall appoint all Officer vacancies during the term.
- Section E.** An officer can be removed from the officer team at any time for conducting himself/herself in a manner that is unbecoming of a chapter officer as determined by the fellow officers and advisor(s). (Possible examples include but are not limited to: Not fulfilling duties as required by the Constitution, not portraying the image of a FFA member as established by the Chapter Executive Committee, losing respect of fellow Chapter Officers, Members, Advisor(s), or the community.) The vote to remove an officer must be carried by the majority of the Chapter Executive Committee.
- Section F.** An Officer missing a meeting, leadership conference, or other responsibility must provide an explanation to the chapter advisor(s) one day prior to the event, except in uncontrolled circumstances or extreme emergencies.
- Section G.** Any Officer who is placed on academic probation will be forced to resign, in writing, at the first appropriate FFA Chapter Executive Committee meeting. In this case, the office will be filled as seen fit by the remaining chapter officers and advisors.

Kingsburg FFA Chapter History

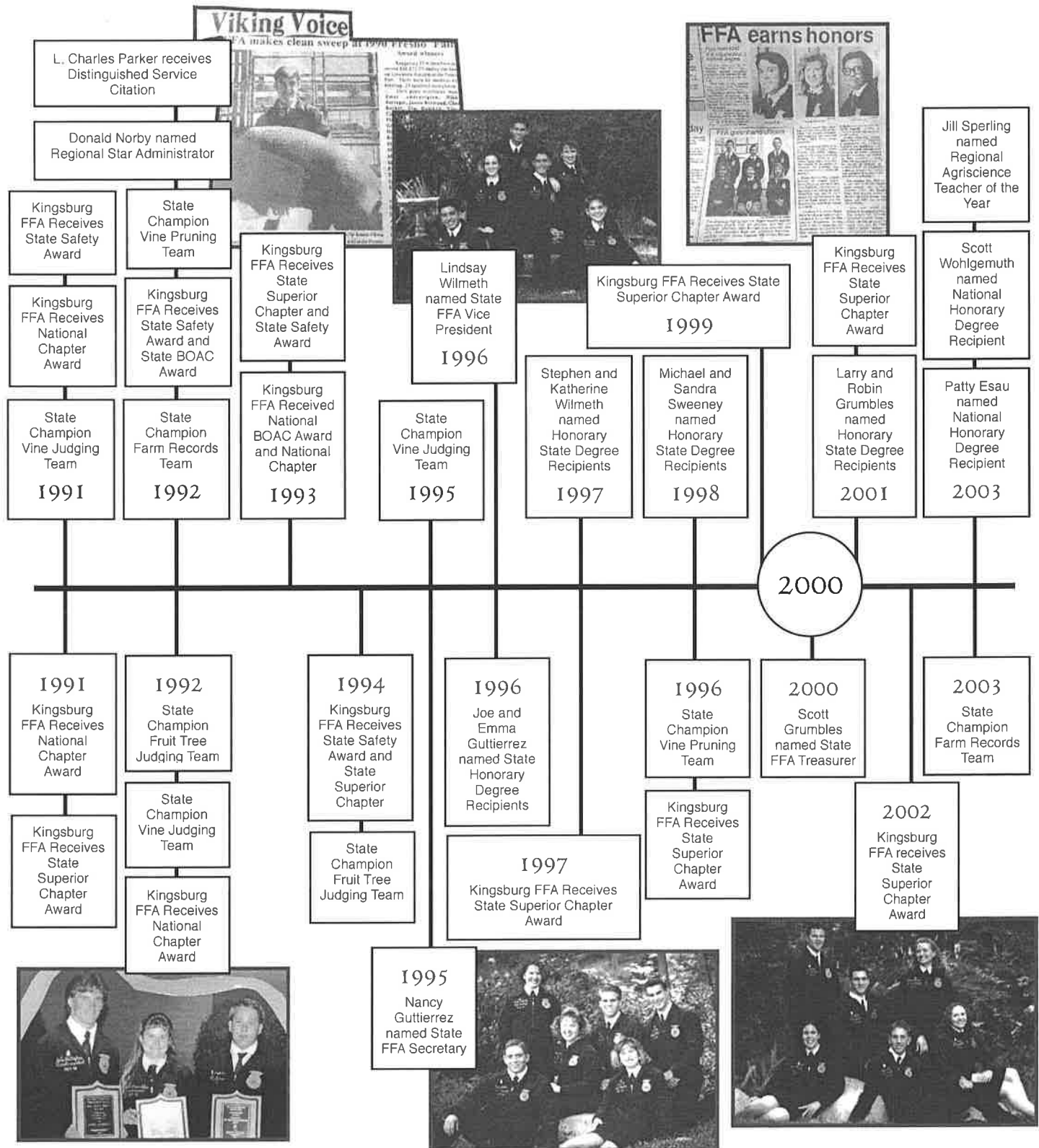


KINGSBURG FFA
HOME OF THE VIKINGS

Kingsburg FFA Chapter History

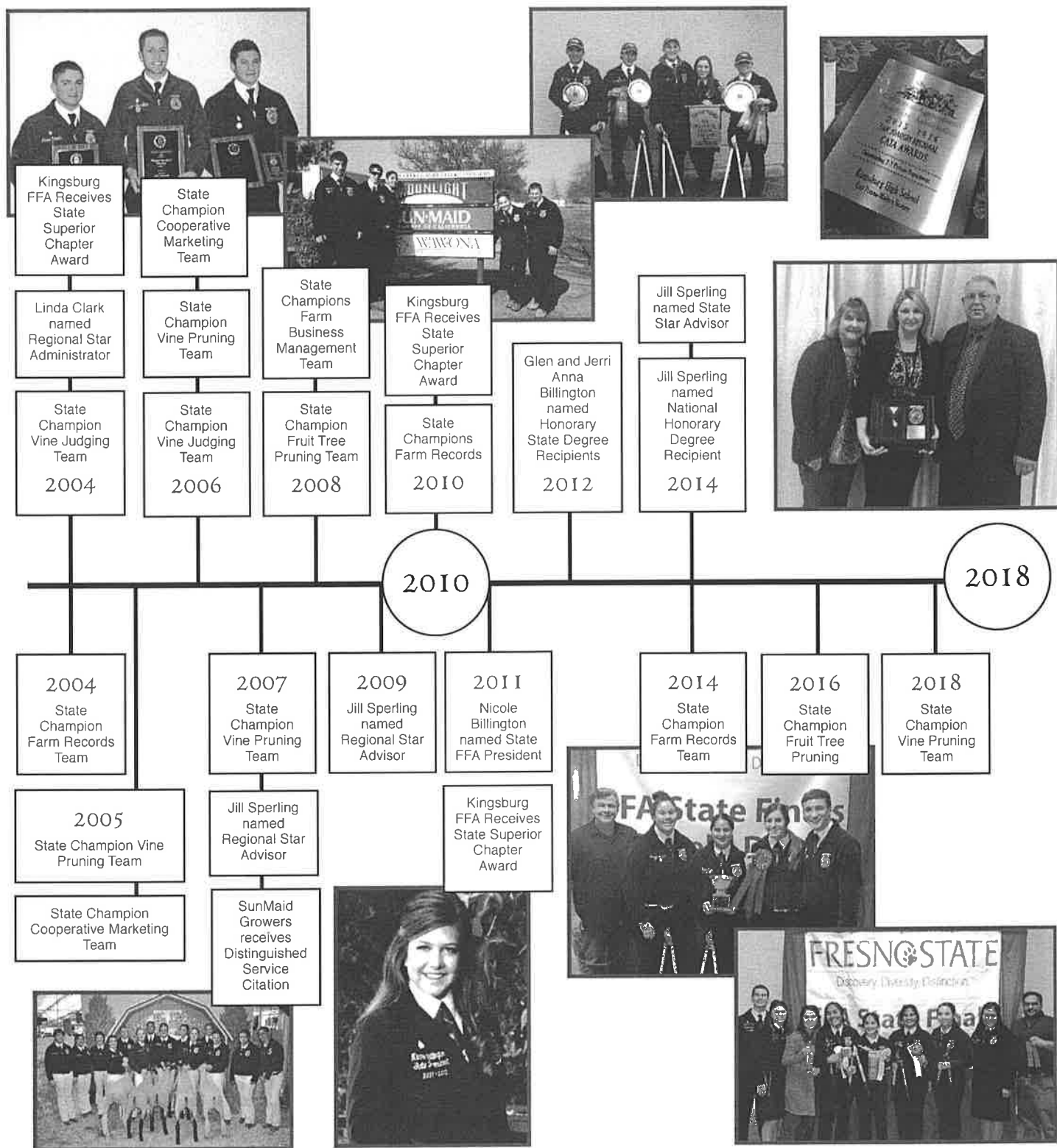


Kingsburg FFA Chapter History



KINGSBURG FFA
HOME OF THE VIKINGS

Kingsburg FFA Chapter History



Past Officers, Chairs and Delegates

California State FFA Officers from Kingsburg FFA

1961-1962	Don Tiner	Treasurer
1985-1986	Lisa Lungren	Reporter
1988-1989	Kristi Sowell	Treasurer
1992-1993	Stephanie Wilmeth	Reporter
1995-1996	Nancy Gutierrez	Secretary
1996-1997	Lindsay Wilmeth	Vice President
1999-2000	Scott Grumbles	Treasurer
2011-2012	Nicole Billington	President



Nicole Billington
2011-2012 State FFA
President

Regional FFA Officers from Kingsburg FFA

1960-1961	Don Tiner	Vice President
1979-1980	Steve Jackson	Sentinel
1982-1983	Elaine Osborne	Reporter
1982-1983	Valerie Swanson	Sweetheart
1983-1985	Lisa Souza	Vice President
1985-1986	Henrieta Garcia	Secretary
1986-1987	Henrieta Garcia	President
1986-1987	Kristi Sowell	Sentinel
1987-1988	Kristi Sowell	President
1987-1988	Dawn Gardner	Reporter
1988-1989	Thomas Young	Treasurer
1988-1989	Dawn Gardner	Vice President
1989-1990	Chris McMahon	Vice President
1990-1991	Stephanie Alvarez	Secretary
1990-1991	Stephanie Wilmeth	Vice President
1991-1992	Stephanie Wilmeth	Secretary
1991-1992	Alex Gutierrez	Sentinel
1992-1993	Zmer Andranigian	Vice President
1993-1994	Betty Gomez	Secretary
1993-1994	Nancy Gutierrez	Sentinel
1994-1995	Lindsay Wilmeth	Reporter
1994-1995	Joan Boyd	Vice President
1994-1995	Nancy Gutierrez	President
1996-1997	Karyn Perry	Reporter



1996-1997 State Officer Team



1999-2000 State Officer Team



KINGSBURG FFA
HOME OF THE VIKINGS

Past Officers, Chairs and Delegates

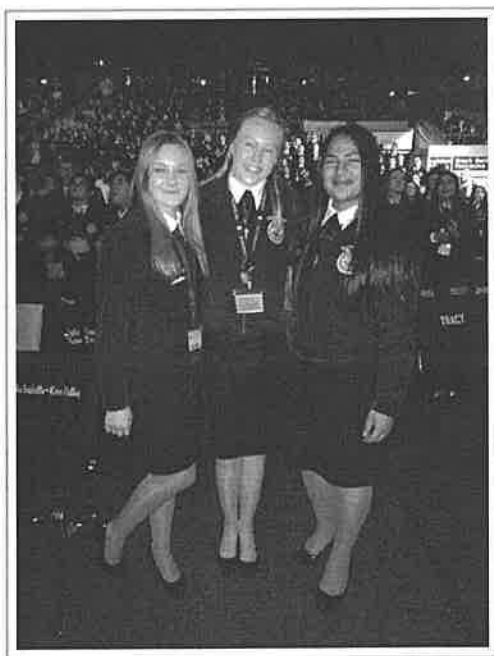
1997-1998	Scott Grumbles	Treasurer
1998-1999	Scott Grumbles	Treasurer
1998-1999	Kristen Callens	Vice President
2000-2001	Heather Seaward	Vice President
2001-2002	Steven Brett	Vice President
2004-2005	Cody Penfold	Vice President
2008-2009	Shelbi Kautz	Vice President
2014-2015	Brent Oge	Vice President
2015-2016	Brent Oge	Sentinel

Committee Chairs and Delegates

1992-1993	Zmer Andranigian	National FFA Delegate
1992-1993	Betty Gomez	National FFA Delegate
1992-1993	Stephanie Wilmeth	National FFA Delegate
1992-1993	Betty Gomez	State Nominating Committee
1993-1994	Betty Gomez	National FFA Delegate
1993-1994	Stephanie Wilmeth	National FFA Delegate
1994-1995	Lindsay Wilmeth	State Program Evaluation Committee Chair
1995-1996	Nancy Gutierrez	State Constitution and ByLaws Committee Chair
1995-1996	Joan Boyd	State Courtesy Corps Committee Chair
1995-1996	Nancy Gutierrez	National FFA Delegate
1996-1997	Karyn Perry	State Best Informed Sub-Committee Chair
1996-1997	Nancy Gutierrez	National FFA Delegate
1996-1997	Lindsay Wilmeth	National FFA Delegate
1996-1997	Lindsay Wilmeth	State Program of Work Sub-Committee Chair
1996-1997	Katie Arnst	State Sacramento Leadership Sub-Committee Chair
1997-1998	Scott Grumbles	State Chapter Officer Conference Committee Chair
1997-1998	Kristen Callens	State Conference Sessions Committee Chair
1997-1998	Lindsay Wilmeth	National Delegate
1998-1999	Kristen Callens	National Delegate
1998-1999	Scott Grumbles	National Delegate
1999-2000	Scott Grumbles	National Delegate
1999-2000	Scott Grumbles	State Finance and Audit Committee Chair
1999-2000	Heather Seaward	State Budget Committee Chair
1999-2000	Kellie Penfold	State Constitution Committee Chair

Past Officers, Chairs and Delegates

2000-2001	Scott Grumbles	National FFA Delegate
2001-2002	Kristen Seaward	State Program Evaluation Committee Chair
2002-2003	Cody Penfold	State Greenhand Conferences Committee Chair
2003-2004	Cody Penfold	State Courtesy Corps Committee Chair
2003-2004	Cody Penfold	National FFA Delegate
2004-2005	Cody Penfold	State Nominating Committee Member
2006-2007	Brenton Helm	State Nominating Committee Member
2008-2009	Madelyn McCracken	State FFA Public Relations Committee Chair
2008-2009	Alexandra Brandon	State Saturday Night Bash and Dance Committee Chair
2009-2010	Jennifer Woods	State Active Member Committee Chair
2009-2010	Nicole Billington	National FFA Delegate
2009-2010	Shelbi Kautz	National FFA Delegate
2009-2010	Nicole Billington	State Nominating Committee Member
2011-2012	Nicole Billington	National FFA Delegate
2012-2013	Nicole Billington	National FFA Delegate
2012-2013	Nicole Billington	State FFA Nominating Committee Chair
2014-2015	Brent Oge	National FFA Delegate
2016-2017	Hena Sihota	State Nominating Committee Member



2017 State FFA Convention
Jenell Mull and Morgan Waldner (Left and Middle) served as the voting representatives of our chapter. Hena Sihota (right) had the honor of serving on the State Nominating Committee.



American FFA Degree Recipients

1965	David Jackson	2004	Debbie Bolton	2013	Austin Moore
1966	John Cederquist		Ricci Pedro	2014	Rhett Bergman
1984	Travis Fry	2005	Ben Carlson		Mitchell Billington
1985	Robert Bergman		Jessica Graves		Cameron Cates
	Cherri Morton		Amanda Grumbles		Rylan Carter
1986	Rick Carsey	2006	Hector Urets		Kristen Edgerly
	Randy Gardner		Larry Brasil		Makala Gardner
	Tom Henslee		Wesley Carlson		Darren Grant
1987	John Bergman		Kendal Carlson		Anthony Gunlund
	Randy Griffen		Ashlee Orozco		Trent Olson
	Gary Webb		Cody Penfold	2015	Christiano Alves
1988	Tammy Barnes		Vanessa Renwick		Rylan Kirk Carter
	John Hamada		Ashley Silva		Alix Courtney Clarke
	Michael Johnston	2007	Kody Swanson		Gigi Jackson
	Lisa Lungren		Sarah Walls		Noah David Jackson
1989	Kristi Sowell	2008	Adam Avedikian		Shane Michael Serpa
1990	Albino Chapa		Alyssa Carlson		Haylie Sweening
	Candi Grumbles		Breanna Friesen		Carlos Torres
	Michael Peters		Lauren Grumbles	2016	Derek Aslan
	Carlene Thomas		Brenton Helm		Konnor Henslee
1991	Dawn Gardner		Jordan Oakland		Cole Hansen
	Thomas Young		Scott Silva		Kendall Woods
1992	Stephanie Alvarez		Kaleb Smith		Alex Jackson
	Sherri Grumbles		Jesus Ureta		Ty Bamford
	Mark Lungren		Nathan Williams		Sal Ureta
	Chris McMahon	2009	Andre Alves		Ashley Abrahamson
	Stacey Ransom		Casey Berberian		Chad Meheta
1997	Joan Boyd		Kevin Esau		Cody Nash
	Jaime Ervin		Travis Helm		Eli Grant
	Jeff Olsen		James Walls		Jordan Whitehead
	Ryan Sweeney	2010	Shane Cates	2017	Gabriel Castellanos
	Lindsay Wilmeth		Tanner Swanson		Aaron Davis
1998	Jullie Penfold	2011	Nicole Billington		Chris Kent
	Adam Sanchez		Allex Brandon		John Martinusen
1999	Michael Fagundes		Chad Carter		Brent Oge
	Kevin Sweeney		Kierston Gardner		Isreal Sahagun
2000	Scott Grumbles		Matthew Henriksen		Blake Serpa
	Tamara Martinez		Shelbi Kautz		Maddi Vigo
	Jared Penfold		Andrew Mancini		
2001	Jason Fagundes	2012	Kassie Lewis		
	Monique Valdez		Madalyn McCracken		
2002	Heather Seaward		Ernie Perez		
2003	Amber Hallsten		Megan Stone		
	Alison Wohlgemuth		Jennifer Woods		

State FFA Degree Recipients

1932	Arthur Chrtensen	1985	John Bergman	Jared Penfold
1952	Donald Mercer		Tom Henslee	Randine Prine
	Glen Rosender		Jeff Bray	Joe Robiero
1953	Glen Burnett		Carrie Clen	Jacob Woods
	Ronald Hedin		Janke Pinheiro	Monique Valdez
	Clifford Stevens		Mike Johnston	1998 Jason Fagundes
1956	Roy Burnett		Cindi Vargas	Willie Schweizer
	Norman Frane		Lisa Lungren	Kyle Sweeney
	Troy Huckabay		Gary Webb	Josh Valdez
1958	Don Jackson	1986	Rene Barefoot	1999 Kellie Penfold
1961	Tom Marshall		John Hamada	Heather Seaward
	Monte Pinheiro		Chris Miller	Alison Wohlgemuth
	Don Tiner		Tammy Barnes	2000 Steven Brett
1964	John Cederquist		Bill Hammerstrom	Amber Hallsten
	Ken Horn, Jr.		Henrietta Garcia	Amber Morton
	David Jackson		Ryan Huckabay	Tuesdee Silva
1973	Joe Cauwells	1987	Robert San	Katy Swift
1974	Eric Erling		Penny Kicks	2001 Debbie Bolton
	Russell Roberts		Tricia Souza	Thomas Burke
1977	James Ceatano		Michael Esquibel	Lauren Carlson
	David Oriqne		James Morton	Josh Freeman
1978	Michael Swanson		Kristi Sowells	Elisa Hernandez
1979	Bryan Burke		David Gall	Sarina Keylon
	Steve Jackson		Mike O'Really	Joy Paloutzian
	Leonard Killian		David Vart	Ricci Pedro
	Keith McIntyre	1988	Dawn Gardner	Kristen Seaward
1980	Jennifer Derfelt		Mark Locatelli	Michelle Villegas
	Paul Huckabay		Keri Weaver	Brittoni Ward
	Jim Moore		Candi Grumbles	2003 Larry Brasil
	Sonya Orique		Michael Peters	Ben Carlson
1981	Paul Aslan		Matthew Wood	Jessica Graves
1982	Travis Fry		Rebecca Hopper	Amanda Grumbles
	Robert Jackson		Judith Thomas	Chris Okland
	Blaine Osborne		Thomas Young	Vanessa Renwick
1983	Robert Bergman	1989	Albino Chapa	April Schwedler
	Cheri Morton		Bibbie Hinshaw	2004 Ashley Avila
	Karla Franco		Matthew Young	Kendal Carlson
	Valerie Swanson		Jason Coddington	Wes Carlson
	Kent Lindgren		Chris McMahon	Austin Hodge
1984	Marc Borman		Christopher Greer	Rheya Kautz
	Rick Carsey	1997	Kristen Callens	Melanie Mendes
	Julie Danielson		Bo Davis	Breanne Mulvey
	Randy Griffin		Brent George	Kasey Okland
	Lisa Souza		Scott Grumbles	Cody Penfold
	Randy Gardner		Elizabeth Guzman	Ashley Silva
	Stacy Oliveria		Tamara Martinez	Hector Ureta
			Lance Morton	Jacob Zavala



State FFA Degree Recipients

2005	Kyle Bates		Allexandra Brandon		Justine Bratton	
	Emily Berry		Chad Carter		Josie Buller	
	Ahley Bray		Andrew Cornett		Rylan Carter	
	Tyler Carlson		Joshua Fridlund		Cameron Cates	
	Horacio Escoto		Kierston Hardner		Kristine Drennen	
	Kaylee Medico		Matt Jenriksen		Kristen Edgerly	
	Ashley Orozco		Shelbi Kautz		Jarrett Frank	
	Kody Swanson		Andy Mancini		Mikala Gardner	
	Sarah Walls		Madalyn McCracken		Darren Grant	
2006	Adam Avedikian		Dillon Nussbaum		CheyAnne Guerra	
	Alyssa Carlson		Angelina Orozco		Anthony Gunlund	
	Lauren Grumbles		Eric Selfridge		James Howlson	
	Jordan Oakland		Megan Stone		Alecia Moody	
	Kaleb Smith		Chris Wainwright		Jasmine Reed	
	Jesus Ureta		Jennifer Woods		Kellie Ritchie	
	Nathan Williams		Ben Zentner		2013 Ashley Abrahamson	
2007	Andre Alves	2010	Charlie Avila		Christiano Alves	
	Casey Berberian		Hali Burns		Bryan Brandt	
	Jordan Carlson		Ryan Evett		Matthew Duncan	
	Samantha Erling		Haylie Fry		Jacob Garcia	
	Breanna Friesen		Stan Hamilton		Noah Jackson	
	Brenton Helm		Patrick Jackson		Samantha Oliver	
	Travis Helm		Cassie Lewis		Nicole Osbourne	
	Ashley Hennesay		Joshua Miller		Shane Serpa	
	Dustin Pattigan		Ernie Perez		Carlos Torres	
	Zack Raven		Eliseo Ramirez	2014	Derek Aslan	
	Kaita Renwick		Alec Smith		Ty Bramford	
	Nathaniel Silva		2011		Jill Bartel	Alix Clarke
	Scott Silva				Tanner Boyett	Luke Davis
	Wenzdee Silva				Justine Bratton	Eli Grant
	Jamee Stalker				Cassie Brown	Travis Gregory
Holly Upton	Esias Delgado	Cole Hansen				
James Walls	Brett Helm	Brandon Haroldsen				
Janielle Warkentin	Lacy Knight	Zach Heinrichs				
2008	Karly Behymer		Brianna Lewis		Brooke Henricksen	
	Courtney Casaus		Daniel Martinez		Konnor Henslee	
	Shane Cates		Austin Moore		Gill Howison	
	Samantha Drennen		Chelaine Neal		Gigi Jackson	
	Kevin Esau		Kyle Nussbaum		Celeste Jimenez	
	Brian Gai		Trent Olson		Kalli Leal	
	Kelsey Golbek		Michelle Ritchis		Kaylee Lopez	
	Kirsten Lindsey		Valorie Rothgarm		Nick Luzania	
	Sarah Marks		Kyla Starner		Madisen Moore	
	Tanner Swanson		Logan Wilson		Paige Olsen	
2009	Cody Barnes	2012	Rhett Bergman		Mariah Popovich	
	Dylan Berberian		Mitchell Billington		Dominic Portillo	
	Nicole Billington		Brioni Boyajian		Hannah Ransom	



State FFA Degree Recipients

	Jasmine Rojas	Isreal Sahagun	Zoya Sihota
	Ryen Simpson	Nick Salcedo	Hayden Swanson
	Haylie Swenning	Taylor Sanchez	Morgan Waldner
	Sal Ureta	McKenzie Saubert	Brenden Wilson
	Hannah VanVleet	Hena Sihota	Zachary Wilson
	Remington Westlund	Hannah Swanson	Peyton Woods
	Kendall Woods	Madelyn Vigo	Brooklynn Young
2015	Britni Boyajian	Kaitlyn Young	
	Aaron Davis	2017 Alicia Aguirre	
	Shaley Davis-Jackson	Vanessa Berg	
	Colton Eastom	Rebecca Carpenter	
	Grant Garcia	Beth Englebright	
	Elizabeth Hicks	Rachel Freeman	
	Alexander Jackson	Joshua Hager	
	Christopher Kent	Wyatt Jackson	
	John Martinusen	Josiah Morton	
	Chad Mehta	Victor Perez	
	Cody Nash	Zech Popovich	
	Brent Oge	Emily Rocha	
	Alexis Perez	Emily Shelby	
	Brandon Perez	Bridgett Singleton	
	Dalton Pulley	Dylan Stockton	
	Fiona Romans	Samantha Zavala	
	Angel Sanchez	Tara Fry	
	Blake Serpa	Noah Haga	
	Emily Snyder	Lucas Macari	
	Laura Weathers	Chloe McDonald	
	Jordan Whitehead	Jasleen Sihota	
	Mason Young	Allison Trigueiro	
2016	Kalen Abe	2018 Molly Beck	
	Joshua Burch-Konda	Jessica Burch-Konda	
	Gabriel Castellanos	Joshua Chavez	
	Shayla Daniels	Cameron Eastom	
	Reagan DeLong	Marti Jo Guerra	
	Macey Hammerstrom	Jordyn Kesting	
	Jacquelyn Kesting	Heather Loper	
	Jenell Mull	Mary Rooney	
	Ty Muxlow	Mallorie Saubert	



Chapter Membership Roster

Alicia	Aguirre Cisneros	Seth	Davila	Alexis	Hernandez Leon
Gabriela	Aguirre-Cisneros	Mason	Decker	Jorge	Herrera
Angel	Alcala-Viveros	Tyler	DeGroot	Brandon	Hirschfield
Brandon	Alvarez	Isaac	Delgadillo	Hannah	Hjelm
Brady	Alves	Michael	Delgado Jr	Lilliana	Hodges
Gianna	Alves	Vivian	Dias	Darnell	Hollis
Joseph	Alves	Phillip	Diaz	Jackson	Huckabay
Maria	Analla	Sarah	Dorough	Daniel	Huerta
Jason	Andrade	Gabriel	Duarte	Lukas	Irigoyen
Bryan	Angeles Barraza	Makenzie	Duckworth	Dillon	Jackson
Ashanti	Arellano	Cameron	Eastom	Joshua	Jackson
Carter	Aslan	Tanner	Edlund	Samantha	Jimenez
Teresa	Avalos	Trent	Emmersen	Coleson	Jobe
Anna	Ayala	Brandon	Enriquez	Abigail	Johnson
Darius	Ayers	Sarah	Espinoza	Ally	Johnson
Devon	Barela	Cristian	Estrada	Evan	Jones
Jessica	Barraza Suarez	Amber	Fagundes	Jordyn	Kesting
Daniel	Barrios Cortez	Gavin	Fagundes	Rogelio	Lara
Ashley	Bathauer	Justin	Fagundes	Daruiz	Laster
Molly	Beck	Daniel	Fitzgerald	Layne	Lawson
Desiree	Benavides	Justin	Flood	Rene	Ledesma
Vanessa	Berg	Marissa	Flores	Charity	Leyva
Ellicianna	Boss	Nathan	Flores	Heather	Loper
Adam	Bratton	Tara	Fry	Jerralynn	Lopez
Jose	Bravo	Brooke	Gai	Lauren	Lopez
Sydney	Bray	Tatum	Gai	Paige	Lopez
Drew	Brett	Julia	Gamble	Adan	Lozano Alonzo
Evan	Brown	Brandi	Garcia	Alfredo	Lua
Kyle	Brown	Emily	Garcia	Abigail	Lunde
Larry	Buendia	Jason	Garcia	Brandon	Lutz
Megan	Buendia	Joseph	Garcia	Lucas	Macari
Jessica	Burch-Konda	Juan	Garcia	Francisco	Magana
Marissa	Burkhard	Lydia	Garcia	Israel	Mares
Jimmy	Butcher	Victor	Garcia	Halie	Marriott
Logan	Byrum	Michael	George	Trevor	Marriott
Julio	Cabrera	Elijah	Gomez	Brandon	Marshall
Leilani	Caldera	Felicity	Gomez	David	Martin
Arnold	Camarillo	Gerardo	Gonzalez	Eduardo	Martinez
Caleb	Campbell	Ivan	Gonzalez	Jacob	Martinez
Joshua	Campbell	Leila	Gonzalez	Adam	Maxwell
Gabrielle	Cantu	Samuel	Gonzalez	Kaitlyn	McDonald
Rebecca	Carpenter	Katherine	Gordillo	Hunter	Mendoza
Makayla	Castellanos	Elizabeth	Graham	Araceli	Meza-Mojarro
Raymond	Castro	Jacob	Gregory	Owen	Miller
Joshua	Chavez	Marti	Guerra	Dominic	Morales
Tyler	Clifton	Karly	Guerrero	Jonah	Morton
Henry	Colbert	Carolina	Gutierrez	Josiah	Morton
Thomas	Corgiat	Noah	Haga	Maci	Morton
Julian	Cortez-Lopez	Joshua	Hager	McKinley	Morton
Katie	Crawshaw	Michael	Hearn	Caleb	Nelson
Edward	Davidian	Darrick	Hernandez	Taytum	Neves

Chapter Membership Roster

McKayla Nichols
Molly O'Bannon
Morgan Oehlschlaeger
Gabriel Padama
Victoria Palomar
Raine Palomino
Celeste Pantoja
Johnny Pasillas
Nathan Patterson
Nathan Paxton
Micah Payton
Bryan Pedro
Jack Penner
Sydney Penner
Antonio Perez
Kasandra Perez
Priscilla Perez
Sophia Perez
Victor Perez
Kyle Peterson
Abigail Pettitt
Jacob Phillips
Chris Plata
Emma Prieto
John Quiroz
Dominic Ramirez
Jesus Ramirez
Cole Raven
Kalvin Razo-Lopez
David Reimer
Nicholas Rendon
Amber Reyes
Jacob Ribeiro
Jason Rivera
Emily Rocha
Isaac Rocha
Nikki Rocha
Noah Rocha
Angelica Rodriguez
Goobani Rodriguez
Arlie Rogers
Mary Rooney
Jairo Rosas
Jorge Saldana Perez
Nicole Salinas-Gonzalez
Jose Sanchez
Joseph Sanchez
Angelina Santiago
Crystal Santiago
Houston Sasselli
Mallorie Saubert

Tyler Sawatzky
Derek Schaub
Skylyrr Schilling
Stephanie Serrano
Caitlin Shields
Jasleen Sihota
Zoya Sihota
Dawson Silva
Balraj Singh
Bridgett Singleton
Kirsten Singleton
Cory Smith
Elijah Smith
Maya Solorio
Arely Soria
Esperanza Soto
Samuel Soto
Blake Spomer
Jadon Spomer
Megan Stahl
Dylan Stockton
Hunter Stone
Mason Stone
Tyler Stone
Hayden Swanson
Joshua Tartaglia
Jacob Torres
Antonette Tracy
Cassandra Trevino
Allison Trigueiro
Taylor Trigueiro
Kaylee Urista-Orozco
Thomas Valencia
Elijah Vara
Pearl Vargas
Tyler Vasquez
Tatiana Vasquez Vasquez
Chris Vazquez Fuentes
Emmanuel Ventura
Mikayla Vierra
Angela Villalbaz
George Villalobos
Keelia Villarreal
Lauren Vorhees
Mason Waldner
Morgan Waldner
Wyatt Ward
Riley Wasson
Lauren Wilkins
Kayla Williams
Bryan Williamson

Jaedon Willis
Brenden Wilson
Faith Wilson
Zachary Wilson
Maci Wood
Peyton Woods
Kailee Wright
Brooklyn Young
Chris Young
Cole Young
Brennan Zavala
Samantha Zavala

Kingsburg FFA Membership Statistics

2017-2018 Membership
= 267 Students

2016-2017 Membership
= 253 Students

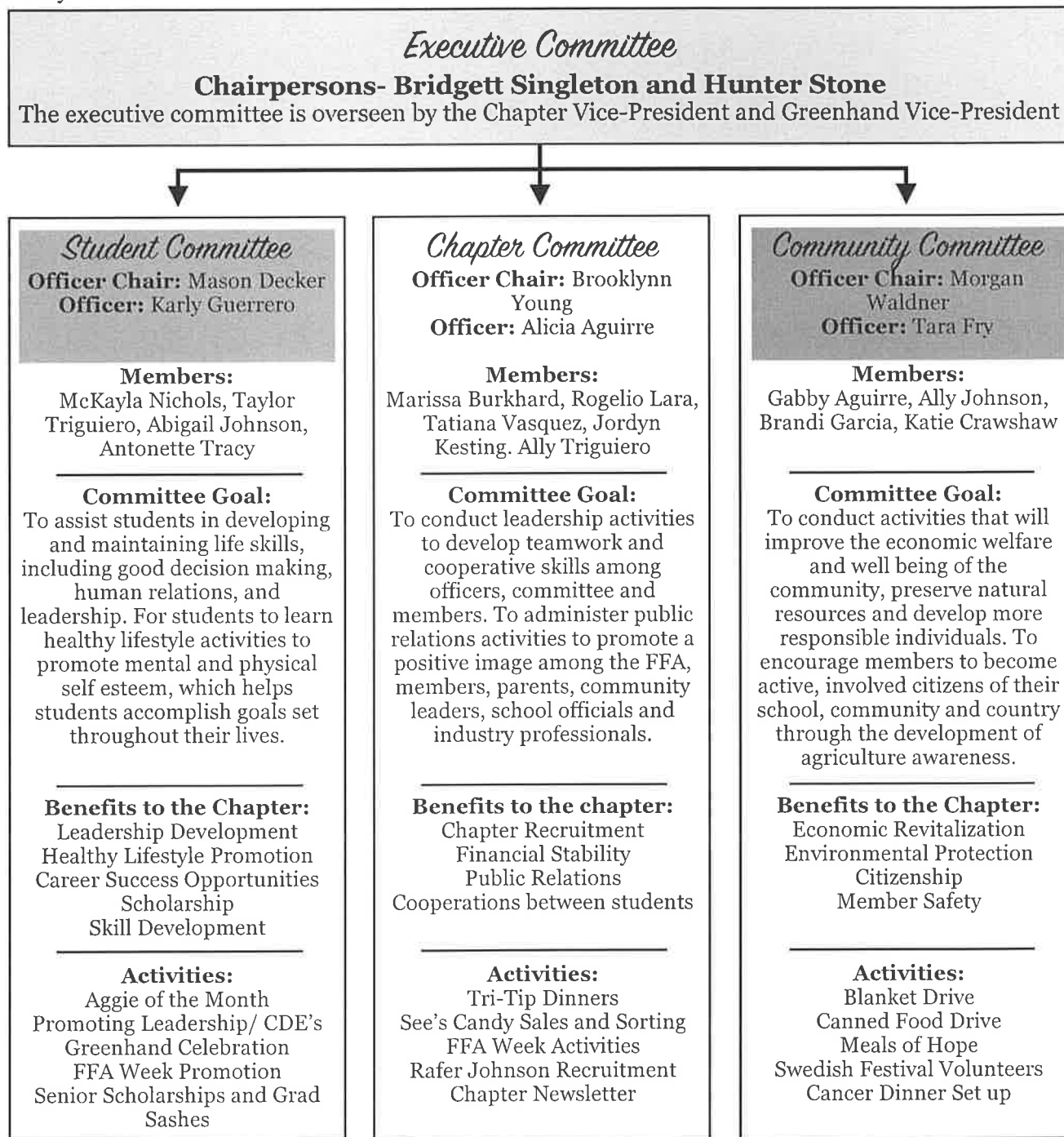
2015-2016 Membership
= 280 Students



KINGSBURG FFA
HOME OF THE VIKINGS

Committee Structure and Goals

FFA committees are an excellent way for all students to have the opportunity to get involved in a leadership role. Committees meet once per month, on the last Monday before the FFA meeting. Each committee is responsible for the planning and reporting on it's various activities. Committees are kept under this general umbrella term known as the "executive committee" and break down further from there. There are three main committees: Student, Chapter and Community. Each has it's own goals and set of activities. Each main committee can break down into subcommittees depending on the goal and activity.



Committee Objectives and Plans

Student Committee

Officer Chair: Mason Decker

Objectives and Plans:

- I. **Goal #1:** Celebrate the success and potential of members in Kingsburg FFA
 - A. An Aggie of the month will be selected and celebrated at each FFA Meeting
 - B. Seniors will apply to receive their graduation sash as well as recognition at the FFA Banquet
 - C. FFA members will be sent invitations to the FFA Meeting during the month of their birthday
- II. **Goal #2:** Encourage involvement of all members
 - A. Committee will plan an ice cream social for all freshman members and a back to school BBQ for all members during the first week of school
 - B. Committee will promote CDE's and LDE's through activity spotlights at chapter meetings
- III. **Goal #3:** Encourage student achievement and academic excellence
 - A. Organize and hold multiple record book workdays throughout the year to assist student in applying for degrees and proficiencies.
 - B. Seniors will be encouraged to apply for both local, state and national scholarships

Committee Quality Standards

Leadership	Committee will plan activities that help the individual develop technical, human relations and decision making skills to grow as leaders.
Healthy Lifestyles	Committee will plan activities that promote the well-being of students mentally or physically, in achieving the positive evolution of the whole person.
Scholarship	Committee will plan activities that develop a positive attitude toward lifelong learning experiences.
Personal Growth	Committee will plan activities that improve the identity and self-awareness of members. These activities should reflect members' unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life and contribute to members' life goals and development.
Career Success	Committee will plan activities that promote student involvement and growth through agriculture involvement and growth through agriculture related experiences and/or entrepreneurship and promote career readiness.

Possible Subcommittees

National FFA Week
Back to School Socials
AET Support
Graduation Sash Recognition

Aggie of the Month Recognition
Birthday Recognition
Greenhand Committee



KINGSBURG FFA
HOME OF THE VIKINGS

Committee Objectives and Plans

Chapter Committee

Officer Chair: Brooklynn Young

Objectives and Plans

- I. **Goal #1:** Complete a recruitment program at Rafer Johnson Jr. High School
 - A. Committee will be responsible for coming up with 6 workshop rotations for student to enjoy
 - B. Committee will create a recruitment informational slideshow to review with potential members
 - C. Committee will generate a recruitment brochure and flyer for on campus club spotlight fairs
- II. **Goal #2:** Administer Public Relations activities to promote FFA in a positive light
 - A. Committee members will be responsible for keeping the chapter FFA calendar up to date and regularly available to all members.
 - B. Committee members will be responsible for publicizing the spring fair information meetings
- III. **Goal #3:** Bring back the Kingsburg FFA Newsletter known as the Kingsburg FFA Grapevine
 - A. Committee members will each contribute a newsletter article
 - B. Newsletter will be constructed and distributed quarterly

Committee Quality Standards

Support Group	Committee will plan activities that develop and maintain positive relations among FFA parents and community leaders interested in supporting agricultural education.
Chapter Recruitment	Committee will plan activities to increase agricultural education enrollment and/or FFA membership and encourage greater participation.
Safety	Committee will provide activities that enhance safety of the community
Agricultural Advocacy	Committee will provide activities to articulate and promote agricultural programs, practices, policies and/or education to elicit action.
Agricultural Literacy	Committee will ensure that Kingsburg FFA helps consumers become better informed about the production, distribution and daily impact of food, fiber and fuel.

Possible Subcommittees

National FFA Week
Chapter Recruitment
Public Relations
FFA Newsletter
Calendar of Activities
Fresno Fair

Website Management
Barbecue
Bulletin Boards
Scrapbook

Committee Objectives and Plans

Community Committee

Officer Chair: Morgan Waldner

Objectives and Plans:

- I. **Goal #1:** Conduct activities that will improve the economic welfare and well being of the community and surrounding schools
 - B. Committee will plan a blanket drive in the month of December. Blankets will be distributed as part of the schools Adopt-a-family program.
 - C. Committee will plan a canned food drive in the month of April. Cans will be taken to Traver school, in order to assist with low income or no income families.
- II. **Goal #2:** Launch the Meals of Hope program within Kingsburg High School
 - A. Committee will organize a meal packing event on campus for students to participate in
 - B. Committee will seek out sponsorships that assist in the meal packing cost
- III. **Goal #3:** Stay rooted within the Kingsburg Community by encouraging members to volunteer at a variety of local venues.
 - D. Kingsburg FFA members will serve pancakes at the Swedish Festival breakfast
 - E. Kingsburg FFA members will set up and clean up at the local cancer fundraising dinner

Committee Quality Standards

Environmental	Committee will plan activities to preserve natural resources and develop more environmentally responsible individuals.
Human Resources	Committee will help improve the welfare and well being of members and citizens of the community.
Citizenship	Committee will encourage members to become active, involved citizens of their school, community and country.
Stakeholder Engagement	Committee will plan activities to develop teamwork and cooperation between the local chapter and stakeholders.
Economic Development	Committee will provide activities to improve the economic welfare of the community.

Possible Subcommittees

Canned Food Drive
Blanket Drive
Meals of Hope
Swedish Festival
Thank You's

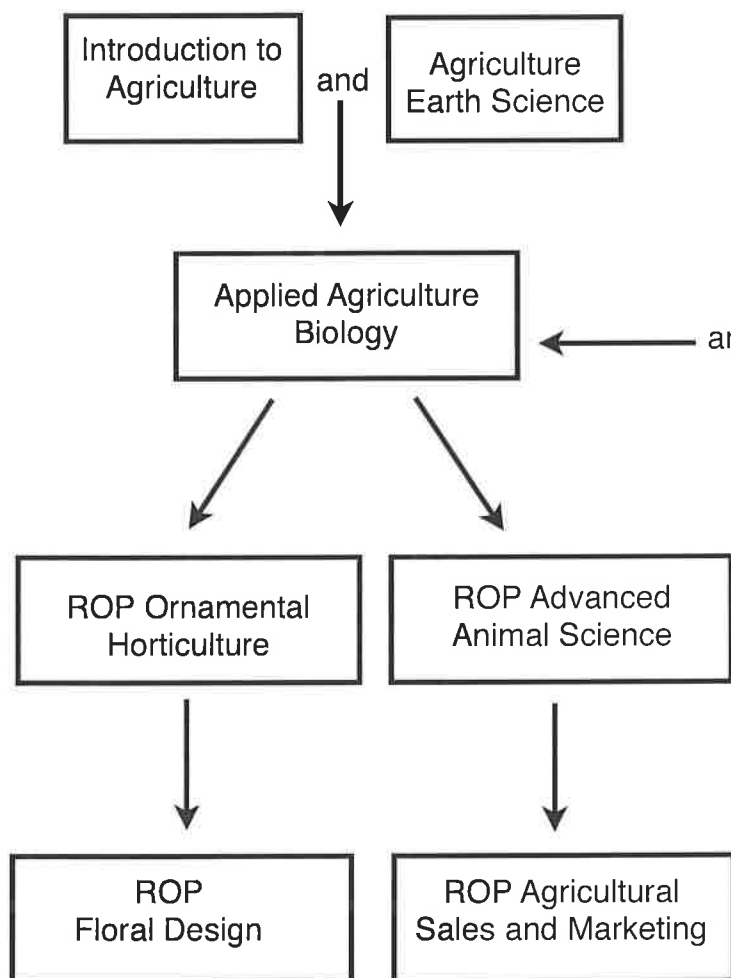


KINGSBURG FFA
HOME OF THE VIKINGS

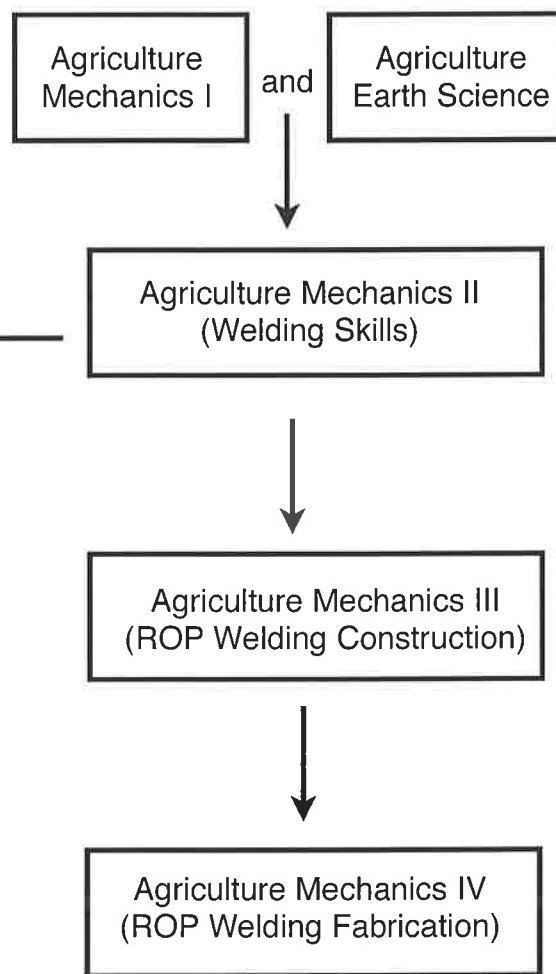
Agriculture Courses Offered

Kingsburg Agriculture Department is fortunate enough to be able to offer students two in depth pathways of a variety of courses. Students either start with the Agriculture Science Pathway or the Agriculture Mechanics Pathway. Once established in a course pathway, students are encouraged to

Agriculture Science Pathway



Agriculture Mechanics Pathway



Agriculture Courses Offered

Introduction to Agriculture

This introductory course focuses on animal and plant science as well as developing essential leadership skills through participation in the FFA.

Agriculture Earth Science

Ag Earth Science is a one-year, laboratory science course, designed for college bound students with career interests in Agriculture. Ag Earth Science is a comprehensive course that explores the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. This course meets the Earth Science graduation requirement and will meet the UC system "A-G" requirements.

Agriculture Biology

Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant & animal systems. This course meets the life science graduation requirement and meets the UC "A-G" requirements.

ROP Ornamental Horticulture

Learn the basics in growing and caring for ornamental plants. Specific topics include: plant identification, propagation, greenhouse management, soils, fertilization, common pests, landscaping and design.

* Course is dual enrolled for college credit through Reedley College

ROP Floral Design

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating floral topics. Students will learn how to be profitable, operate a basic business plan and shop for floral media and supplies.

* Course is dual enrolled for college credit through Reedley College

ROP Advanced Animal Science

Offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management.

* Course is dual enrolled for college credit through Reedley College

ROP Agriculture Sales and Marketing

This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law and government. This class may become eligible to receive 2+2 credit from local community colleges.



Agriculture Courses Offered

Agriculture Mechanics I

This course is designed to familiarize students with the general skills that they may need for a career in Agriculture Mechanics or Agriculture Engineering. This course covers Measurement, tool identification, electricity, concrete, cold metal work, welding and wood working.

Agriculture Mechanics II Welding Skills

This course is designed to take over where Agriculture Mechanics I left off. In this course, students will develop the skills needed to weld a variety of materials with several processes of welding such as: Oxy-fuel, Arc, TIG and MIG.

Agriculture Mechanics III Welding Construction

This is the third course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics II. Students will learn to plan, organize and construct various projects with metal. Students will also plan for post-secondary education or to enter the work force.

Agriculture Mechanics IV Welding Fabrication

This is the fourth course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics III. Students will learn to plan, organize and construct various projects with metal. Students will also plan for post-secondary education or to enter the work force.

NATIONAL FFA ORGANIZATION



FFA Mission and Strategies

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

To accomplish this mission, FFA:

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



2017- Three of our FFA members presenting a planting demonstration at Washington School Farm Day



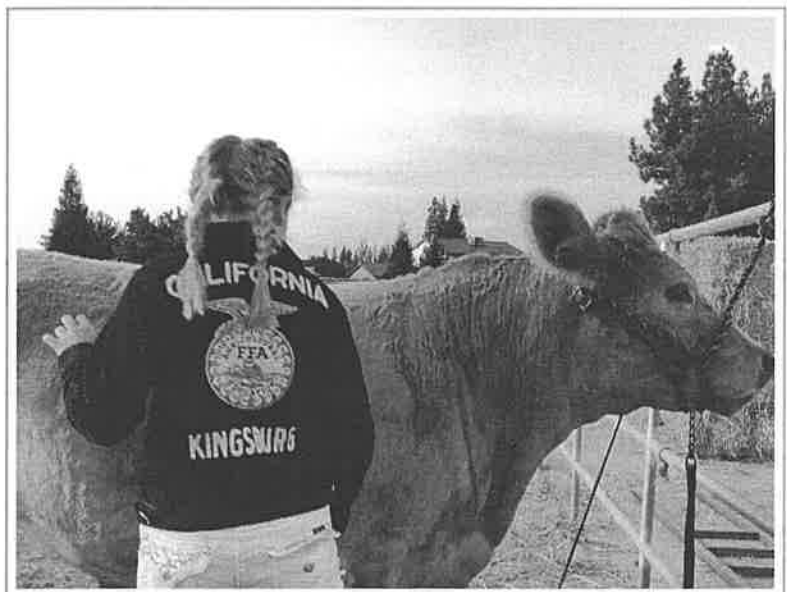
KINGSBURG FFA
HOME OF THE VIKINGS

FFA Code of Conduct

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

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

Adopted by the Delegates at the 1952 National FFA Convention. Revised by the Delegates at the 1995 National FFA Convention.



The FFA Emblem



The **cross section of ear** of corn provides the foundation of the emblem just as corn is the foundation of early American agriculture. It is also the symbol of unity, as corn is grown in all 50 states.

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

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

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

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

The words "**Agricultural Education**" and "**FFA**" signify the combination for learning and leadership necessary for progressive agriculture.



FFA Colors, Motto and Salute

FFA Colors

National Blue and Corn Gold

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

FFA Motto



FFA Salute

The Pledge of Allegiance is the official salute of the FFA organization. To properly conduct the salute, face the United States flag, place your right hand over the left part of your chest, and holding it there, repeat the following pledge:

“I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

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 agriculture 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 ability 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 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 on me.

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

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



FFA Degree Program

The Future Farmers of America (FFA) Degree Program is a system of ranks, or steps, which are designed to assist members in maintaining a continuous progression in leadership training and personal development as a part of their total secondary agricultural education experience.

There are four degrees of active membership which FFA members in California may attain. They are, in rank order from the first degree, Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree and American FFA degree. Each degree carries a minimum set of accomplishments which the member must achieve to earn the degree. For the younger member, particularly, these minimum requirements become a set of written goals to work towards. Each degree's list of minimums is more advanced than the previous rank. In this fashion members are compelled to stretch, grow and expand their educational experience to earn each degree.

The degree requirements are designed in such a way that each student must develop a reasonably well-rounded set of personal, agricultural, and leadership skills to attain the various degrees. Inasmuch as each degree carries with it both tangible reward and intangible rights and benefits, there is a built-in incentive which encourages members to aspire for the various degrees.

Since the FFA Degree system is generally the first pathway towards success which members embark upon, there is not competition against other members at the outset of the program. Members must only compete within themselves to accomplish the minimum standards, or list of goals if you will. All who attain those standards are elected to corresponding degree, a time when the member feels pride of accomplishment and motivation to strive for yet other heights.



Greenhand



Chapter



State



American

The Official FFA Jacket

The FFA Jacket, adopted in 1933 as part of the “official dress” for the National FFA Organization, is on it’s 86th anniversary. This jacket means a lot too many present and former members of the National FFA Organization. So, where did this very unique blue corduroy jacket and its design come from?

One day a man named Gus Litner, an advisor of the Fredericktown FFA Chapter, saw a blue corduroy jacket with a bulldog on the back of it at a hardware store. He thought the jacket would be perfect for his FFA band members to wear as they performed at National FFA Convention. He talked to the owner of the hardware store and was informed about the Universal Uniform Company in Van Wert, Ohio, where the corduroy jacket was made. Mr. Litner bought a few of the jackets and had the back of them designed to have an FFA emblem and the name of his FFA chapter in gold thread. The band members of the Fredericktown FFA Chapter wore the jackets while they performed at National FFA Convention in Kansas City, Missouri. The jacket caught the attention of all who saw it that day. The members of the National FFA Organization liked the jacket design so much that they adopted it as part of the “official dress” in 1933.

There is however a few differences in the old FFA Jackets and the new ones we wear today. The vintage ones had snaps not zippers. The emblems were embroidered, not patches. The pockets were square rather than rounded. The wording on the emblem said “Vocational Agriculture” rather than “Agricultural Education”.

The jacket is truly the most historical and recognizable piece of becoming an FFA member. Besides the blue corduroy fabric, you can find a few features that remain true no matter where you are from. On the back of the jacket, standing directly in the center is the FFA emblem. Surrounding the FFA emblem you will find your State Association as well as Chapter name above and below respectively. On the front of the jacket, a member has the option to embroider their name. Above and below their name is the proper place to display degrees and awards earned.

Did you know your FFA jacket traveled the world before you ever put it on? It takes multiple countries to make the official FFA jacket happen and to keep the cost around \$50 – the price it has remained for the past 20 years, thanks to global sourcing. Here are some fast facts about the official FFA jacket:

- The fabric is made of U.S. cotton.
- The raw cotton is shipped to China, where it is woven and dyed.
- The finished cotton is moved to two manufacturing facilities – one in Vietnam and the other in Ohio, where the jackets are cut and sewn, and emblems are attached.
- Each jacket uses 1.6 yards of fabric. More than 110,000 yards of fabric are used annually.
- All jackets are personalized at Universal Lettering Co. in Ohio.
- 50,000 jackets are imported; 20,000 are made domestically.
- 70,000 jackets are sold annually.
- The jacket underwent restoration from 2003 to 2005 to establish a new standard of blue, restore the design and color of the emblem, improve the fit and comfort, and increase its durability.



Proper use of an FFA Jacket

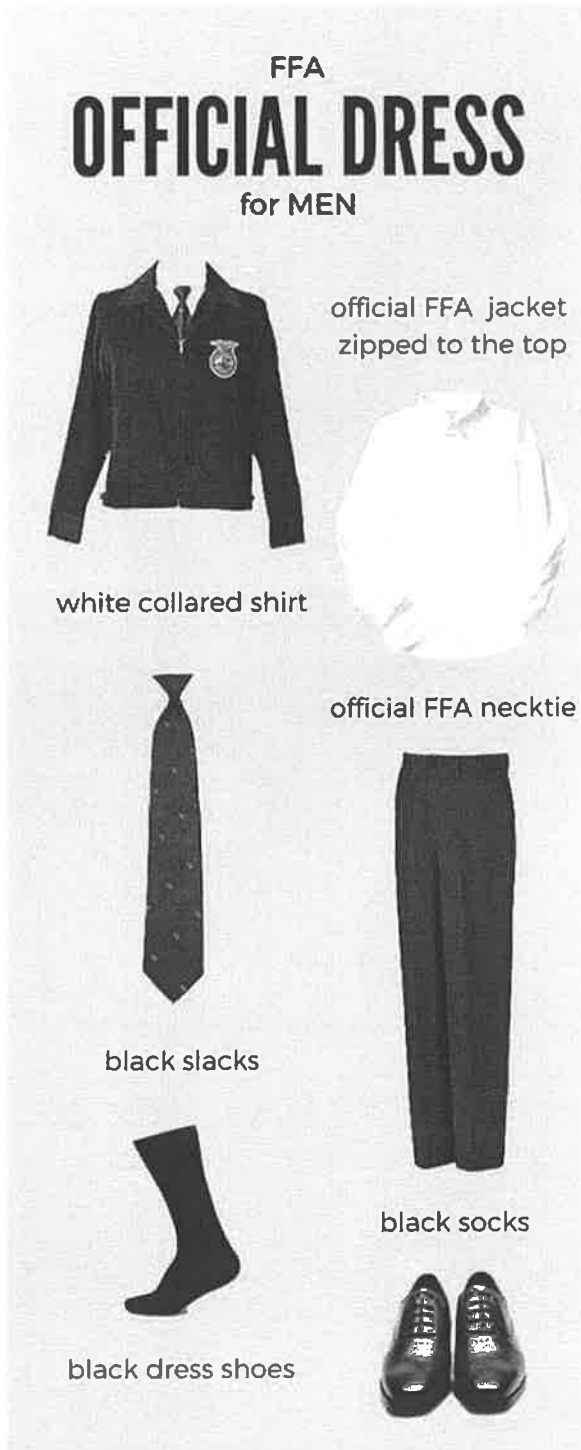
The blue corduroy jacket is the most recognizable symbol of the organization. As a member, it is one of your responsibilities to ensure its proper use. Specific guidelines are outlined below.

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



Official FFA Dress Guidelines

The uniform worn by FFA members at local, state and national functions is called Official Dress. It provides identity and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933.



How to order your FFA Jacket

Women: The total cost for the jacket, scarf and shipping is \$71.50

Men: The total cost for the jacket, tie and shipping is \$74.50

Step 1: Have Mr. Donovan, Mrs. Ferguson or Miss Vaz measure you for the correct size of jacket you need. FFA Jacket Size: _____

Step 2: Visit www.ffa.org

Step 3: On the top, there are blue tabs. Click on the “shop” link and select “Official Dress”.

Step 4: In the new window, go to the link for “jackets”

Step 5: Select “Men’s” or “Women’s”

Step 6: From here, select the type of jacket you want, either Official or Tailored (custom fit).

Step 7: Select “standard” from the dropdown menu where it asks for the type of jacket you want.

Step 8: Choose a size. (This is a drop down menu where you select the size shown above.)

Step 9: Click here to personalize:

Men's Standard Official Dress Jacket
The jacket is \$49 + \$3 cotton surcharge. Don't forget you **MUST** choose a size from the drop down menu below!

In Stock
Size:
Color:

Chapter Number: (required)
Advisor Name: (required)
Front Line 1 (Name): (optional)
Front Line 2 (Chapter Office - Only one - optional): (optional)
Front Line 3 (Year of office held- optional): (optional)
Front Line 4: (optional)
Back State Line 1: (required)
Back Chapter Name Line 2: (required)
Back Chapter Name Line 3 (if applicable): (optional)

Price: \$52.00

Chapter Number: CA 0119
Advisor: Brian Donovan
Front Line 1: Student Name (Spell it correctly; jackets are non-returnable)
Skip Front Lines 2, 3, 4
Back State Line 1: California (be sure to spell it out; no abbreviations)
Back Chapter Name Line 2: Kingsburg (do not put FFA at the end)
Skip Back Chapter Name Line 3

Click ** Add to cart **

Then you can go back to Official FFA Dress and order a tie (boys) or scarf (girls). It doesn't matter which version you choose – the most popular tie is the Boy's Woven Dress Tie (regular, NOT CLIP-ON) and the most popular scarf is the Striped Waterfall Scarf.

Once you've finished adding items to your cart, you can go ahead and check out. Under the shipping information, click on “one time use shipping address” and enter the information. Enter your credit card information as usual.

Essentials of an FFA Chapter

The local chapter is the heart of FFA. Chapters that strive for success keep members active at all levels of the organization and provide students with many opportunities for leadership. Emphasizing the following items will help ensure a chapter's success.

1. FFA Knowledge

Every member and chapter advisor needs to understand the functions and opportunities of FFA in order to fully reap the benefits. Detailed information can be found in the Official FFA Student Handbook, www.FFA.org or in other FFA publications.

2. Diversity of Membership

Agricultural education enrollment and FFA chapter membership should be representative of the diversity of the student body population. Serving this broad cross-section of students is an opportunity and a responsibility that includes every student in the agricultural education classes. Achieving this objective has many rewards, including greater service to students, parents and the community; a broader spectrum of community support; and a more creative program plan through diverse input.

3. All Members Share Responsibility

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

4. Capable Officers

Students nominated and elected to officer positions must have talent and dedication necessary to lead the chapter. Chapters should hold open elections, and officers should serve as role models.

5. Challenging Program of Activities

A chapter should plan goals and activities that will utilize members' talents and meet the needs of the community. Every member it to be included in the POA.

6. Workable Constitution and Bylaws

These should provide flexibility to allow progress yet provide enough structure and support to give the chapter a firm foundation. All chapter decisions should be based upon its constitution and bylaws.

7. Proper Equipment and Records

The chapter should acquire the equipment necessary for officers and committee members to keep complete financial, historical, membership and other records.



Essentials of an FFA Chapter

8. Well-planned, regularly held Chapter Meetings

Monthly meetings, scheduled at a regular time and guided by a sound agenda, will provide the efficient transaction of business, promote chapter unity and encourage better attendance. Chapter meetings can be excellent learning and teaching tools.

9. Adequate Financing

Fundraising projects are essential in FFA. Yearly earning will contribute to the creativity and growth of the chapter by funding important activities and projects.

10. School and Community Support

The chapter must strive to meet the needs of the community and work with the school system in which it operates. Since many chapter activities depend upon local support, public relations activities should be conducted in the community, such as the National Chapter Program and Food for America. An FFA Alumni affiliate can provide organized community support and service.



Career Development Events

The various Career Development Event Teams offered through Kingsburg FFA allows students an opportunity to participate in activities that will benefit their future career choices. The activities allow the students to exercise their knowledge and skills learned in the classroom to compete for awards. They are held at various colleges and universities throughout California, including: Fresno State, Cal Poly, San Luis Obispo, University of California Davis, Chico State, Consumes River College, Reedley Community College, Modesto Junior College, and Merced College. The following is a list of every contest that is available within California. The contests that Kingsburg regularly coaches have been bolded. If there is a different team that a student is interested in, they need to propose it to a chapter advisor.

***Agricultural Issues Forum**

Agribusiness (Farm) Management

Agricultural Pest Control

Agricultural Sales

Agricultural Science Fair

***Agricultural Mechanics**

Agricultural Welding

Agronomy

***Best Informed Greenhand**

Citrus Evaluation

Computer Applications

Cooperatives

Cotton Evaluation

***Dairy Cattle Evaluation**

Farm Power and Machinery

***Farm Record Books (AET)**

Floriculture

Food Science and Technology

Forestry

***Fruit Tree Pruning**

Fruit Tree Evaluation

***Grapevine Pruning**

***Grapevine Evaluation**

Light Horse Evaluation

Livestock Evaluation

Marketing Plan

Meats Evaluation and Technology

Milk Quality and Dairy Foods

Natural Resources and Environment

***Nursery/ Landscape**

Poultry Evaluation

Small Engines

Soil and Land Evaluation

Vegetable Crop Evaluation

Veterinary Science



KINGSBURG FFA
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Leadership Development Events

Public speaking contests are a major leadership activity in the FFA. Contests start at the sectional level, which consists of our 14 surrounding chapters, then students move onto Regionals, State and ultimately Nationals (if the contest allows). Public Speaking is a great way for students to get out of their comfort zone and acquire skills that will help them for the rest of their life. The following is a list of which speaking contests we will offer this school year:

Creed Speaking (Advisor: Vaz)

Creed Speaking contests are held for FFA members at the 9th grade level. Contestants must recite the official FFA creed as found in the FFA Manual with no manuscript or written material. The first and second place Creed winners from each region are eligible to participate in the State Finals Contest.

Extemporaneous Public Speaking (Advisor: Ferguson)

This speaking contest requires students to research current agriculture issues that are affecting our country on a national and local level. Students then pull topics out of a jar and have thirty minutes to compose a three to five minute speech addressing or solving the topic they choose.

Impromptu Speaking (Advisor: Vaz)

Students participate in two round of impromptu questions with one question per round. After selecting their question out of a jar students have one minute to prepare a response. Responses must be between 30 seconds and 2 minutes. Questions mirror those that you might receive from a community member or news reporter. This contest requires students to think on their feet and respond to questions with no prompts or helpful materials.

Job Interview (Advisor: Ferguson)

This “real life” contest will give all students a chance in the job market. The contest has three different parts: ability to write a quality cover letter and resume, ability to properly fill out an application and finally all students will compete during a 10 minute oral interview.

Prepared Public Speaking (Advisor: Ferguson)

For this speaking contest students will prepare a 5 to 8 minute speech on an Ag issue topic affecting their local area. This topic should also be something that is affecting us on a national level. This speech must be memorized word for word and an accuracy judge will be present in order to guarantee this.

Proficiency Awards

Proficiency awards are a great way to show what you have been able to accomplish with your various SAE areas. Proficiencies can be earned for both Entrepreneurship as well as Placement projects. Proficiencies start with an application available on the California FFA webpage, and these compete at the Sectional, Regional, State and National level.

Agriculture Communications	Equine Science Placement
Agricultural Education	Fiber/Oil Crop Production
Agricultural Mechanics Design and Fabrication	Floriculture
Agricultural Mechanics Energy Systems	Food Science and Technology
Agricultural Mechanics Repair and Maintenance Entrepreneurship	Forage Production
Agricultural Mechanics Repair and Maintenance Placement	Forest Management and Products
Agricultural Processing	Grain Production Entrepreneurship
Agricultural Sales Entrepreneurship	Grain Production Placement
Agricultural Sales Placement	Home and/or Community Development
Agricultural Services	Landscape Management
Aquaculture	Nursery Operations
Beef Production Placement	Outdoor Recreation
Beef Production Entrepreneurship	Pomology Production Entrepreneurship
Dairy production Placement	Pomology Production Placement
Dairy Production Entrepreneurship	Poultry Production
Diversified Ag Production	Sheep Production
Diversified Crop Production	Small Animal Production and Care
Entrepreneurship	Specialty Crop Production
Diversified Crop Production Placement	Swine Production Entrepreneurship
Diversified Horticulture	Swine Production Placement
Diversified Livestock Production	Turf Grass Management
Entrepreneurship	Vegetable Production Entrepreneurship
Diversified Livestock Production Placement	Vegetable Production Placement
Emerging Agricultural Technology	Viticulture Production Placement
Environmental Science and Natural Resources Management	Viticulture Production Entrepreneurship
Equine Science Entrepreneurship	Wildlife Production and Management Entrepreneurship
	Wildlife Production and Management Placement



Supervised Agricultural Experience

The SAE is a required component of a total agricultural education program and intended for every student. Through their involvement in the SAE program, students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. Through these strategies, students learn how to apply what they are learning in the classroom as they prepare to transition into the world of college and career opportunities.

To further define the types of SAE programs available to and appropriate for students of school-based agricultural education, refer to the following examples:

Ownership/Entrepreneurship

The student plans, implements, operates and assumes financial risks in a productive or service activity or agriculture, food or natural resources-related business. Exhibiting a market or breeding animal at a local fair would be considered an ownership enterprise.

Placement/Internship

Placement/Internship programs involve the placement of students in agriculture, food or natural resources-related businesses, on farms and ranches, in school laboratories, at community facilities, or in a verified non-profit organization to provide a "learning by doing" environment. These experiences may be paid or non-paid.

Research

As agriculture becomes more scientific, there is a need to conduct research to meet the needs of a growing world. There are three major kinds of research SAE programs: experimental, analytical and invention.



Leadership Continuum Conferences

Leadership development, personal growth and career success conferences are held around the state to prepare students to be the future leaders and innovators of the food, fiber and natural resources industry. Leadership development is an important part of FFA participation and students are recommended to participate in at least one FFA related conference each school year.



Greenhand Leadership Conference

Focus: Introduction to Agricultural Education and Career Success
Freshman, One Day Event

Introduces students to the benefits and opportunities in Agricultural Education, including SAE and FFA. This conference is the “hook-line-and-sinker” to get students to buy into Agricultural Education throughout their four years in high school.



Made for Excellence Conference

Focus: ME- Student Development, Personal Growth
Sophomores , Two Day Event

Personal development starts with the individual. Self-discovery of talents, strengths, interests and personal character are emphasized as the individual is channeled to discover their passion in life. This conference focuses on “Student Development and ME: one’s personal skills and development of the ability to be successful.”



Advanced Leadership Academy

Focus: WE- Chapter Development, Personal Growth
Juniors, Two Day Event

Once a leader is comfortable with their own self and self-purpose, they can discover how to work with others and establish a goal. The process for analyzing program needs and improving a project or event is the focus of this conference as students discover how to be teams of innovative leaders in their chapter. This conference about “WE: the individual leader, their relationships with others and how to establish common vision.”



Sacramento leadership Experience

Focus: DO- Community Development, Personal Growth
Seniors, Four Day Event

Students step into the role of one of California’s State legislators, are assigned a specific California district and spend four days in Sacramento. SLE is all about the role of government, agricultural policy and advocacy. This conference focuses on Community Development and DO: the ability of the individual leader and team to put their vision into action.”



Washington Leadership Conference

Focus: SERVE- Community Development, Personal Growth
For all members, Five Day Event

FFA members leave WLC with the knowledge and the confidence to act in ways that help their schools, community, and their country. This conference focuses on Community Development and SERVE: the ability to grow and develop others and serve your community.”



KINGSBURG FFA
HOME OF THE VIKINGS

Conferences and Conventions

COLC

Chapter Officer Leadership Conference (COLC) is hosted every August. At this event, chapter officers are taken through the steps of forming a quality officer team and given the tools to be successful in their position. The sectional officer team runs COLC for their respective section.

SOLC

Sectional Officer Leadership Conference (SOLC) is hosted in July. Here each sectional officer team is given the tools to be successful in their officer role as well as other leadership roles. The regional officers along with the state officer host SOLC. This is a two day event.

ROLC

Regional Officer Leadership Conference (ROLC) is hosted by the State Officers. Here the each regional officer team gains the tools needed to complete a successful year. They each work on planning out their respective SOLC events as well.

California State FFA Convention



For All Members
Four Day Event held in April

Over 7,000 high school students, advisors and guests attend the largest annual state CTSO conference-- the California FFA State Leadership Conference will be held at the Anaheim Convention Center in 2018. The four-day conference attracts young agricultural leaders from over 300 chapters of California FFA. The Convention encourages students to develop personal and team leadership skills, discover agricultural careers, establish lasting friendships and strive for success. The Convention also will highlight student accomplishments in public speaking and production practices with proficiency awards, scholarships and special recognitions.

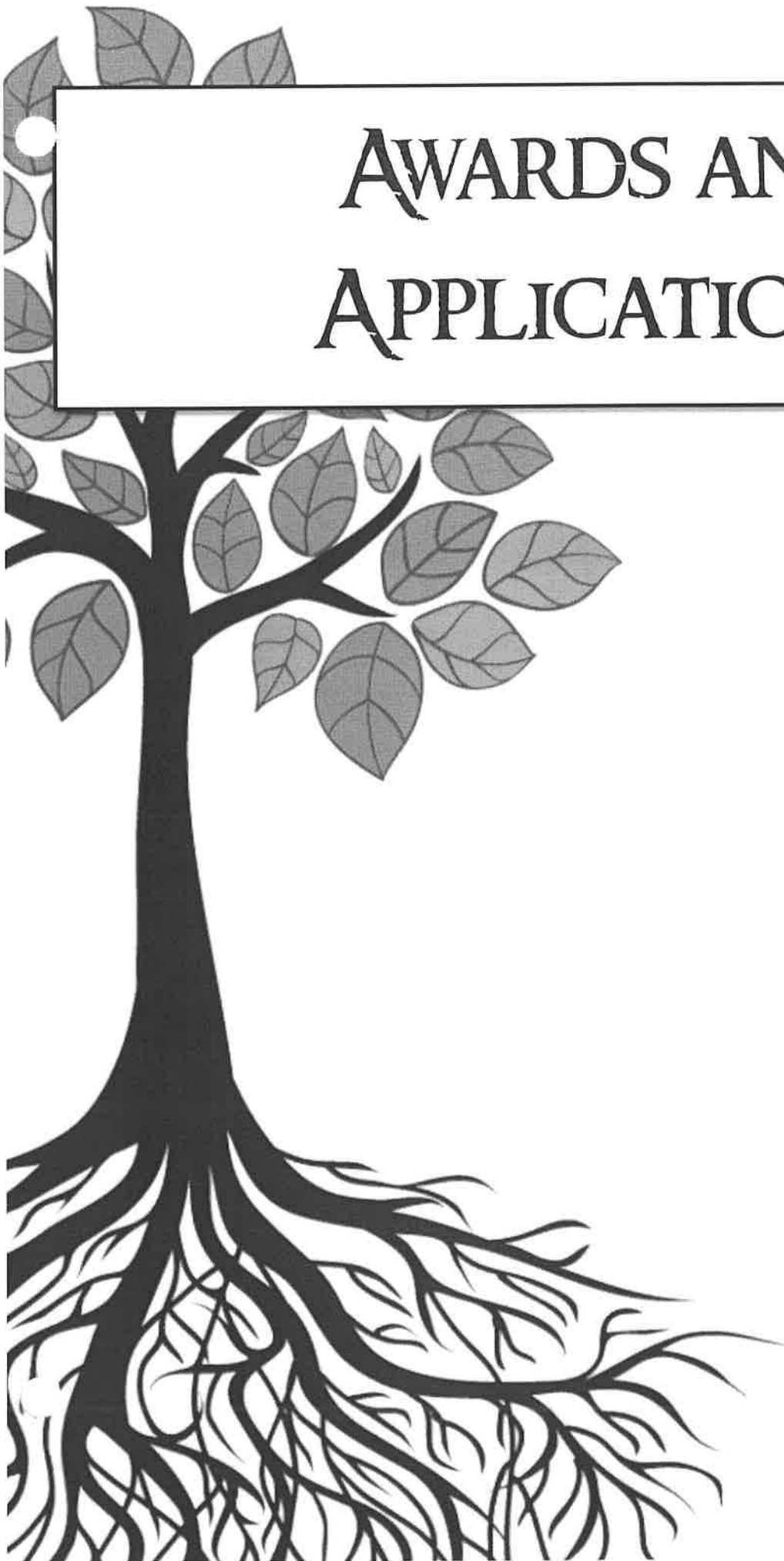
National FFA Convention



For All Members
Four Day Event held in October

More than 60,000 members attend the annual National FFA Convention & Expo, including students, teachers, school administrators, former FFA members and guests from throughout the country. The event is the nation's largest annual gathering of students. Students have the opportunity to explore career and educational opportunities from more than 450 industry-leading exhibitors at the Expo and participate in hundreds of education workshops and tours. While in Louisville, FFA members and other supporters from around the country will learn about careers in agriculture, compete for scholarships and awards, meet with industry leaders, volunteer in the Louisville community and learn skills they can take back to their home FFA chapter.

AWARDS AND APPLICATIONS



Point Award System

The activity point system is designed to monitor and recognize those students who excel in our chapter with their continued support and participation in activities. As part of every students agriculture course they will be required to participate and earn a minimum of four activity credits each academic semester, as it is 15% of their final grade. Students are encouraged to participate beyond four activities in order to enhance and expand their experience with the FFA organization. The top 25 members, according to activity points accumulated throughout the year, will be recognized at the spring awards banquet.

As far as degree recognition, any student who strives to eventually earn their State FFA Degree needs to have five activities at the chapter level as well as five above the chapter level. Use this list as a reference as to what activities are possible.

Chapter Level

Activities:

Back to School BBQ	1 activity credit
Freshman Ice Cream Social	1 activity credit
September FFA Meeting	1 activity credit
November FFA Meeting	1 activity credit
January FFA Meeting	1 activity credit
February FFA Meeting	1 activity credit
March FFA Meeting	1 activity credit
April FFA Meeting	1 activity credit
Spring Greenhouse Workday	1 activity credit
Washington Farm Day	1 activity credit
Rafer Johnson Recruitment	1 activity credit
Spring Plant Sale	3 Hours = 1 activity credit
Spring Banquet Set Up	1 activity credit
Spring Banquet Attendance	1 activity credit

Fundraisers:

Tri-Tip Dinner Sales	2 Dinners = 1 activity credit
Tri-Tip Dinner Distribution	2 Hours = 1 activity credit
Sees Candy	4 Items = 1 activity credit
Fireworks Script	\$40 = 1 activity

Community Service:

Football Field Cleanup	1 activity credit
Blanket Drive	2 blankets = 1 activity credit
Canned Food Drive	10 cans = 1 activity credit
Rotary Dinner Volunteer	2 activity credit
Kingsburg Cancer Dinner Set up	1 activity credit
Serve Swedish Pancakes	1 activity credit



Point Award System

Sectional Level

Activities:

Opening and Closing	1 activity credit
Section BIG/ Banking	1 activity credit
Sectional Speaking	1 activity credit
Fall Sectional Activity (Blackbeard's)	1 activity credit
Spring Sectional Activity Night	1 Activity Credit
Sectional Awards Banquet	1 activity credit

Regional Level

Activities:

Fresno Fair Week 1	1 activity credit
Fresno Fair Week 2	1 activity credit
Regional Speaking	1 activity credit
Regional Bootcamp	1 activity credit
Regional Meeting - Spring	1 activity credit

State Level

Activities:

Greenhand Leadership Conference	1 activity credit
Made for Excellence Conference	1 activity credit
Advanced Leadership Academy	1 activity credit
Sacramento Leadership Experience	1 activity credit
St Helena Vine Pruning Contest	1 activity credit
Reedley HS Vine Pruning	1 activity credit
Dinuba HS Vine Pruning	1 activity credit
Winter State Finals- Fresno State	1 activity credit
UC Davis Field Day	1 activity credit
Hanford Western Classic	1 activity credit
LeGrand Field Day	1 activity credit
Merced Field Day	1 activity credit
Modesto Field Day	1 activity credit
Reedley Field Day	1 activity credit
State Speaking Finals	1 activity credit
Fresno Field Day	1 activity credit
State FFA Judging Finals	1 activity credit
State FFA Convention	1 activity credit

National Level

Activities:

National FFA Convention	1 activity credit
Washington Leadership Conference	1 activity credit

Department Permission Form

Parent Permission and Authorization for Medical Care Please complete and return both parts of this form

_____ (Pupil's name) has my permission to attend any FFA activity during the 2017-2018 school year. The FFA also has my permission to transport my student in any school or personal vehicle to stated activities under the supervision of Kingsburg High School Staff Members.

_____ Date _____ Parent/Guardian Signature _____

_____ Pupils Name _____ Parent/Guardian Name _____

_____ Address _____ City _____ Zip Code _____

_____ Home # _____ Age _____ Birthdate _____ Grade _____

_____ Father's Employer _____ City _____ Business Phone # _____

_____ Mother's Employer _____ City _____ Business Phone # _____

Two People to Contact in Case of Emergency

1) _____ Name _____ Relationship _____ Phone # _____

2) _____ Name _____ Relationship _____ Phone # _____

_____ Health Insurance Company _____ Policy # _____

_____ Family Doctor/Clinic (Do NOT leave Blank) _____ Phone # _____

THIS DOCUMENT MUST BE SIGNED BEFORE ACTIVITIES ARE CONDUCTED

If an emergency should arise which requires medical attention or hospitalization and parents or guardian cannot be contacted, you are authorized to take whatever steps are needed to protect the health of this student



Greenhand Degree Application



KINGSBURG FFA

Greenhand Degree Application

Applicant's Name _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

Please answer yes or no to the following questions

Yes or No

1. Are you enrolled in an Agriculture Education class? _____

2. Do you plan on having or have a Supervised Agriculture Experience? _____

Project description or plan

3. Have you learned the meaning of the FFA Motto and salute? _____

4. Can you recite or explain the FFA Creed? _____

5. Do you the FFA Colors and can you describe the FFA Emblem and symbols? _____

6. Can you explain the proper use of the FFA jacket? _____

Candidate's Signature: _____ Date: _____



Chapter Degree Application



KINGSBURG FFA

Chapter Degree Application

Applicant's Name: _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

Please answer yes or no to the following questions

Yes or No

1. Have you completed at least one semester of instruction in Agriculture Education? _____
2. Have you received your Greenhand Degree? _____
3. Are you familiar with the purposes and program of activities of your chapter? _____
4. Have you demonstrated 5 procedures of parliamentary law? _____
5. Are you familiar with the chapter constitution? _____
6. Have you led a group discussion for 15 minutes? _____
7. Have you earned or productively invested at least \$150 in your Supervised Agriculture Experience Program? _____

Describe project(s) include size, number, kind:

8. Are you now enrolled in an Agriculture Education class? _____

Candidates Signature: _____ Date: _____



KINGSBURG FFA
HOME OF THE VIKINGS

State Degree Checklist



KINGSBURG FFA

State Degree Checklist

Actual application is available through the online AET program. See an Ag teacher for assistance.

Applicant's Name: _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

You must meet the following minimum requirements to earn your State Degree

- _____ 1. Complete Profile set-up in AET - must show three years of Ag classes
- _____ 2. Minimum of one project for each year you have been enrolled in agriculture education
- _____ 3. AET Agreements (Project Plans) for every experience listed
- _____ 4. Budgets (Dollar sign) complete for every experience listed (except placement projects)
- _____ 5. Expenses entered for each project
- _____ 6. Income entered for each project
- _____ Total profit must be over \$1,000
- _____ 7. Journal hours entered for each project
- _____ Total hours must be over 500
- _____ 8. Annual Review completed for each project (The clipboard)
- _____ 9. Five DIFFERENT Chapter level activities
- _____ 10. Five above the chapter level activities
- _____ 11. One 6-minute speech or 40 minute discussion
- _____ 12. Passed Parli Pro Exam
- _____ 13. One committee membership or Officer position
- _____ 14. 25 hours of community service, from three different projects
- _____ 15. 2 non-ag activities (ex. sports, rallies, dances etc.)

Candidates Signature: _____

Date: _____



Chapter Officer Application



KINGSBURG FFA

Chapter Officer Application

Name: _____

Phone Number: _____ GPA: _____

Year in School: _____ Age: _____

1st Choice Office: _____ 2nd Choice Office: _____

Please answer the following questions:

1. Why would you like to serve as a Kingsburg FFA Officer?
2. List the top ten FFA activities that you have been involved in this year or in past years.
3. List all extra curricular activities that you participate in (do not include FFA).
4. List three words that best describe you.
5. What qualities do you have to offer Kingsburg FFA as a chapter officer?
6. What goals do you have for the Kingsburg FFA Chapter next year? (What changes/improvements would you like to see?)



KINGSBURG FFA
HOME OF THE VIKINGS

Chapter Officer Application

7. What is your greatest strength?

8. What is your greatest weakness?

Serving as a Kingsburg FFA Chapter Officer is a wonderful experience that carries with it a tremendous amount of responsibility throughout the year. If elected as a chapter officer, you will be required to attend the following activities:

- Summer Officer Retreat (late July or early August)
- Chapter Officer Leadership Conference (weekend in September)
- Weekly Officer Meetings
- Chapter Meetings and Activities
- Annual Awards Banquet

If I am elected to a chapter office, I agree to attend the activities listed above as well as serve as a true leader and role model for members of Kingsburg FFA.

Student Signature

Date

I have read the statement above and understand the commitment that will be required of my son/daughter if he/she is elected as a Kingsburg FFA Chapter Officer. I support my child's decision to run for this position and agree to support them if elected.

Parent/Guardian Signature

Date

Executive Committee Application



KINGSBURG FFA

Executive Committee Application

Name: _____

Phone Number: _____ GPA: _____

Year in School: _____ Age: _____

Circle which committee you would like to be a part of:

Student Committee

Chapter Committee

Community Committee

Please answer the following questions:

Why would you like to be a part of a Committee?

List all extra-curricular activities that you participate in (do not include FFA).

List the top 10 FFA activities that you have been involved in this year or in past years.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |



KINGSBURG FFA
HOME OF THE VIKINGS

Executive Committee Application

List three words that best describe you.

What is your greatest strength?

What is your greatest weakness?

Serving as a member of a Kingsburg FFA Committee is a great leadership development experience that carries with it additional responsibility throughout the year. If selected as a committee member, you will be expected to carry out the objectives of the committee to the best of your ability. This means being available to assist with the following at a minimum:

- Chapter Meetings and Activities
- National FFA Week BBQ and Activities
- Annual Awards Banquet

If I am selected as a committee member, I agree to attend the activities listed above as well as serve as a true leader and role model for members of Kingsburg FFA.

Student Signature

Date

School Farm Contract



KINGSBURG FFA

School Farm Contract

It is a privilege to keep and house a project at the school farm. Along with this privilege come certain expectations and responsibilities. The instructors are here to guide you with your project, not to maintain and care for the project. It is your responsibility to care for and manage your project.

You share the farm with fellow students; therefore, cooperation and teamwork are expected. Even though these are individual projects, it will take a group effort to ensure everyone's success.

Below you will find a set of expectations that must be followed in order to retain your privilege of using the school farm. Please read through these expectations with your parent/guardian. This contract must be signed and returned to your project advisor before your project begins at the farm.

1. Instructors must have 24-hour notice before any projects are moved on or off the farm.
2. Students housing animals at the farm will be required to attend at least 2 school farm workdays (held one Saturday per month; during the months of July, August, September and October).
3. All animals must be fed at the agreed feeding times (7:00-9:00 am and 7:00-9:00 pm). In emergency situations, instructors must be notified and other arrangements must be made.
4. All bills associated with the project must be paid and kept current, unless otherwise agreed upon with the instructor.
5. Any vet bills that are incurred on animals kept at the school farm will be paid for by the student.
6. The school farm is an extension of the school campus, therefore all school rules are in effect and proper behavior is expected at all times.
7. The farm must be kept neat and clean at all times. It is your responsibility to keep your project's designated area clean and free of debris.
8. Record books must be current and meet the approval of the project advisor. (This rule applies to current students as well as graduates.
9. In the event of any sick animals, the instructor must be notified as soon as possible, so that proper treatment is started in a timely manner. Students must never treat any animal without seeking the advice and supervision of the agriculture instructor.
10. In the event that an animal is abused (i.e. physical abuse, not being fed, neglected), your parent/guardian and school administration will be notified, and steps will be taken to correct the situation. If the problems continue, Animal Control will be notified.

I agree to follow the rules and advice of the agriculture instructors throughout the duration of this project. I understand that breach of this contract can result in forfeiture of farm use or the possibility of being removed from the Agriculture Program at Kingsburg High School.

Student Signature: _____ Date: _____

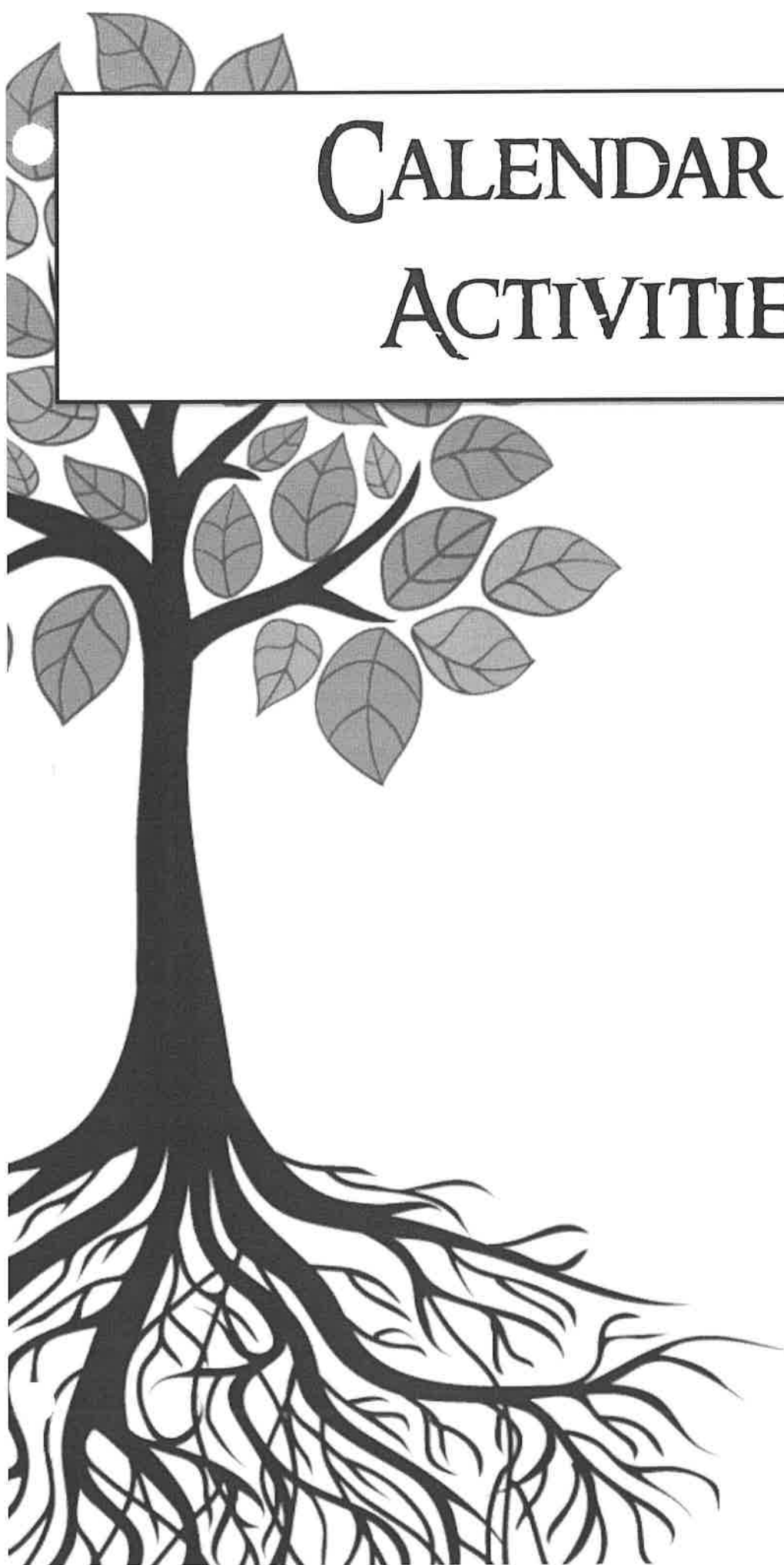
Parent/Guardian Signature: _____ Date: _____

Advisor Signature: _____ Date: _____



KINGSBURG FFA
HOME OF THE VIKINGS

CALENDAR OF ACTIVITIES



Judging Team Schedule



Winter Field Days ★

Date	Location
January 6th	St. Helena HS
January 13th	Dinuba HS Vine
January 13th	Reedley HS Tree
January 20th	Reedley College
January 27th	Kingsburg Vine
February 3rd	CSU Fresno State Finals

Spring Field Days ★

Date	Location
March 3rd	UC Davis
March 3rd	West Hills College
March 10th	CSU Chico / Le Grand Field Day
March 17th	Merced College
March 17th	Dinuba HS
March 24th	Modesto Junior College
April 14th	Reedley Junior College
April 21st	CSU Fresno State Finals
May 5th	Cal Poly State Finals



2018 State Champion
Vine Pruning Team



KINGSBURG FFA
HOME OF THE VIKINGS

FFA Meeting Schedule

Month	Date	Time	Location	Meeting Activity
August	24th	7:00pm	Ag Quad	Freshman Ice Cream Social
August	30th	7:00pm	Ag Quad	Back to School Member BBQ
September	27th	6:00 PM	Little Theater	Bounce House Extravaganza
November	1st	6:00pm	Little Theater/ Ag Quad	Glow in the Dark Dodgeball
December	12th	5:00pm	Little Theater	Trip to Christmas Tree Lane
January	31st	6:00pm	Little Theater	Bonfire at the School Farm
February	21st	5:00pm	Little Theater	Rollertown
March	21st	6:00pm	Little Theater	Meals of Hope Meal Packing Event
April	18th	6:00pm	Little Theater	Water Balloon Wars with Taco Truck
May	16th	6:00pm	Little Theater	Officer Elections
May	23rd	6:00pm	Younglife Building	FFA Banquet

July 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10 7pm- Swine Showmanship	11 6:30pm- Sheep/ Goat Show Practice	12 7pm- Steer Showmanship Practice	13 8am- Steer Hair Clinic	14	15 8am- School Farm Workday
16	17 8am- Steer Showmanship Practice 7pm- Swine Showmanship	18 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	19	20 8am- Steer Hair Clinic	21	22
23	24 8am- Steer Showmanship Practice 7pm- Swine Showmanship	25 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	26	27 8am- Steer Hair Clinic	28	29
30	31 8am- Steer Showmanship Practice 7pm- Swine Showmanship					

August 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	2	3 8am- Steer Hair Clinic 3:30pm- Rabbit Showmanship Practice	4	5
6	7 8am- Steer Showmanship Practice 7pm- Swine Showmanship	8 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	9	10 3:30pm Rabbit Showmanship Practice	11 Regional Bootcamp	12 Officer Retreat
13 Officer Retreat	14 7pm- Swine Showmanship	15 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	16	17 3:30pm Rabbit Showmanship Practice	18	19
20	21 First Day of School 7pm Paint Nite Fundraiser 7pm- Swine Showmanship Fair/ Convention Tri Tip Sales Begin	22 EFM COLC @ Immanuel 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	23	24 3:30pm Rabbit Showmanship Practice 7pm Freshman Ice Cream Social	25	26 8am- School Farm Workday
27	28 Back to School Night Chapter Shirts Sales Begins Officer Mtg 8am 7pm- Swine Showmanship	29 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	30 7pm Back to School BBQ	31 3:30pm Rabbit Showmanship Practice		

September 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Tri Tip Booth @ Football Game Tri Tip Sales End	2
3	4 NO SCHOOL Labor Day 7pm- Steer Showmanship Practice	5 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	6 Fair/ Convention Fundraiser TriTip Dinner Delivery 4pm-6pm	7 3:30pm Rabbit Showmanship Practice	8 Chapter Shirts Sales End	9 8am School Farm Workday 6pm Showmanship Extravaganza
10	11 Officer Mtg 8am 7pm- Steer Showmanship Practice 7pm- Swine Showmanship	12 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	13 Fall Sectional Activity @ Blackbeards 5-8pm	14 3:30pm Rabbit Showmanship Practice	15 GLC Fresno Burgers/ Dogs @ Football (Nat Conv/ Ag Mech Fundraiser)	16 9-11am BYOC Succulent Workshop Fundraiser
17	18 7pm- Steer Showmanship Practice 7pm- Swine Showmanship	19 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	20	21 3:30pm Rabbit Showmanship Practice	22	23
24	25 Officer Mtg 8am 7pm- Steer Showmanship Practice 7pm- Swine Showmanship	26 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	27 6pm FFA Chapter Meeting	28 3:30pm Rabbit Showmanship Practice	29 Homecoming Game Tri Tip Booth @ Football Game	30 Fresno Fair Rabbit Show

October 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Fresno Fair Week 1	3	4	5	6	7 Phase 1 Livestock Auction Dairy Cattle Auction
8 2pm- Beef Exhibitor Meeting @ School Farm	9 Fresno Fair Week 2	10	11	12	13	14 Phase 2 Livestock Auction
15	16 Officer Mtg 8am	17 1st Quarter Ends	18	19	20	21
22 National Convention Trip	23	24	25 American Degree Trip	26	27	28
29 National Convention Group Returns	30 Officer Mtg 8am Tri Tip Sales Begin	31 Happy Halloween!				

November 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 6pm FFA Chapter Meeting	2	3	4 8am School Farm Work Day
5	6 Officer Mtg 8am	7	8 EFM O/C Contest 4pm @ Reedley College	9 Tri Tip Sales End	10 NO SCHOOL	11 Veterans Day
12	13 Blanket Drive Begins Sees Candy Sales Begin	14	15 New Professionals Fresno SAE Grant Apps Due	16 Tri Tip Delivery 4-6pm	17 CATA (Ag Teachers Only) Regional Road Show @ Tenaya Lodge	18 CATA Regional Meeting (Ag Teachers Only)
19	20 NO SCHOOL	21	22	23 Happy Thanksgiving	24	25
26	27	28	29	30		

December 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Sees Candy Sales End	2
3	4 Officer Mtg 8am	5	6	7 EFM BIG & Banking @ Sanger High School	8	9
10	11	12 (Christmas Tree Lane Walk Night - Tentative)	13 Balnket Drive Ends	14 6pm Officer Christmas Party	15	16
17	18	19 FINALS	20 FINALS	21 FINALS 1st Semester Ends	22 Winter Break Begins	23
24	25 NO SCHOOL	26	27	28	29	30
31						

January 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 NO SCHOOL	2	3	4	5 SLE Apps Due State Conference Committee Chair Apps Due	6 Fowler Vie Pruning Contest
7	8 No School Teacher In Service Day Officer Mtg 3:30pm	9	10	11	12	13 Dinuba Vine Pruning Contest Reedley Tree Pruning Contest
14	15 NO SCHOOL	16	17	18 Sectional Manuscripts Due (Prepared Speaking & Job Interview)	19	20 Reedley College Field Day
21	22 Regional Officer Applications Due Officer Mtg 8am	23	24 6pm FFA Chapter Meeting	25	26	27 Minarets Creed/ Impromptu contest
28	29	30	31			

February 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Sectional Speaking @ Clovis East High School	2 STATE DEGREES DUE TO ADVISORS	3 Winter State Finals Arbuckle Field Day
4	5 Officer Mtg 8am	6	7 4:30pm- State Degree and Proficiency Scoring @ Kingsburg	8	9	10 Regional Officer Screening
11	12 NO SCHOOL 9am- Regional Proficiency Scoring Fresno State	13	14	15	16 MFE/ ALA Visalia	17
18 MFE/ ALA Visalia	19 NO SCHOOL National FFA Week	20 SLE Sacramento	21 Greenhand Breakfast 7:30am-8am 6pm FFA Mtg	22	23	24 Spring Regional Meeting @ Mission Oak in Tulare (REQUIRED FOR OFFICERS)
25	26	27	28			

Feb 1 Due:

- Agriscience Teacher
- Hall of Chapters
- State National Chapter
- Star Administrator
- Star Counselor
- Star Advisor
- Star Supporting Teacher/ Staff
- Star Reporter
- State Band/ Choir/ Talent Apps
- State Scholarships
- State Superior Chapter
- National Scholarship
- State Nomm Comm
- State Officer Apps
- Web Development Award

March 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Bakersfield Proficiency Scoring Canned Food Drive Begins	2	3 UC Davis Field Day West Hills Field Day
4 Regional Job Interview/ Prepared Materials Due	5 Officer Mtg 8am	6 State Officer Candidate Exam	7	8	9	10 Chico Field Day
11	12	13	14	15	16 Regional Speaking Contest @ COS Tulare	17 Merced Field Day Dinuba Floral & Vet Contest
18	19 Officer Mtg 8am	20	21 6pm FFA Chapter Meeting	22 3rd Quarter Ends	23	24 Modesto Field Day
25	26 NO SCHOOL	27	28	29	30	31

April 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 NO SCHOOL	3	4 Canned Food Drive Ends	5 EFM Sectional Awards Night @ Clovis North	6	7 Clovis Vet Science Contest Spring Plant Sale
8	9 Officer Mtg 8am	10	11	12	13	14 Reedley Field Day
15	16 EFM Officer Applications Due Chapter Officer Sppa Available Officer Mtg 8am	17	18 6pm FFA Chapter Meeting	19 State Speaking Finals in Fresno	20 Tri Tip Sales Begin	21 Fresno Field Day
22 State FFA Convention @ Anaheim	23	24	25	26	27 Officer Apps Due	28 Madera Liberty Vet Contest
29	30 Sectional Officer Interviews Time TBA Officer Mtg 8am					

May 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 GLC Facilitator Apps Due	2	3	4	5 Cal Poly State Finals
6	7 Sectional CATA & FFA Meeting- Sectional Elections 4:30pm @ Kingsburg	8	9 Chapter Officer Interviews	10 Tri Tip Delivery 4-6pm	11	12
13	14 Officer Mtg 8am	15	16 6pm FFA Chapter Meeting	17	18	19 Swedish Festival Pancakes Swedish Festival Plant Sales Prom
20	21 Officer Mtg 8am	22 America Degree Scoring @ Tulare	23 End of the Year Banquet 6pm @ Young life	24	25	26
27	28 NO SCHOOL	29	30	31		

June 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2 Top 20 Day at the Lake
3	4	5 FINALS	6 FINALS	7 FINALS KHS Graduation	8 Teacher In-Service Day	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 CATA Conference	25	26	27	28	29	30

Supporting Material 9: Recruitment Program



Kingsburg Joint Union High School District Agriculture Department

1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Description of Recruitment Program

Recruitment is something that we take very seriously here in the Kingsburg High School Agriculture department. We do two very large events in regards to recruitment. We attend 8th grade recruitment days with our local Junior High, Rafer Johnson, and we also attend freshmen orientation night, which is hosted in our campus gym. As far as our 8th grade recruitment days with Rafer Johnson, the FFA chapter officers and the agriculture instructors take two entire days in March to put on a recruitment event for the incoming 8th graders. The FFA officers as well as the agriculture instructors are released for the school day. The FFA officers are in charge of putting on a rotation of workshops, usually about 4-5 workshops that they all create themselves and are responsible for. The activities must relate to the different pathways that we offer in our program. For example, there needs to be an activity that relates to agriculture mechanics, animal science, and plant science. There is also an activity that is related to the endless opportunities that the FFA program has to offer students. The officers spend the day sharing their experience in FFA and what the program has done for them. Overall, the officers are there to encourage the 8th graders to join our program and ask any questions that they might have in regards to high school.

The next event that our program is involved in is freshmen orientation night, which also takes place in the month of March. This is where all departments and electives available at Kingsburg High school have a designated area in our school gym to set up a table or booth. Our department sets up three tables for our different courses offered. Again, these would be animal science, plant science, and mechanics. The tables include information about the courses and examples of student projects. We also provide handouts in regards to the outline of our program, FFA activities, SAE projects, pathways, and any other information that we find relevant for parents and students to know. The FFA officers and the agriculture instructors are required to all be present at this event. We are available to provide insight and answer any questions that students and parents may have. Overall, our department strives to be involved as much as possible when it comes to recruitment for our program, we believe it is vital aspect to the success of our student retention rate and program membership.

Finally, we also send home a letter to all incoming freshmen at the beginning of March. The letter sent home is an introduction letter to our program and the pathways that we have to offer. It contains information regarding the opportunities available to the incoming students enrolled in agriculture classes. We also include course sequences sheets for both of the clusters offered in the department- agriculture science and agriculture mechanics. We also include a sheet that explains the many leadership opportunities available to students through participation in the FFA organization. Finally there is also information for students who are interested in showing livestock.



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

March 1, 2018

Dear Parent/Guardian:

We are pleased that your child will be attending Kingsburg High School next year. This packet contains promotional material for the Agriculture Program at KHS. With three energetic instructors and quality facilities, the agriculture program at Kingsburg High School is ready to help your child achieve success!

Enclosed you will find information regarding the opportunities available to students enrolled in agriculture courses. You will find course sequence sheets for both of the clusters offered in the agriculture department-- Agricultural Science and Agricultural Mechanics. Additionally, you will find a sheet that explains the many leadership opportunities available to students through participation in the FFA Organization. We hope that this information will assist you and your child as you begin to make decisions regarding their high school experience.

We would like to take this opportunity to explain the FFA component of the agriculture program at Kingsburg High School. The FFA is a premier leadership organization for students involved in agriculture programs throughout the nation. One of the most important areas of emphasis is the development of critical thinking and leadership skills such as public speaking, decision-making, responsibility, and self-confidence, in combination with hands-on classroom education. Students involved in the agriculture program are consistently recognized as some of the high school's most articulate speakers and best leaders. Additionally, the agriculture program assists in the development of career goals along with tremendous scholarship opportunities for four-year program completers.

As we begin to make preparations for the new school year, we look forward to working with you and your child. We hope that you will look over the enclosed materials and discuss the opportunities available with your child. If you have any questions regarding this packet, or would like more information about the agriculture program, please feel free to contact the agriculture department.

Sincerely,

Brian Donovan
Agriculture Department Chair
897-2248
bdonovan@kingsburghigh.com

Kingsburg High School --- Agriculture Department Opportunities Available To Students through Kingsburg FFA

By enrolling in agriculture courses at Kingsburg High School, students become members of Kingsburg FFA. The FFA is a national organization that promotes the development of leadership skills in students interested in agriculture. The FFA program at Kingsburg High School provides many wonderful opportunities for students to become involved in their school and community while promoting premier leadership, personal growth, and career success.

FFA participation is a graded component of all agriculture courses (comprising 15% of the total class grade). Students are required to participate in two approved FFA activities each quarter (4 per semester) to receive full credit in their FFA grade. Some of the approved activities are listed below:

Leadership Conferences:

With the focus of the FFA centered on leadership development, there are numerous conferences and conventions available for students to participate in.

- | | |
|----------------------------------|------------------------------------|
| ☆ Greenhand Conference | ☆ Sacramento Leadership Experience |
| ☆ Made for Excellence Conference | ☆ State FFA Conference |
| ☆ Advanced Leadership Academy | ☆ National FFA Convention |

Community Service Activities:

In an effort to make a positive difference in the community, the Kingsburg FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Kingsburg community a better place to live and work.

- | | |
|--------------------------------|----------------------------------|
| ☆ Adopt-A-Family Blanket Drive | ☆ Chamber of Commerce Dinner |
| ☆ Food Drive | ☆ Rotary Top 40 Dinner |
| ☆ Swedish Festival | ☆ Washington Elementary Farm Day |

Competitive FFA Judging Teams:

Throughout the year, members of the Kingsburg FFA Chapter participate in a variety of different judging team events. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture.

- | | | |
|-------------------------|-------------------|------------------------------|
| ☆ Agriculture Mechanics | ☆ Public Speaking | ☆ Opening/Closing Ceremonies |
| ☆ Ag Issues | ☆ Job Interview | ☆ Best Informed Greenhand |
| ☆ Farm Records | ☆ Vine Pruning | ☆ Tree Pruning |
| ☆ Dairy Cattle Judging | | ☆ Nursery Landscaping |

Supervised Agricultural Experience (SAE) Project Areas:

Each year, students taking agriculture classes are required to have a Supervised Agricultural Experience (SAE) project (this counts as an additional 15% of the student's class grade). These projects allow students to develop leadership skills such as responsibility, time management, communication and record keeping. SAE projects are the responsibility of the student, with guidance provided by the parents/guardians and agriculture instructors. Examples of some SAE projects are listed below:

- | | | |
|--------------------------|-------------------|-----------------------|
| ☆ Ag Mechanics | ☆ Work Experience | ☆ Beef & Dairy Cattle |
| ☆ Crops/Trees/Vines | ☆ Swine | ☆ Rabbits |
| ☆ Horticulture/Gardening | ☆ Sheep | ☆ Goats |

Kingsburg High School --- Agriculture Department

Agriculture Mechanics Cluster -- Course Descriptions

COURSE NAME	DESCRIPTION	SEQUENCE
<i>Agriculture Mechanics I</i>	This course is designed to familiarize students with the general skills that they may need for a career in Agriculture Mechanics or Agriculture Engineering. This course covers Measurement, Tool Identification, Electricity, Concrete, Cold Metal Work, Welding and Wood Working.	Prerequisites: None. <i>Recommended for grade 9.</i>
<i>Agriculture Earth Science</i>	Ag Earth Science is a one-year, laboratory science course, designed for college bound students with career interests in Agriculture. Ag Earth Science is a comprehensive course that explores the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. This course meets the Earth Science graduation requirement and will meet the UC system "A-G" requirements.	Recommended for students who are also enrolling in either Introduction to Agriculture or Agriculture Mechanics I. <i>Recommended for grade 9. Can be taken by students in grades 10-12.</i>
<i>Agriculture Biology</i>	Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant & animal systems. This course meets the life science graduation requirement and meets the UC "A-F" requirements.	This course meets the biology requirement for KHS. Usually taken in 10 th grade, but can be taken 10 – 12. Prerequisites: Introduction to Agriculture, Agriculture Mechanics I, or teacher approval; Earth Science, Algebra 1 with a 'C' or higher,
<i>Agriculture Mechanics II: Welding Skills</i>	This course is designed to take over where Agriculture Mechanics I left off. In this course, students will develop the skills needed to weld a variety of materials with several processes of welding such as: Oxy-fuel, Arc, TIG, and MIG.	Recommended as the second course in the Agriculture Mechanics sequence. Usually taken in 10 th grade, but can be taken 10-12. Prerequisites: Agriculture Mechanics I with a grade 'C' or higher or teacher approval.
<i>ROP Agriculture Mechanics III: Welding Construction</i>	This is the third course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics II. Students will learn to plan, organize and construct various projects with metal.	Recommended as the third course in the Agriculture Mechanics sequence. Usually taken in 11 th grade but can be taken 11-12. Prerequisites: Agriculture Mechanics II with a grade 'C' or higher or teacher approval.
<i>ROP Agriculture Mechanics IV: Welding Fabrication</i>	This is the fourth course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics III. Students will learn to plan, organize and construct various projects with metal. Students will also plan for post-secondary education or to enter the work force.	Recommended as the fourth course in the Agriculture Mechanics sequence. Usually taken in 12 th grade. Prerequisites: Agriculture Mechanics III with a grade 'C' or higher or teacher approval.
<i>ROP Agriculture Sales & Marketing</i>	This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law and government. This class may become eligible to receive 2+2 credit from local community colleges.	Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Agriculture Biology, Ornamental Horticulture, Advanced Animal Science, and Agriculture Mechanics are highly recommended. <i>Recommended for grade 12.</i>

Agriculture Science Cluster Chart on Back →

Are you interested in showing livestock at the 2018 Fresno Fair?

If so, please make sure that you and a parent/guardian attend one of the mandatory meetings listed below:

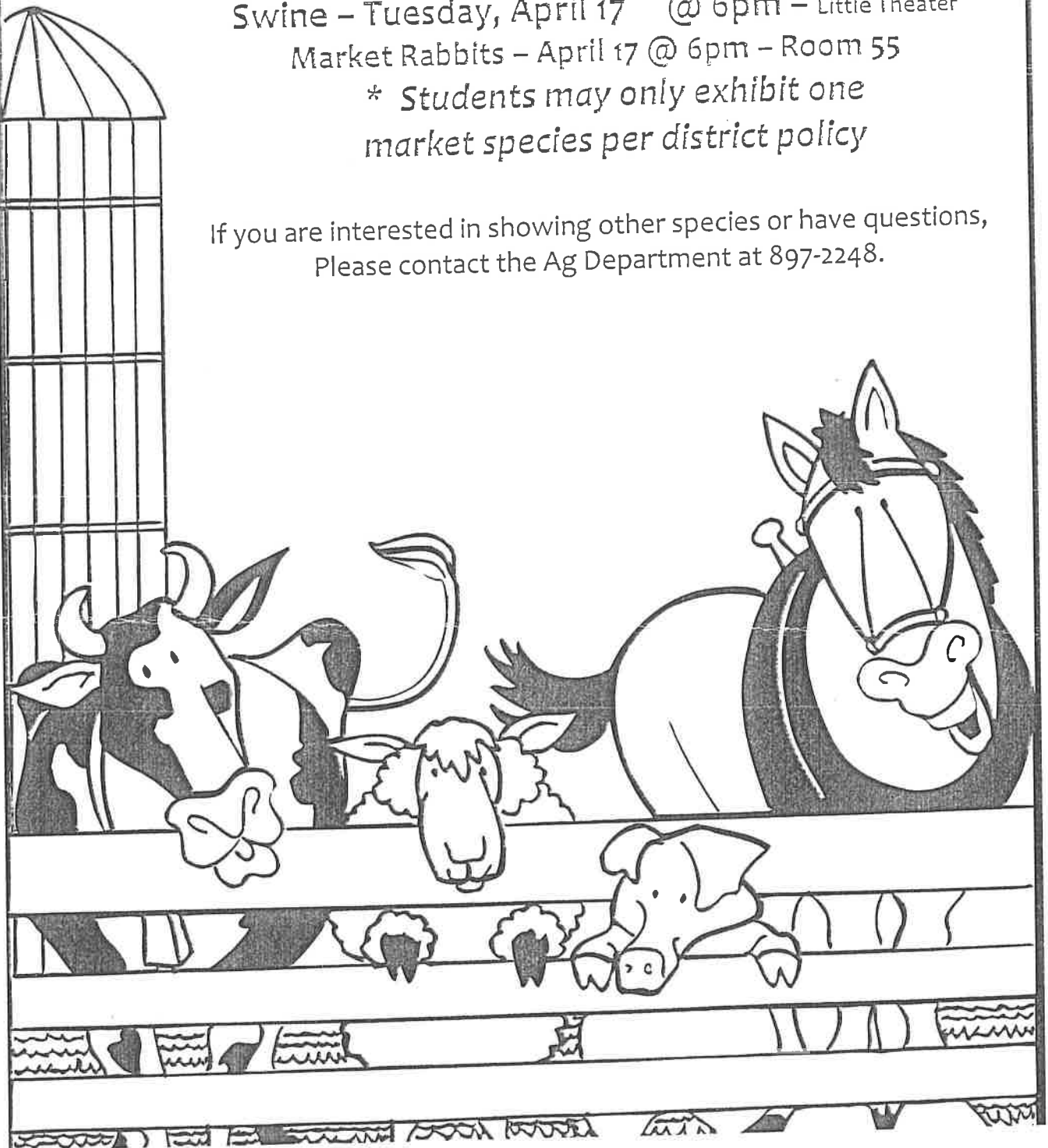
Sheep/Mkt Goat – Tuesday, April 17 @ 6pm – Room 52

Swine – Tuesday, April 17 @ 6pm – Little Theater

Market Rabbits – April 17 @ 6pm – Room 55

** Students may only exhibit one market species per district policy*

If you are interested in showing other species or have questions,
Please contact the Ag Department at 897-2248.





Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Description of Recruitment Activities

Each spring (late March – early April), the Kingsburg FFA Chapter Officer team visits each of the four schools that feed into Kingsburg High School. These feeder schools are: Rafer Johnson Junior High School, Clay Elementary School, Kings River Elementary School, and Traver Elementary School. The purpose of these visits is to meet with the 8th graders (incoming freshmen) to discuss the many opportunities available to them within the agriculture department and Kingsburg FFA.

During these presentations, the chapter officers break the students into groups. Through interactive games, the officers are able to introduce the array of agriculture courses taught at KHS and expose students to the FFA component of the agriculture program. Prospective students are then shown a PowerPoint slideshow, documenting many of the fun activities that Kingsburg FFA participates in each year. Additionally, examples of student work (agriculture mechanics projects, OH bedding plant arrangements, etc.) are taken in so that students can see the type of hands-on projects that agriculture students are able to work on.

At the end of each presentation, all prospective students are asked to complete an "Interest Card". This card asks for the student's name, address, and phone number so that they can be contacted as registration gets closer. Additionally, the interest card asks students to mark their level of interest in the agriculture program (using a scale from 1-5) and asks if they are more interested in the Ag Science class or Ag Mechanics I. This helps us to better anticipate where the incoming freshmen are going to sign up.

After the recruitment presentations, the chapter officer team helps the agriculture teachers mail out packets to each 8th grader. The packet includes a letter to students and parents explaining the program as well as the course sequence charts for both the Ag Science & Ag Mechanics clusters. Additionally, we include a sheet that explains the many FFA opportunities available to students within the agriculture program. These packets are mailed shortly after the recruitment presentations, giving students and their parents plenty of time to review the materials before the high school counselors sign kids up for classes.



Kingsburg Joint Union High School
District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631

Recruitment Presentation Outline
Rafer Johnson Junior High

1. WELCOME (5 minutes)

- Represent the Agriculture Program at KHS
- Here to give an overview of our program and discuss some options that you have for classes at KHS
- Introductions (name, grade, current ag class, 2 ag facts)

2. PROGRAM OVERVIEW

- Ag Science Pathway (5 minutes)
 - Intro to Agriculture (California agriculture, animal science, plant science, FFA, SAE, public speaking)
 - Ag Biology (counts for same credit as regular biology)
 - Ornamental Horticulture
 - Advanced Animal Science
 - Agriculture Sales & Marketing
- Ag Mechanics Pathway (5 minutes)
 - Ag Mech I (electricity, plumbing, concrete, woodworking, welding, shop safety, tool ID) SHOW EXAMPLES!!!
 - Ag Mechanics: Welding Skills
 - Ag Mechanics: Fabrication & Construction
- FFA (5 minutes)
 - Leadership development

- o Monthly meetings & activities, leadership conferences, community service, fundraisers, public speaking (Creed, Opening/Closing), judging teams (dairy products, farm records,)

- SAE (5 minutes)

- o Types of projects - ag mechanics, fair animals, paid or unpaid jobs (packing sheds, Wildwood Express, vet clinics, landscaping, ag research facilities)

3. OUTDOOR STATIONS

- Welding (5 minutes)
- Branding (5 minutes)
- Animal & Plant ID (5 minutes)
- Teambuilding Activity (Flip the Mat) (5 minutes)
- Gunny Sack Races (5 minutes)
- Teambuilding Activity (Human Table) (5 minutes)

4. SLIDESHOW PRESENTATION (5 minutes)

- PowerPoint with music

5. INTEREST CARDS (5 minutes)

- Everyone needs a card
- We want to know how interested you are in the agriculture program
- Info used to mail home a packet of info to your family
- Please print neatly

General
Supplies:

- Laptop
- Data projector
- Slideshow & music
- Radio/ipod
- Interest Cards
- Examples of Ag Mech I projects
- Candy

Outdoor Activity
Items:

- small table
- tape
- 2 sets ID cards
- 110 welder
- 2 extension cords
- welding table
- scrap metal to weld
- 7 welding helmets
- 7 coveralls
- 7 safety glasses
- 4 gloves
- 50 gallon drum
- electric brander
- wood pieces (4x4ish)
- rug
- stopwatches (2)
- 4 chairs
- 4 burlap sacks

KINGSBURG HIGH SCHOOL - AGRICULTURE DEPARTMENT

Name: _____

Street Address: _____

City: _____ Zip Code: _____

Home Phone #: _____

Interest in Ag Program: 0 1 2 3 4 5
(None -----> Little -----> Medium -----> High -----> Very High)

Which class would you be more interested in taking next year:
(circle one) Introduction to Ag Ag Mechanics

KINGSBURG HIGH SCHOOL - AGRICULTURE DEPARTMENT

Name: _____

Street Address: _____

City: _____ Zip Code: _____

Home Phone #: _____

Interest in Ag Program: 0 1 2 3 4 5
(None -----> Little -----> Medium -----> High -----> Very High)

Which class would you be more interested in taking next year:
(circle one) Introduction to Ag Ag Mechanics

KINGSBURG HIGH SCHOOL - AGRICULTURE DEPARTMENT

Name: _____

Street Address: _____

City: _____ Zip Code: _____

Home Phone #: _____

Interest in Ag Program: 0 1 2 3 4 5
(None -----> Little -----> Medium -----> High -----> Very High)

Which class would you be more interested in taking next year:
(circle one) Introduction to Ag Ag Mechanics

KINGSBURG HIGH SCHOOL - AGRICULTURE DEPARTMENT

Name: _____

Street Address: _____

City: _____ Zip Code: _____

Home Phone #: _____

Interest in Ag Program: 0 1 2 3 4 5
(None -----> Little -----> Medium -----> High -----> Very High)

Which class would you be more interested in taking next year:
(circle one) Introduction to Ag Ag Mechanics

Supporting Material 10: FFA Chapter Scrapbook



Kingsburg Joint Union High School District Agriculture Department

1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

FFA Chapter Scrapbook

Our chapter does not have a current scrapbook. Kingsburg FFA made their last chapter scrapbook in the early 2000's. The chapter scrapbook is something that as a department we have discussed and we would like to bring back to the chapter. We currently create an end of the year slide show that all agriculture teachers can contribute to throughout the school year. We then play the end of the year slideshow at our FFA banquet in May. As a staff, we have discussed the opportunity to have one of our chapter officers take the lead on the scrapbook and create a committee that works on the scrapbook anywhere between 3-4 times a month, within the entire school year. We believe that a scrapbook committee in our chapter would provide our students with another opportunity to fill a leadership role in our program.

Supporting Material 11:

Summer Activities

Calendar



Kingsburg Joint Union High School District Agriculture Department

1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Summer Activities Plan

All agriculture teachers must attend the CATA summer conference in June. We are also responsible for supervision multiple animal projects at the farm. Animals are purchased prior to school getting out in June, therefore, we must advise the students on their projects for Fresno Fair in October. We have showmanship practices over the summer as well as farm work days for our livestock exhibitors. Finally, we also have our summer officer retreat in July or August.

Evidence: Summer Calendar and Chart of Responsibilities

Natalie Vax, 6th Period- Advanced Animal Science/ Ag Sales, Applied Ag Biol Period 1, Applied Ag Biol Period 1, Applied Ag Biol Period 3, Applied Ag Biol Period 5, Applied Ag Biol Period 6, Contacts, Dairy Judging Team, Intro to Ag Period 4, Intro to Ag Period 5, Kingsburg FFA, Kingsburg FFA, Kingsburg FFA, ROP AdvAnSci Period 2, ROP AdvAnSci Period 6, ROP AgSales Period 6, ROP Enrichment Classes, Kingsburg FFA, ROP AdvAnSci Period 2, ROP AdvAnSci Period 6, ROP AgSales Period 6, ROP Enrichment Classes, Holidays in United States, Kingsburg High School Main Activities Calendar, Viking Professional Development 2016

Natalie Vaz, 6th Period- Advanced Animal Science/ Ag Sales, **Applied Ag Biol Period 1**, Applied Ag Biol Period 1, Applied Ag Biol Period 3, **Applied Ag Biol Period 5**, Applied Ag Biol Period 6, **Applied Ag Biol Period 6**, Dairy Judging Team, Intro to Ag Period 4, Intro to Ag Period 5, **Kingsburg FFA**, Kingsburg FFA, **Kingsburg FFA**, **ROP AdvAnSci Period 2**, **ROP AdvAnSci Period 6**, **ROP AgSales Period 6**, **ROP Enrichment Classes**, **Kingsburg FFA**, **ROP AdvAnSci Period 2**, **ROP AdvAnSci Period 6**, **ROP AgSales Period 6**, **ROP Enrichment Classes**, **Holidays in United States**, **Kingsburg High School Main Activities Calendar**, **Viking Professional Development 2016**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
Ag Boosters Fireworks Booth	7pm - Swine	5pm - Dairy 6pm - Sheep/ Goat	Independence Day		District Registration	8am - School Farm
8	9	10	11	12	13	14
9am - Steer		5pm - Dairy 6pm - Sheep/ Goat				
15	16	17	18	19	20	21
7pm - Swine		5pm - Dairy 5pm - Pig Entry 6pm - Sheep/ Goat	5pm - Pig Entry		SOLC	
22	23	24	25	26	27	28
9am - Steer 7pm - Swine		5pm - Dairy 6pm - Sheep/ Goat				
29	30	31	1	2	3	4
9am - Steer		5pm - Dairy 6pm - Sheep/ Goat				ASB Officers

Aug 2018 (Pacific Time)	
Natalie Van	Fri
6th Period- Advanced Animal Science/ Ag Sales, Applied Ag Biol Period 1, Applied Ag Biol Period 3, Applied Ag Biol Period 5, Applied Ag Biol Period 6, Applied Ag Biol Period 1, Applied Ag Biol Period 3, Applied Ag Biol Period 4, Intro to Ag Period 5, Kingsburg FFA, Kingsburg FFA, Contacts, Dairy Judging Team, Intro to Ag Period 2, Intro to Ag Period 4, Intro to Ag Period 5, ROP Enrichment Classes, Kingsburg FFA, ROP AdvAnSci Period 2, ROP AdvAnSci Period 6, ROP AgSales Period 6, ROP AgSales Period 6, ROP Professional Development 2016	Sat

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
9 am - Steer	5 pm - Dairy 6 pm - Sheep/ Goat					ASB Officers
5	6	7	8	9	10	11
ASB Officers	9 am - Steer 7 pm - Swine	Officer Retreat 5 pm - Dairy 6 pm - Sheep/ Goat	3:15 pm - Tech	Regional Bootcamp		
12	13	14	15	16	17	18
5:30 pm - Swine 7 pm - Swine	Registration for 5 pm - Dairy 6 pm - Sheep/ Goat	Registration for 9th 5 pm - Dairy/ Sheep/				
19	20	21	22	23	24	25
1st day of school 7 pm - Steer 7 pm - Swine	3:05 pm - After 5 pm - Dairy 6 pm - Sheep/ Goat					8 am - School Farm
26	27	28	29	30	31	1
No Swine 8 am - Officer 8 am - Officer 7 pm - Steer	EFM COLC @ 3:05 pm - After 5 pm - Dairy 6 pm - Sheep/ Goat	3:05 pm - After				

**Kingsburg High School Agriculture Department
2016-17 Chart of Responsibilities**

DEPARTMENT- GENERAL	DONOVAN	FERGUSON	VAZ
Department Chair	X		
Department Calendar		X	
Coordinating Dept Meetings & Minutes	X		
8th Grade Recruitment	X	X	X
8th Grade Parent Orientation Night	X	X	X
Record Book Scoring	X	X	X
Agriculture Advisory Committee	X		
Agriculture Boosters	X	X	X
Sectional CATA Meetings	X	X	X
Regional CATA Meetings	X	X	X
CATA Summer Conference	X	X	X
Student Data Sheets	X	X	X
FFA Roster/ R2 Reports	X		

DEPARTMENT- CURRICULUM	DONOVAN	FERGUSON	VAZ
Introduction to Agriculture			X
Ornamental Hort		X	
Applied Agriculture Biology			X
Agriculture Sales & Marketing (ROP)		X	
Ag Earth Science		X	
Agriculture Mechanics I	X		
Agriculture Welding Skills	X		
Agriculture Welding Construction (ROP)	X		
Agriculture Welding Fabrication (ROP)	X		

FAIRS AND SHOWS	DONOVAN	FERGUSON	VAZ
Fresno Fair	X	X	X
Great Western (As Assigned)			
California State Fair (As Assigned)			

SAE PROGRAM	DONOVAN	FERGUSON	VAZ
Cattle		Beef	Dairy
Goats	X		
Plants/Landscapes		X	
Sheep			X
Swine	X		
Work Experience	X	X	X

Supporting Material 12:

Graduate Follow up Survey

**Kingsburg High School – Agriculture Department
Graduating Senior Information Sheet**

CONTACT INFORMATION:

Full Name:

Permanent Mailing Address:

City, State, Zip:

Home Phone:

Cell Phone:

e-mail address:

PLANS FOR NEXT YEAR:

Name of College Attending:	
Major:	
Military Service? Yes/No	Branch:
Working Full Time? Yes/No	Place:

STATUS OF SAE PROJECT:

Did you Receive your State FFA Degree:

Please Provide us with Information in Regards to the current status of your SAE Project. If you log onto your AET Account, on your home page pleas list the following numbers shown for:

Cash/ Checking:

Current/ Projects:

Non- Current:

Liabilities:

I understand that to receive my FFA American Degree as a graduate, I must have either:

- a. Earned at least \$10,000 and productively invested \$7,500 from my SAE projects over the course of my years in the agriculture program.
- b. Earned and productively have invested \$2,000 and worked 2,250 hours in excess of scheduled class time over the course of my years in the agriculture program.

☐

Yes I believe I will be eligible for the FFA American Degree.

☐

No I do not believe I will be eligible for the FFA American Degree.

Supporting Material 13:

Graduate Follow up Survey

Results



CALIFORNIA AGRICULTURAL EDUCATION

EXPLORE
Agricultural Education

PARTICIPATE
Students & Members

TEACH
Teachers & Advisors

SUPPORT
Alumni & Parents

GIVE
Sponsors & Donors

California Ag Ed Online



Home

Students by Graduation Year (35 Students) 2017

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



Account Settings

Save Changes



Account Balance

State Balance:

\$148.75

Region Balance:

\$340.00



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

Directory

GRAD YEAR	YEARS IN AG	GRAD STATUS
2017	3	Four Year College - Non-Ag Major
2017	3	Location or Position Unknown
2017	3	Four Year College - Non-Ag Major
2017	4	Four Year College - Ag Major
2017	4	Four Year College - Ag Major
2017	3	Location or Position Unknown
2017	5	Two Year College - Non-Ag Major
2017	4	Four Year College - Ag Major
2017	4	Two Year College - Non-Ag Major
2017	3	Location or Position Unknown
2017	4	Employed - Fulltime - Non-Ag Job



NAME

GRAD YEAR	YEARS IN AG	GRAD STATUS
2017	4	Four Year College - Non-Ag Major
2017	3	Four Year College - Non-Ag Major
2017	3	Two Year College - Ag Major
2017	5	Not Entered
2017	5	Four Year College - Ag Major
2017	3	Two Year College - Non-Ag Major
2017	4	Two Year College - Ag Major
2017	4	Two Year College - Ag Major
2017	3	Four Year College - Ag Major
2017	4	Four Year College - Non-Ag Major
2017	5	Four Year College - Ag Major
2017	5	Two Year College - Ag Major
2017	4	Two Year College - Non-Ag Major
2017	5	Two Year College - Ag Major
2017	5	Four Year College - Ag Major
2017	4	Two Year College - Non-Ag Major
2017	5	Four Year College - Ag Major
2017	3	Two Year College - Non-Ag Major
2017	5	Four Year College - Ag Major
2017	4	Two Year College - Non-Ag Major
2017	5	Two Year College - Ag Major
2017	4	Two Year College - Ag Major
2017	5	Four Year College - Non-Ag Major
2017	5	Two Year College - Ag Major



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

Supporting Material 14: Comprehensive Program Plan



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Adequate Storage

The new agriculture building at Kingsburg High School was completed in the summer of 2002. There is plenty of storage space available in this new facility.

The agriscience classroom, agriculture mechanics classroom, and computer lab all have an abundance of built-in cabinets for storage. Each room has one large (floor to ceiling) cabinet that locks for security purposes.

The agriculture office has built-in cabinets too, along with a separate hallway that is lined with floor to ceiling cabinets.

The agriculture mechanics area has a 10' x 15' secured tool room that is used for storage as well as a 6' x 48' C train storage container.

At the school farm, we have one large shop for storing big equipment and miscellaneous items. We have a separate storage shed inside the livestock barn for storing species-specific supplies and equipment. At the horticulture unit, we have a Tuff Shed where we organize and secure supplies needed by the Ornamental Horticulture class.



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Advisory Committee Assistance

The Kingsburg High School Agriculture Department has had a strong Agriculture Advisory Committee consistently over the past decade. The committee normally meets 3 times each year to provide input on the direction of the program. Over the years, this committee has been instrumental in making many positive changes to the agriculture program.

Major areas of contribution include:

- Extensive review of the program and how it meets the standards outlined in the Ag Incentive Grant Checklist (every 3 years)
- Program goals & objectives
- List of active placement sites
- Advocated in front of administration and school board members for a third full-time agriculture position
- Major input given on the school farm facility, with special attention given to the crop science area
- Major input given on the changing of courses offered in both the Agriculture Science and Agriculture Mechanics pathways



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Career Awareness

All students enrolled in the Kingsburg High School Agriculture Department are exposed to a wide range of occupations related to the agriculture industry. All units taught within the Agriculture Science and Agriculture Mechanics courses include career preparation lessons. For example, in the Agriculture Mechanics pathway, all students are required to research jobs that pertain to the particular unit that they are covering in class. Students in the Agriculture Sales & Marketing course complete a job shadowing assignment that requires them to spend quality time with someone that has a career in the agriculture industry that the student is personally interested in learning more about. Students in Applied Agriculture Biology research careers that relate to the area of agriscience and present their findings to the class. Careers are covered in all units taught in Introduction to Agriculture, Ornamental Horticulture and Advanced Animal Science.



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Agriculture Department
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Career Paths

The agriculture program consists of two pathways: Agriculture Science & Agriculture Mechanics and contains sequence of courses in both areas that are rigorous in nature, meeting both academic and CTE state standards. All students enrolled in agriculture courses are members of the National FFA Organization, a leadership organization for agriculture students designed to prepare students in the areas of premier leadership, personal growth and career success. Every agriculture student is also required to maintain an active Supervised Agriculture Experience program that helps them develop agriculturally-related skills while developing essential interpersonal and leadership skills



Kingsburg Joint Union High School District
Agriculture Department
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Class Size

Teacher	Period	Course	Number of Students
Brian Donovan	1	Agriculture Mechanics 1	20
Brian Donovan	2	ROP Agriculture Mechanics 3/4	24
Brian Donovan	3	Agriculture Mechanics 1	22
Brian Donovan	4	ROP Agriculture Mechanics 2	14
Brian Donovan	5	Agriculture Mechanics 1	28
Amanda Ferguson	1	Agriculture Earth Science	21
Amanda Ferguson	2	ROP Horticulture	11
Amanda Ferguson	3	Agriculture Earth Science	25
Amanda Ferguson	5	Agriculture Earth Science	26
Amanda Ferguson	6	Agriculture Earth Science	25
Natalie Sanchez	1	Agriculture Biology	22
Natalie Sanchez	2	Introduction to Agriculture	25
Natalie Sanchez	3	Agriculture Biology	19
Natalie Sanchez	4	Introduction to Agriculture	23
Natalie Sanchez	5	Agriculture Biology	21
Natalie Sanchez	6	ROP Advanced Animal Science	31



Kingsburg Joint Union High School District
Agriculture Department
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Computer Hardware & Software

Room 50 – Agriculture Mechanics Shop (60' x 40')

- 1 Dell computer to operate Plasma Cam
- 1 Surface Pro laptop
- 1 Dell computer

Room 51 – Agriculture Mechanics Classroom

- 1 Digital Data Projector (mounted on ceiling)
- 1 Dell computer
- 1 Surface Pro laptop
-

Room 52 – Agriculture Science Classroom

- 1 Surface Pro laptop
- 1 Dell Computer
- 1 Digital Data Projector (portable)

Room 55 – Agriculture Computer Lab

- 23 Dell computers with monitors
- 1 Dell 5200 black & white laser printer
- 1 Surface Pro laptop

Agriculture Office

- 3 Dell computers (Sperling, Donovan, student teacher)
- 1 Dell 5100 Color Laser Printer
- 1 Maxtor External Hard Drive for photo/slideshow storage
- 1 Copy Machine
- 1 Canon PowerShot Digital Camera (student use)
- 1 Canon EOS Digital Rebel Camera (advisor use)

School Farm

- 1 Fingerprint Scanner (automated time clock)



Kingsburg Joint Union High School District
Agriculture Department
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(559) 897-2248

Department Meeting Schedule

As a general rule, the agriculture instructors have a formal department meeting each Monday during the professional development time (8:00-8:55 am). In the event of a school wide in-service or other department activity (fair, National Convention, etc.), the meeting is cancelled. Informal department meetings occur as needed (usually daily!!) to discuss issues of importance.

Proposed Meeting Dates 2017- 2018

Fall Semester	Spring Semester
Monday, August 21	Monday, January 8
Monday, August 38	Monday, January 15
Monday, September 18	Monday, January 22
Monday, September 25	Monday, February 19
Monday, October 2	Monday, March 5
Monday, October 23	Monday, March 12
Monday, November 6	Monday, March 19
Monday, November 13	Monday, April 9
Monday, November 20	Monday, April 16
Monday, November 27	Monday, May 7
Monday, December 11	Monday, May 14
	Monday, May 21
	Monday, June 4



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Description of Facilities and Major Equipment

In August 2002, Kingsburg High School completed construction of the new Agriculture building. Below is a description of each learning environment and major components.

Room 50 – Agriculture Mechanics Shop (60' x 40')

- 8 welding booths
- 2 sets of exhaust fans
- 5 PowerMIG 255 welders
- 3 PowerMIG 200 welders
- 8 Ideal Arc 250 welders
- 2 Precision Tip 225 welders
- 1 Square Wave TIG 185
- 1 Spartan 66-ton Iron Worker
- 1 DeWalt Radial Arm Saw
- 1 Delta Table Saw
- 1 Jet Band Saw
- 1 Brilliant Cut-off Saw
- 1 Ellis Band Saw
- 1 Delta 10" Radial Arm Saw
- 1 Thermal Dynamics Plasma Cutter
- 10' x 15' tool room
- 1 6' x 48' storage container

Room 51 – Agriculture Mechanics Classroom

- 1 Sony Digital Data Projector (mounted on ceiling)
- 1 Dell computer

Room 52 – Agriculture Science Classroom

- 1 Mac laptop
- 1 digital data projector (portable)
- 8 science lab stations with gas, air and sinks at each
- 1 vacuum/exhaust hood with water, gas and air

Room 55 – Agriculture Computer Lab

- 23 Dell computers with monitors
- 1 black & white laser printer

School Farm

- 1 greenhouse
- 1 covered patio/work area
- 1 shade area
- 1 shop with awning
- 2 swine barns
- 1 sheep, goat and cattle barn
- 2 acres land for future growth
- Livestock show ring
- Aluminum gooseneck trailer
- White pull-behind trailer
- Ford Excursion
- Ford truck



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Extended Contract

Both of the agriculture instructors are paid for 40 days above their regular salary. These days are paid at the daily rate for the teacher (varies depending on that individual's salary).



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FFA Affiliation

All students enrolled in an agriculture class within the Kingsburg High School Agriculture Program are affiliated with the National FFA Organization and the California Association FFA. In addition, all graduates exhibiting and/or pursuing an American FFA Degree are also affiliated. This process is done annually (R-2) through an electronic form on the internet. It is due October 15th each year.



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June 15, 2009

Dear KHS Agriculture Department Graduate,

First of all, I would like to congratulate you on your achievements here at Kingsburg High School over the past four years. As you prepare to take the next step towards your future goals, please take a few moments and fill out the enclosed survey. As we continue to make changes to the KHS agriculture program, your input will help us shape the opportunities offered to the next generations of KHS students. Once you have completed the survey, please mail it back to me in the envelope that has been provided.

If you have any questions, please call me at 897-2248. Thank you again for your time and feedback.

Sincerely,

Jill Sperling
Agriculture Department Chair



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Grading Policy for SAE

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and record keeping in his/her introductory agriculture class. As part of their class grade, he/she will develop an individualized plan for a future SAE project.

All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their CA Agriculture Education Record Book. This will account for 15% of the students' overall semester grade in every agriculture class taught at Kingsburg High School.



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Laboratory Facilities

Currently, our laboratory facilities consist of the following:

- Agriscience classroom, with 8 built-in lab stations
- Agriculture mechanics shop
- Agriculture computer lab with 23 student computers
- Horticulture unit (greenhouse, shade house)
- Swine barns
- Cattle, sheep & goat barn



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Leadership Grade

All students enrolled in the Kingsburg High School Agriculture Program are members of the Kingsburg FFA Chapter and will be eligible to participate in the organization's activities. Each course taught within the agriculture department will have 15% of the semester grade devoted to FFA participation. In order to receive that 15%, a student must attend at least 4 approved FFA activities each semester. Approved activities may include, but are not limited to: monthly chapter meetings, leadership conferences, judging team events, sectional activity nights, public speaking events, community service activities, fundraisers, etc.



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List of Active Placement Sites

Agriculture Mechanics

- **Kingsburg Cultivator – Clint Erling**
- **Wildwood Express – Mark Woods**
- **Fab Tech, Inc. – Ron McClain**
- **Premier Trailer**

Agriscience

- **Dellevalle Laboratories**
- **USDA Research Station – Chuck Burks**
- **UC Kearney Research Center – Laura Vanderstay**
- **Syngenta**

Ag Services

- **B & C Packing – Blake Carlson; Jeff Bortolussi**
- **Bujulian Packing**
- **HMC Packing**
- **Family Tree Farms**
- **Valhalla Packing**
- **Sun Valley Farms**
- **Perez Farms**

Small Animal Production

- **Doolittle's Pet Grooming – Kelly Okland**
- **Kingsburg Feed Station – Regina**

Agriculture Business

- **Kingsburg Federal Land Bank – Scott Anderson**
- **Kingsburg Insurance – Scott Carlson; Danny Cates**



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List of Courses that Qualify for Alternative Credit

The following A-G courses are approved:

- Applied Agriculture Biology – D “Lab Science”
- Agriculture Earth Science- “Lab Science”
- Environmental Horticulture Science – G “Elective”

ROP courses that are on the A-G list but are not currently offered:

- Veterinary Science – G “Elective”



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Maintaining Record Books

All of the students in our program are required to maintain an active SAE project, which requires them to keep an up to date AET record book. The correlation between SAE projects and the AET record books is 15 percent of the student's grade. The students are required to come up with their own idea in regards to their SAE project and they are introduced to the AET record book at the beginning of the year during our department wide AET record book unit. The students are then required to update their record books monthly and they must close out their projects when they come to an end. The record books are checked by their Ag teachers during every quarter to ensure accuracy and completion and their scores are recorded into our aeries gradebook. All students were required to update their old record books prior to the AET software into the new system. All of our students have made the conversion to the new AET record book system. We have complete access to this universal system for as long as our students remain on our department's R2 roster.



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Professional Development Activities

Agriculture Incentive Grant funding, along with funds from Perkins, will be used to provide professional development activities for agriculture instructors. This will include in-service training, site visitations to other schools, as well as conference and seminar attendance.

Agriculture teachers participate in a variety of in-service and professional development activities that go beyond those opportunities offered to all teachers on our campus. These activities include, but are not limited to, the following: California Agriculture Teachers' Association (CATA) Conference, CATA Regional Road Show, National Association of Agriculture Educators (NAAE) Conference, National FFA Convention, State FFA Leadership Conference, and any individual teacher requests for special training in needed areas.

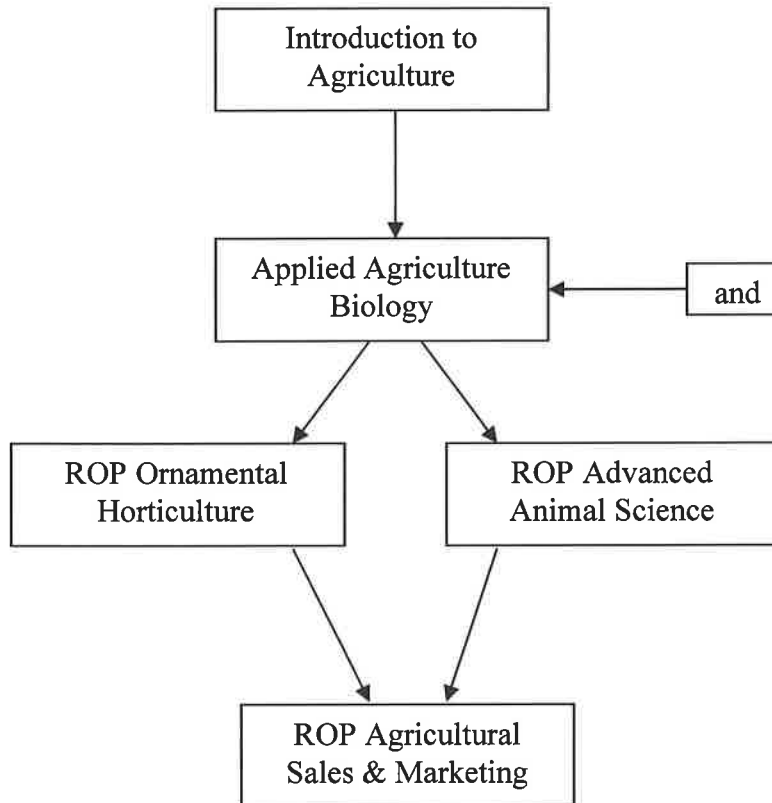
Brian Donovan, Amanda Ferguson, and I all teach full time at Kingsburg High School. I can also confirm that without a doubt, all three of us attend a minimum of four professional development events. Our attendance at these events is recorded by our regional supervisor, Charles Parker. The professional development events include, but are not limited to:

CATA Summer Conference	Spring Regional Meeting
CATA San Joaquin Regional Road Show	New Professionals
Mentoring Conference	AVID Summer Institute

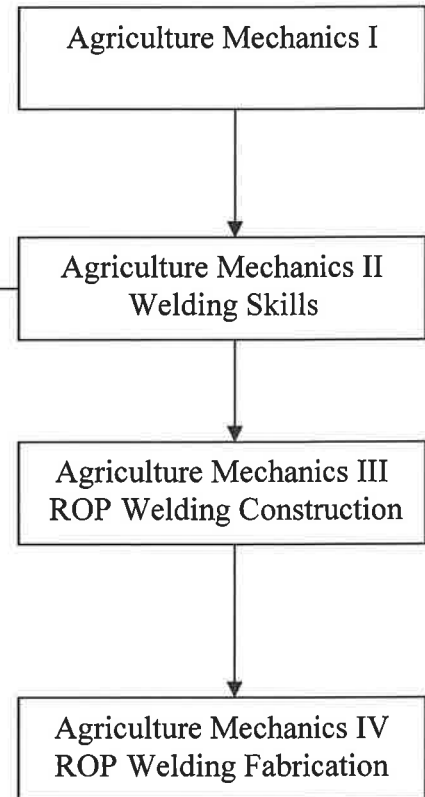
Kingsburg High School Agriculture Department

Sequence of Courses

AGRICULTURE SCIENCE PATHWAY



AGRICULTURE MECHANICS PATHWAY



Program Completion Standards:

In order for a student to complete a program in agriculture at Kingsburg High School, they must complete 720 hours of instruction in 4 courses, in accordance with the sequences shown above. The students must complete a sequence to one of the pathways above. The students have to complete the introductory course, the concentrator course, and the cap stone course of their chosen pathway.

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and will develop an individualized plan for a future SAE project. All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their record book. This will account for 15% of the students' overall semester grade in every agriculture class taught at Kingsburg High School.

Each student enrolled in the agriculture program will be a member of the Kingsburg FFA Chapter and will be eligible to participate in the organization's activities.



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Program Plan Updates

The following updates to the Program Plan are submitted annually to Ken Harris, our regional supervisor:

- H – 5 Year Equipment Acquisition Schedule
- I – Staff Assignments/Chart of Responsibilities
- J – Kingsburg FFA Program of Activities
- N – Agriculture Advisory Committee Roster
- O – Advisory Committee Minutes



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Record Keeping

Record books are a major component of every agriculture class. Extensive SAE & Record Book units are taught in the two introductory courses: Introduction to Agriculture and Agriculture Mechanics I. We do not require our first year students to have a SAE program (although many choose to anyway). At the completion of the SAE/Record Book unit in the introductory courses, students are required to write a SAE proposal for what they want their SAE to be the following year.

Every second, third and fourth year student is required to have an approved SAE program and have appropriate documentation in his/her record book. 15% of a student's semester grade is based on SAE/Record Books.

All students are required to submit their record book information into the new AET system software. They do this during the record book unit that is taught in their class. The students must complete their AET Record book in order to get the 15 percent towards their overall grade, as well as their fair check.



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SAE Visitation

Ideally, SAE visits are made to students twice each year. A majority of our students have livestock projects for Fresno Fair or have work experience positions held during the summer months. Both teachers work diligently to visit students on a routine basis. The following chart shows the breakdown of supervision duties:

Natalie Sanchez	Brian Donovan	Amanda Ferguson
<ul style="list-style-type: none">• Dairy Cattle• Goats• Sheep• Work Experience	<ul style="list-style-type: none">• Ag Mechanics• Beef Cattle• Hogs• Crop Science• Work Experience	<ul style="list-style-type: none">• Beef Cattle• Rabbits• Horticulture• Work Experience

Visits are documented by using a triplicate form. The white copy stays with the teacher, the yellow copy goes to the student and the pink copy gets placed in the department file.



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Current Status of Articulation Agreements

At this time, the Kingsburg High School Agriculture Department does not have any articulation agreements with any community colleges. As a department, we do offer a few ROP courses to our students and in return they receive 2 transferable college units. However, as a department we are not responsible for the implementation of the agreement with the colleges. The agreements for the dual enrollment courses are articulated and created between the Valley Regional Occupational Program and the local Community Colleges in our area.



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Student Career Counseling

Kingsburg High School has a tremendous Counseling Department which works in conjunction with the College & Career Center staff to provide agriculture students with information about careers associated with the various industry sectors. Each year, a variety of Career Days are held that focus on a particular industry sector. During the Career Days, students are able to listen to presentations given by a number of individuals that represent various aspects of the industry being spotlighted. The majority of the guest speakers come from business & industry and talk about how their high school experience with CTE helped them obtain their current position or provided them with the self-esteem and leadership skills needed to go on to a four-year college/university and become successful as they pursued a degree in their chosen field. These Career Days allow our students to be exposed to new careers and develop valuable connections with members of our community.

The counseling staff works diligently with all of our agriculture students to help them design a four-year plan that best meets their individual needs while at Kingsburg High School. These plans are re-visited each year and revisions are made as needed to help students stay on track and be successful. Our counselors are very supportive of the agriculture courses offered on campus and recommend that students take agriculture courses as a way to develop themselves in the area of technical knowledge and leadership skills.

Representatives from the agriculture programs at Reedley College & College of the Sequoias visit the graduating seniors in the agriculture department each spring. During these visits, students are presented information about the agriculture course offerings at the community college and are encouraged to ask questions that they may have about college and careers. Additionally, community colleges visit all of the senior classes at Kingsburg High School to talk about post-secondary education and help students understand their options as they prepare

to graduate.

Our College & Career Center provides a four-year curriculum that is based on career exploration. This curriculum is taught to students as part of their English course each year (every student is required to take an English course each year during their high school career). This curriculum involves taking on-line questionnaires that assess a student's likes, dislikes, and interpersonal skills and gives them a scientific breakdown of specific careers that may be of interest to them. Students are also asked to select a career, interview someone that works in that field, and write a paper that showcases that particular career.



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Student Data Sheets

All students in the agriculture program complete a Student Data Sheet at the beginning of each school year. Normally, we do these at the beginning of the third week of school because students are able to switch their schedules through the end of the second week.

Once completed, student data sheets are placed in every student's individual department file (located in the file cabinet in the back of Room 52, near the Ag Office door).

Students receive points in the computer for completing their Student Data Sheet. This helps us keep track of them and ensures that every student has an updated data sheet on file for the new year.



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Student Eligibility to Participate in Out-of-Class Activities

It is a policy at Kingsburg High School that all students participating in out-of-class activities including FFA, maintain academic eligibility. Therefore, any student not earning a 2.0 grade point average, not passing at least 5 subjects at the end of the grading period or who has been assigned permanently to the Responsibility Center is on academic probation and is ineligible from participating in out-of-class activities.

Grading Policy for FFA

All students enrolled in the Kingsburg High School Agriculture Program are members of the Kingsburg FFA Chapter and will be eligible to participate in the organization's activities. Each course taught within the agriculture department will have 15% of the semester grade devoted to FFA participation. In order to receive that 15%, a student must attend at least 4 approved FFA activities each semester. Approved activities may include, but are not limited to: monthly chapter meetings, leadership conferences, judging team events, sectional activity nights, public speaking events, community service activities, fundraisers, etc.

Grading Policy for SAE

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Student Leadership Participation

** Figures are for the 2008-09 school year.

Fall Semester

- 184 students enrolled
- 122 students (66% of total enrollment) participated in 4 or more activities
- 37 students (20% of total enrollment) participated in 3 activities
- Total participation over semester = $122 + 37 = 159$ (86%)

Spring Semester

- 182 students enroll-ed
- 111 students (61% of total enrollment) participated in 4 or more activities
- 25 students (14% of total enrollment) participated in 3 activities
- Total participation over semester = $111 + 25 = 136$ (75%)

Full Year

- Average of 183 students enrolled
- Average of 116.5 students (64% of total enrollment) participated in 4 or more activities
- Average of 31 students (17% of total enrollment) participated in 3 activities
- Average total participation over semester = $116.5 + 31 = 147.5$ (81%)



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Supervision Period

This year, there is one supervision period allocated to the Agriculture Department. It is shared by all three agriculture teachers.

Administration is supportive of both teachers having their own supervision period. However, it was decided by the agriculture instructors to share one period this year so that we could teach additional agriculture classes due to the fact that we have high enrollment numbers.

Kingsburg High School – Agriculture Department

Targeted Occupations

Introduction to Agriculture			
Applied Agriculture Biology			
Advanced Animal Science	Ornamental Horticulture	Ag Sales & Marketing	Agriculture Mechanics
Animal Behaviorist Animal Breeder Animal Control Officer Animal Geneticist Animal Nutritionist Animal Taxonomist Animal Trainer Aquaculturist Beekeeper Cattle Rancher Dairy Farmer Dairy Nutrition Specialist Embryologist Fish Hatchery Manager Geneticist Horse Breeder Livestock Producer Marine Biologist Park Ranger Poultry Producer Veterinarian	Crop Specialist Floral Designer Forest Ranger Golf Course Superintendent Greenhouse Manager Horticulturist Hydroponics Grower Landscape Architect Landscaper Nursery Operator Park Manager Park Ranger Plant Breeder Plant Ecologist Plant Geneticist Plant Nutritionist Plant Pathologist Plant Taxonomist Soil Scientist Timber Manager Turf Manager	Account Executive Advertising Manager Commodity Broker Computer Systems Analyst Consumer Information Manager Cooperative Extension Agent Export Sales Manager Farm Manager Food Broker Food Processing Supervisor Grain Broker/Buyer Information System Analyst Insurance Agent Journalist Labor Relations Specialist Livestock Commission Agent Market Analyst Marketing Manager Public Relations Representative Purchasing Manager Real Estate Broker Sales Representative	Ag Construction Worker Ag Electrician Ag Engineer Ag Equipment Designer Ag Fabrication Ag Safety Engineer Engine Specialist Equipment Operator Farm Equipment Repair Farm Equipment Salesperson Farm Machine Operator Gas Engine Mechanic Hydraulic Engineer Industrial Equipment Repair Maintenance Technician Parts Manager Safety Inspector Sales Representative Service Trainer / Manager Shop Foreman Transmission Specialist Welder



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Teacher Reimbursement

Agriculture instructors are reimbursed for expenses incurred for FFA, SAE and professional development activities, provided that the activity was approved in advance or was an emergency (i.e. unexpected medical issues with animals at farm)

The process is as follows:

1. Requisition must be submitted to district office in advance of activity for approval
2. Upon return, instructor must complete the "Travel Expense Claim" form (attached)
3. Receipts are attached. (note: receipts must be itemized in order to be reimbursed!)
4. Payment usually takes 2 weeks to process.



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Student Teacher Ratio 2016-2017

of First Year Students Enrolled: 103/2 = 51.5

of Second, Third, Fourth Year Students: 164

subtotal: 215.5

Calculation: 215.5 students/3 teachers = 71.83 = 72



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Agricultural Education Aims

The outcome of achievements derived from courses in agriculture are many even though they are not always realized immediately. The more desirable ones are described below.

1. The student's interest in agriculture is determined.
2. An appreciation of conservation of our natural resources is developed in the student.
3. The student is given knowledge of living and growing things.
4. Gives the student the ability to make intelligent selections of farm products for home use.
5. Teaches the student to provide and maintain attractive home surroundings.
6. Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.
7. Acquaints the student with related agricultural fields. (Job prospects)
8. Trains the student for related agricultural fields.
9. Prepares the student to become engaged in an agricultural production enterprise.
10. Prepares the student for higher education in agriculture or its related fields.

Program Goals & Objectives

Agriculture Education at Kingsburg High School is comprised of a group of related instructional programs designed to prepare students for continuing their education at either a two or four year institution as well as for placement in occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components:

1. Instruction in class, laboratory, shop or field.
2. Individual and group participation in student organization (FFA) activities.
3. Individual participation in Supervised Agriculture Experience (SAE) programs.

Agriculture Production

This instructional program is designed to begin preparing students towards continuing their education as well as for entry into the job market. At Kingsburg High School, the Agriculture Production instructional program is comprised of Introduction to Agriculture for freshmen, Applied Agriculture Biology for sophomores, and Ornamental Horticulture and Advanced Animal Science for juniors.

The goals of this program are:

- To enable students to acquire an understanding of the economic and social impact of the agriculture production industry upon society and its relationship to agriculture in general
- To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.

Agriculture Mechanics

This instructional program is designed to prepare students for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Kingsburg High School offers four levels of Agriculture Mechanics courses, ranging from introductory to capstone courses, in order to meet the needs of all students interested in gaining skills within the Agriculture Mechanics field.

The goals of this program are:

- To provide the Agriculture Mechanics industry with a work force adequately prepared for employment.
- To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.

CHAPTER GOALS

1. Focus on younger members to build leadership for the future of our chapter.

- Establish a Greenhand FFA Officer team
- Allow Greenhand members to purchase "senior slaves" in an auction at a chapter meeting activity early in the year
- Promote leadership by taking a larger number of freshmen students to the annual Greenhand FFA Conference
- Encourage more sophomores to participate in the Made for Excellence leadership conference
- Increase the number of students who participate in the Sectional Best Informed Greenhand and Novice Opening/Closing contests.

2. Continue to improve our methods of chapter promotion

- Establish a valuable chapter website to allow for easy access of information about our chapter and program as a whole
- Start a new tradition of a quarterly video news broadcast, highlighting our activities
- Send articles to the Kingsburg Recorder and the New Horizons Magazine that include events of the Kingsburg FFA Chapter
- Create a slideshow to be played at the monthly chapter meetings that showcases the activities from the previous month

Supporting Material 15: Advisory Committee Meeting Agenda's



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AGENDA

Agriculture Advisory Committee

Thursday, March 23, 2017
6:30 pm - Ag Building, Room 52

1. Welcome - Kevin Esau
2. Distribute sign-in sheet - Kevin Esau
3. Approval of the Minutes from previous meeting
4. Department Report and Funding Updates- Brian Donovan
5. FFA Update - Amanda Ferguson and Natalie Vaz
6. School Farm Update- Potential for growth
7. 8th Grade Recruitment- Growth in class sizes
8. New Business- Open Floor
9. Next Meeting - June 22nd at 6:30 pm in Room 52
10. Adjourn



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AGENDA

Agriculture Advisory Committee

Thursday, June 22, 2017
6:30 pm - Ag Building, Room 52

1. Welcome - Kevin Esau
2. Distribute sign-in sheet - Kevin Esau
3. Approval of the Minutes from previous meeting
4. Department Report and Funding Updates- Brian Donovan
5. FFA Update - Amanda Ferguson and Natalie Vaz
6. School Farm Update- Livestock animal numbers
7. Proposed Classes for 2018-2019 school year
8. Possibilities for Growth in 2018-2019
9. Next Meeting - ???- 6:30 pm in Room 52
10. Adjourn

Supporting Material 16:

Advisory Committee

Meeting Minutes



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MINUTES

Agriculture Advisory Committee

Thursday, March 23rd, 2017
6:30 pm - Ag Building, Room 52

1. Welcome - Kevin Esau
 - i. called to order at 6:40pm
2. Distribute sign-in sheet and Dinner - Kevin Esau
 - i. Members present, Esau, Urueta, Morris, Jackson, , Donovan, Ferguson, Vaz
3. Approval of the Minutes from previous meeting
 - i. Motion Jackson
 - ii. 2nd Morris
 - iii. Passed Voice vote
4. Department Report and Funding Updates - Brian Donovan
 - i. CTE Grant money has arrived, and is benefiting Ag Programs. Walk in cooler purchased for floral class, new equipment purchased for shop. Improvements made to school farm.
 1. Approved Aquaponics system as a capital outlay project
 - ii. Added Advanced Hort to the schedule for this year, going strong
 - iii. Construction on Livestock Facilities continues, cattle barn completely done, hog barn 50% complete and rabbits will start when time allows. Will be done through a variety of funding sources and donations, and students will be used where ever possible.

- iv. School is now 1-1 in technology, students can utilize laptops to log onto the online recordbook, as well as for class projects.

5. FFA Update - Amanda Ferguson

- i. Students have finished up the winter judging season, very successful, Vine Pruning had a great team that competed well and came up just short in the State Finals Contest
- ii. Starting our spring judging teams. We will have the most teams in almost 10 years in Kingsburg competing during the springtime. They will be: Ag Mechanics, Farm Records, Dairy Cattle Judging, BIG, Vet Science and Ag Issues Forum.
- iii. Working on integrating more community service and student leadership opportunities into the student program.

6. Labor Market Needs:

- i. Work with students on attendance and time management
- ii. Basic Computer skills and Basic Math skills
- iii. Diversified workers, not just specialized in one area, but able to adapt to multiple areas, or multiple jobs

7. Next Meeting -June at 6:30 pm in Room 52

8. Adjourn 7:30pm

Respectfully Submitted

A handwritten signature in dark ink, appearing to be 'Z. De' followed by a long horizontal line.



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MINUTES

Agriculture Advisory Committee

Thursday, June 22, 2017
6:30 pm - Ag Building, Room 52

1. Welcome and meeting called to order at 6:33 by Chair Kevin Esau. Meal is ready to go!
2. Distribute sign-in sheet - Members Present, Frank Teabue, Lance Jackson, Jesus Urueta, Kevin Esau, Amanda Ferguson, and Brian Donovan
3. Approval of the Minutes from March
 - i. Motion Jackson
 - ii. 2nd Urueta
 - iii. Passed Voice Vote
4. Department Report - Brian Donovan
 - a. After a smaller group of students we seem to pick back up to 15-16 student numbers. We have focused this year on meeting the needs for our students, as well as our campus and community. As had been suggested at previous meetings we have worked to get students out on industry field trips in all of our pathways.
 - b. We have suggested and it was accepted to make participation in CTSOs (FFA and Skills USA) a goal in our districts LCAP
 - c. We currently still receive all of our districts Perkins funding (about 30,000 for 17-18) with support from our admin. As Perkins Coordinator I sought input from other potential

pathways, and received no feed back from other content areas, so they were once again left off this list for funds. Even in our Career Tech Incentive Grant which our district will get about \$170,000 for 17-18 school year, other CTE Areas failed to show up to the meeting to discuss allocating the funds, so they will just need to be happy with what they receive.

- d. Students 1 to 1 helping in classes still
- e. Looking at adding shop yard cover in the summer of 2018

5. FFA Update - Amanda Ferguson

- a. 4th seemed to be our number this year, our students had a bunch of accomplishments throughout the last year. We have elected a strong group of officers, as we have lost a strong group of seniors
- b. 5 of our schools valedictorians were program completes. We impacted a couple of those students so much to be given shout outs and praise during their graduation speeches.
- c. Livestock is rocking and rolling, about 70 students will be exhibiting at the Fresno Fair in October, our date for our Showmanship Extravaganza was set for September 9th.
- d. Grades have also been a theme this year, we have had students who have lost their spot on the officer team because of academic probation, as well as students lose the opportunity to exhibit animals for the fair.

6. Proposed Classes for 17-18

- a. 5 sections per teacher, so we will have the project period bought out
- b. Natalie might get her prep period bought out to reduce class sizes in Ag Bio

7. Possibilities for Growth in 2018-2019

- a. Adding a floral class, has been approved by our curriculum council, and working through a realistic timeline to get teachers trained and equipment in for this class
- b. Declining enrollment is a theme school wide but it seems like our numbers are increasing again, we will wait to

analyze numbers after school starts to see about the opportunity to hire in the spring.

8. Capital Outlay Projects Reports

- a. Ag Mechanics
 - i. New Tig Welders, Mig Welders and Metal Forming Equipment
- b. Ag Science
 - i. Aquaponics system for greenhouse, and school farm improvements
- c. Ag Truck Proposal will come at our fall meeting, we have set aside almost \$60,000 in CTEIG funds to purchase a new Ag Truck. Our booster group just purchased a new van for our program it will be delivered in August. Once we take delivery we will start the bid process for a new truck

9. Next Meeting - September 2017 at 5:30 pm in Room 52

10. Adjourn 7:50

A handwritten signature in dark ink, appearing to read "Zoe" followed by a stylized flourish.



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

MINUTES

Agriculture Advisory Committee

Thursday November 10th, 2016
6:30 pm - Ag Building, Room 52

1. Welcome - Kevin Esau called to order at 6:35 and welcomed guests to enjoy dinner.
2. Distribute sign-in sheet - Kevin Esau
 - a. Members present - Kevin Esau, , Jesus Urueta, Brian Donovan, Natalie Vaz, Amanda Ferguson
3. Approval of the Minutes from June 18th 2015
 - a. Motion Jackson
 - b. 2nd Urueta
 - c. Passed voice vote
4. Department Report - Brian Donovan
 - a. Department budget looking good, funds from Ag Incentive, Perkins, so small amount of district funds, we have seen growth in the department in terms of # of students. Working with Valley ROP on the new CTE Incentive Grant which could help to improve equipment and facilities in CTE on Kingsburg's Campus. Grant money just arrived and we should be able to start ordering soon. Looking at ways to make more pathway programs on campus
 - b. Department numbers took a little dip this year, total number enrolled is down, we are down one section department wide.
 - c. Issue with Master Schedule prevented seniors from taking the courses that were designed for them. Some Seniors

had to take in Intro class just to stay in the program to raise animals, compete on CDE teams or because they were an officer. Need to look into ways to prevent this in the future.

5. FFA Update - Amanda Ferguson
 - a. Officer team and students have been busy so far this year, and we have full calendar of activities, CDEs and conferences for students this year.
 - b. Students have chosen the theme of "Break Barriers" for this year.
 - c. Excited to see how our students participate and represent our chapter
6. Ag Incentive Grant Review
 - a. Charles Parker will be conducting an onsite review this year. Mr. Esau will be available for the review.
7. Class Sizes for 2016-2017
 - a. One less section, and 30 less students overall, still a strong program, not sure what the drop was caused by, but we are seeing slightly lower enrollment school wide
8. Possibilities for Growth in 2017-2018
 - a. Possibly floral or Advanced OH and keeping Advanced Animal Science yearly instead of every other year.
9. Next Meeting -Mid March at 6:30 pm in Room 52
10. Adjourn



Supporting Material 17:

Advisory Committee

Constitution and By Laws

Kingsburg Joint Union High School District

Agricultural Advisory Committee

Constitution

I. Introduction

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

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

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

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

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

"A vocational advisory committee is a practical device by which the school system keeps in contact with the groups in the community that it is trying to serve. Members of advisory committees are laymen from the various professions and

occupations who have had broad experience in their fields, and have gained the confidence of their working associates, as well as the general public.”

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

II. Using the Advisory Committees

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

III. Advisory Committee Duties

- a. The duties of the advisory committee shall include, but will not be limited to:
 - i. Assist vocational agricultural teachers in developing strong curricula.

- ii. Assist in providing on job training sites for vocational students.
- iii. Provide effective public relations.
- iv. Assist in evaluating the effectiveness of the vocational agriculture program.
- v. Assist teachers in unifying other groups and agencies interested in agriculture.
- vi. Visit the supervised programs of students.

IV. Operation of Committee

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

V. The advisory committee membership shall consist of:

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

- Meetings will be held in the agriculture department unless otherwise stipulated.

VI. Term of Advisory Committee Members:

- a. The term of an Advisory committee member shall be for three years unless that person is a junior member in which case the term shall be for two years.

- b. The term of the committee members shall begin January 1st of the year elected and end December 31st of the third year.

VII. Filling Vacancies:

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

VIII. Amendments

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

Revised: December 16, 2014

Supporting Material 18: Proficiency Standards



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Agricultural Education Aims

The outcome of achievements derived from courses in agriculture are many even though they are not always realized immediately. The more desirable ones are described below.

1. The student's interest in agriculture is determined.
2. An appreciation of conservation of our natural resources is developed in the student.
3. The student is given knowledge of living and growing things.
4. Gives the student the ability to make intelligent selections of farm products for home use.
5. Teaches the student to provide and maintain attractive home surroundings.
6. Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.
7. Acquaints the student with related agricultural fields. (Job prospects)
8. Trains the student for related agricultural fields.
9. Prepares the student to become engaged in an agricultural production enterprise.
10. Prepares the student for higher education in agriculture or its related fields.

Program Goals & Objectives

Agriculture Education at Kingsburg High School is comprised of a group of related instructional programs designed to prepare students for continuing their education at either a two or four year institution as well as for placement in occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components:

1. Instruction in class, laboratory, shop or field.
2. Individual and group participation in student organization (FFA) activities.
3. Individual participation in Supervised Agriculture Experience (SAE) programs.

Agriculture Production

This instructional program is designed to begin preparing students towards continuing their education as well as for entry into the job market. At Kingsburg High School, the Agriculture Production instructional program is comprised of Introduction to Agriculture for freshmen, Applied Agriculture Biology for sophomores, and Ornamental Horticulture and Advanced Animal Science for juniors.

The goals of this program are:

- To enable students to acquire an understanding of the economic and social impact of the agriculture production industry upon society and its relationship to agriculture in general
- To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.

Agriculture Mechanics

This instructional program is designed to prepare students for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Kingsburg High School offers four levels of Agriculture Mechanics courses, ranging from introductory to capstone courses, in order to meet the needs of all students interested in gaining skills within the Agriculture Mechanics field.

The goals of this program are:

- To provide the Agriculture Mechanics industry with a work force adequately prepared for employment.
- To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.

CHAPTER GOALS

1. Focus on younger members to build leadership for the future of our chapter.

- Establish a Greenhand FFA Officer team
- Allow Greenhand members to purchase "senior slaves" in an auction at a chapter meeting activity early in the year
- Promote leadership by taking a larger number of freshmen students to the annual Greenhand FFA Conference
- Encourage more sophomores to participate in the Made for Excellence leadership conference
- Increase the number of students who participate in the Sectional Best Informed Greenhand and Novice Opening/Closing contests.

2. Continue to improve our methods of chapter promotion

- Establish a valuable chapter website to allow for easy access of information about our chapter and program as a whole
- Start a new tradition of a quarterly video news broadcast, highlighting our activities
- Send articles to the Kingsburg Recorder and the New Horizons Magazine that include events of the Kingsburg FFA Chapter
- Create a slideshow to be played at the monthly chapter meetings that showcases the activities from the previous month

HS.Space Systems

HS.Space Systems

Students who demonstrate understanding can:

- HS-ESS1-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.** [Clarification Statement: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.] [Assessment Boundary: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.]
- HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.** [Clarification Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the Big Bang theory (3/4 hydrogen and 1/4 helium).]
- HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.** [Clarification Statement: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.] [Assessment Boundary: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.]
- HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.** [Clarification Statement: Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons.] [Assessment Boundary: Mathematical representations for the gravitational attraction of bodies and Kepler's laws of orbital motions should not deal with more than two bodies, nor involve calculus.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices

Developing and Using Models

Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-ESS1-1)

Using Mathematical and Computational Thinking

Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical or computational representations of phenomena to describe explanations. (HS-ESS1-4)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-ESS1-2)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

- Communicate scientific ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-ESS1-3)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (HS-ESS1-2)

Disciplinary Core Ideas

ESS1.A: The Universe and Its Stars

- The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (HS-ESS1-1)
- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (HS-ESS1-2), (HS-ESS1-3)
- The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (HS-ESS1-2)
- Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (HS-ESS1-2), (HS-ESS1-3)

ESS1.B: Earth and the Solar System

- Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (HS-ESS1-4)

PS3.D: Energy in Chemical Processes and Everyday Life

- Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (secondary to HS-ESS1-1)

PS4.B Electromagnetic Radiation

- Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (secondary to HS-ESS1-2)

Crosscutting Concepts

Scale, Proportion, and Quantity

- The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (HS-ESS1-1)
- Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (HS-ESS1-4)

Energy and Matter

- Energy cannot be created or destroyed—only moved between one place and another place, between objects and/or fields, or between systems. (HS-ESS1-2)
- In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-ESS1-3)

Connection to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (HS-ESS1-2), (HS-ESS1-4)

Connection to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (HS-ESS1-2)
- Science assumes the universe is a vast single system in which basic laws are consistent. (HS-ESS1-2)

Connections to other DCIs in this grade-band: **HS.PS1.A** (HS-ESS1-2), (HS-ESS1-3); **HS.PS1.C** (HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-3); **HS.PS2.B** (HS-ESS1-4); **HS.PS3.A** (HS-ESS1-2); **HS.PS3.B** (HS-ESS1-2); **HS.PS4.A** (HS-ESS1-2)

A collection of DCIs across grade-bands: **MS.PS1.A** (HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-3); **MS.PS2.A** (HS-ESS1-4); **MS.PS2.B** (HS-ESS1-4); **MS.PS4.B** (HS-ESS1-1), (HS-ESS1-2); **MS.ESS1.A** (HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-3); **MS.ESS1.B** (HS-ESS1-4); **MS.ESS2.A** (HS-ESS1-1); **MS.ESS2.D** (HS-ESS1-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled "Disciplinary Core Ideas" is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.

HS.Space Systems

Common Core State Standards Connections:

LA/Literacy –

LST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. *(HS-ESS1-1), (HS-ESS1-2)*

LT.9-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. *(HS-ESS1-2), (HS-ESS1-3)*

SL.11-12.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. *(HS-ESS1-3)*

Mathematics –

MP.2

Reason abstractly and quantitatively. *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-3), (HS-ESS1-4)*

MP.4

Model with mathematics. *(HS-ESS1-1), (HS-ESS1-4)*

HSN-Q.A.1

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-4)*

HSN-Q.A.2

Define appropriate quantities for the purpose of descriptive modeling. *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-4)*

HSN-Q.A.3

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-4)*

HSA-SSE.A.1

Interpret expressions that represent a quantity in terms of its context. *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-4)*

HSA-CED.A.2

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-4)*

HSA-CED.A.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-4)*

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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HS.History of Earth

HS.History of Earth

Students who demonstrate understanding can:

- HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.** [Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).]
- HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.** [Clarification Statement: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system 4.6 billion years ago. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.]
- HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.** [Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).] [Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).</p> <ul style="list-style-type: none"> Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-ESS2-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. (HS-ESS1-6) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments. (HS-ESS1-5) <p>Connections to Nature of Science</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (HS-ESS1-6) Models, mechanisms, and explanations collectively serve as tools in the development of a scientific theory. (HS-ESS1-6) 	<p>ESS1.C: The History of Planet Earth</p> <ul style="list-style-type: none"> Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old. (HS-ESS1-5) Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (HS-ESS1-6) <p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (HS-ESS2-1) (Note: This Disciplinary Core Idea is also addressed by HS-ESS2-2.) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS2.B Grade 8 GBE) (secondary to HS-ESS1-5),(HS-ESS2-1) Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2.B Grade 8 GBE) (HS-ESS2-1) <p>PS1.C: Nuclear Processes</p> <ul style="list-style-type: none"> Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (secondary to HS-ESS1-5),(secondary to HS-ESS1-6) 	<p>Patterns</p> <ul style="list-style-type: none"> Empirical evidence is needed to identify patterns. (HS-ESS1-5) <p>Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable. (HS-ESS1-6) Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS2-1)

Connections to other DCIs in this grade-band: **HS.PS2.A** (HS-ESS1-6); **HS.PS2.B** (HS-ESS1-6),(HS-ESS2-1); **HS.PS3.B** (HS-ESS1-5); **HS.ESS2.A** (HS-ESS1-5)

Articulation of DCIs across grade-bands: **MS.PS2.B** (HS-ESS1-6),(HS-ESS2-1); **MS.LS2.B** (HS-ESS2-1); **MS.ESS1.B** (HS-ESS1-6); **MS.ESS1.C** (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1);

MS.ESS2.A (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1); **MS.ESS2.B** (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1); **MS.ESS2.C** (HS-ESS2-1); **MS.ESS2.D** (HS-ESS2-1)

Common Core State Standards Connections:

ELA/Literacy –
RST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-ESS1-5),(HS-ESS1-6)

RST.11-12.8

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-ESS1-5),(HS-ESS1-6)

WHST.9-12.1

Write arguments focused on discipline-specific content. (HS-ESS1-6)

WHST.9-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-ESS1-5)

SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-ESS2-1)

Mathematics –

2

Reason abstractly and quantitatively. (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1)

MP.4

Model with mathematics. (HS-ESS2-1)

HSN-Q.A.1

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas, equations, and

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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HS.History of Earth

ISN-Q.A.2

ISN-Q.A.3

IF.B.5

ID.B.6

Interpret the scale and the origin in graphs and data displays. (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1)

Define appropriate quantities for the purpose of descriptive modeling (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1)

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities (HS-ESS1-5),(HS-ESS1-6),(HS-ESS2-1)

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. (HS-ESS1-6)

Represent data on two quantitative variables on a scatter plot, and describe how those variables are related. (HS-ESS1-6)

HS.Earth's Systems

HS.Earth's Systems

tudents who demonstrate understanding can:

- HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.** [Clarification Statement: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.]
- HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.** [Clarification Statement: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.]
- HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.** [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).]
- HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.** [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]
- HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.** [Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.] [Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and test relationships among variables between systems and components in the natural and designed world(s). Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-ESS2-3), (HS-ESS2-6)

Planning and Carrying Out Investigations

Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-ESS2-5)

Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (HS-ESS2-2)

Engaging in Argument from Evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Construct an oral and written argument or counter-arguments based on data and evidence. (HS-ESS2-7)

Connections to Nature of Science

Scientific Knowledge Is Based on Empirical Evidence

Disciplinary Core Ideas

ESS2.A: Earth Materials and Systems

- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes (HS-ESS2-2)
- Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (HS-ESS2-3)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (HS-ESS2-3)

ESS2.C: The Roles of Water in Earth's Surface Processes

- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (HS-ESS2-5)

ESS2.D: Weather and Climate

- The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (HS-ESS2-2)
- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (HS-ESS2-6), (HS-ESS2-7)
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (HS-ESS2-6)

ESS2.E: Biogeology

- The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-

Crosscutting Concepts

Energy and Matter

- The total amount of energy and matter in closed systems is conserved. (HS-ESS2-6)
- Energy drives the cycling of matter within and between systems. (HS-ESS2-3)

Structure and Function

- The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials. (HS-ESS2-5)

Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable. (HS-ESS2-7)
- Feedback (negative or positive) can stabilize or destabilize a system. (HS-ESS2-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (HS-ESS2-3)

Influence of Engineering, Technology, and Science on Society and the Natural World

- New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions

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HS.Earth's Systems

<ul style="list-style-type: none"> Science knowledge is based on empirical evidence. (HS-ESS2-3) Science disciplines share common rules of evidence used to evaluate explanations about natural systems. (HS-ESS2-3) Science includes the process of coordinating patterns of evidence with current theory. (HS-ESS2-3) 	<p>evolution of Earth's surface and the life that exists on it. (HS-ESS2-7)</p> <p>PS4.A: Wave Properties Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (secondary to HS-ESS2-3)</p>	<p>about technology. (HS-ESS2-2)</p>
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS1.A (HS-ESS2-5),(HS-ESS2-6); HS.PS1.B (HS-ESS2-5),(HS-ESS2-6); HS.PS2.B (HS-ESS2-3); HS.PS3.B (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-5); HS.PS3.D (HS-ESS2-3),(HS-ESS2-6); HS.PS4.B (HS-ESS2-2); HS.LS1.C (HS-ESS2-6); HS.LS2.A (HS-ESS2-7); HS.LS2.B (HS-ESS2-2),(HS-ESS2-6); HS.LS2.C (HS-ESS2-2),(HS-ESS2-7); HS.LS4.A (HS-ESS2-7); HS.LS4.B (HS-ESS2-7); HS.LS4.C (HS-ESS2-7); HS.LS4.D (HS-ESS2-2),(HS-ESS2-7); HS.ESS3.C (HS-ESS2-2),(HS-ESS2-5),(HS-ESS2-6); HS.ESS3.D (HS-ESS2-2),(HS-ESS2-6)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> MS.PS1.A (HS-ESS2-3),(HS-ESS2-5),(HS-ESS2-6); MS.PS1.B (HS-ESS2-3); MS.PS2.B (HS-ESS2-3); MS.PS3.A (HS-ESS2-3); MS.PS3.B (HS-ESS2-3); MS.PS3.D (HS-ESS2-2),(HS-ESS2-6); MS.PS4.B (HS-ESS2-2),(HS-ESS2-5),(HS-ESS2-6); MS.LS2.A (HS-ESS2-7); MS.LS2.B (HS-ESS2-2),(HS-ESS2-6); MS.LS2.C (HS-ESS2-2),(HS-ESS2-7); MS.LS4.A (HS-ESS2-7); MS.LS4.B (HS-ESS2-7); MS.LS4.C (HS-ESS2-2),(HS-ESS2-7); MS.ESS1.C (HS-ESS2-7); MS.ESS2.A (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-5),(HS-ESS2-6),(HS-ESS2-7); MS.ESS2.B (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-6); MS.ESS2.C (HS-ESS2-2),(HS-ESS2-6),(HS-ESS2-7); MS.ESS2.D (HS-ESS2-2),(HS-ESS2-5); MS.ESS3.C (HS-ESS2-2),(HS-ESS2-6); MS.ESS3.D (HS-ESS2-2),(HS-ESS2-6)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-ESS2-2),(HS-ESS2-3)</p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (HS-ESS2-2)</p> <p>WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-ESS2-7)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-ESS2-5)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-ESS2-3)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-6)</p> <p>MP.4 Model with mathematics. (HS-ESS2-3),(HS-ESS2-6)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-6)</p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-ESS2-3),(HS-ESS2-6)</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-5),(HS-ESS2-6)</p>		

HS.Weather and Climate

HS.Weather and Climate

Students who demonstrate understanding can:

- HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.** [Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.] [Assessment Boundary: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.]
- HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.** [Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).] [Assessment Boundary: Assessment is limited to one example of a climate change and its associated impacts.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).</p> <ul style="list-style-type: none"> Use a model to provide mechanistic accounts of phenomena. (HS-ESS2-4) <p>Analyzing and Interpreting Data Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> Analyze data using computational models in order to make valid and reliable scientific claims. (HS-ESS3-5) <p>Connections to Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Science investigations use diverse methods and do not always use the same set of procedures to obtain data. (HS-ESS3-5) New technologies advance scientific knowledge. (HS-ESS3-5) <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based on empirical evidence. (HS-ESS3-5) Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (HS-ESS2-4), (HS-ESS3-5) 	<p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (secondary to HS-ESS2-4) <p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (HS-ESS2-4) <p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (HS-ESS2-4), (secondary to HS-ESS2-2) Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (HS-ESS2-4) <p>ESS3.D: Global Climate Change</p> <ul style="list-style-type: none"> Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (HS-ESS3-5) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-ESS2-4) <p>Stability and Change</p> <ul style="list-style-type: none"> Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS3-5)
<p>Connections to other DCIs in this grade-band: HS.PS3.A (HS-ESS2-4); HS.PS3.B (HS-ESS2-4), (HS-ESS3-5); HS.PS3.D (HS-ESS3-5); HS.LS1.C (HS-ESS3-5); HS.LS2.C (HS-ESS2-4); HS.ESS1.C (HS-ESS2-4); HS.ESS2.D (HS-ESS3-5); HS.ESS3.C (HS-ESS2-4); HS.ESS3.D (HS-ESS2-4)</p> <p>Articulation of DCIs across grade-bands: MS.PS3.A (HS-ESS2-4); MS.PS3.B (HS-ESS2-4), (HS-ESS3-5); MS.PS3.D (HS-ESS2-4), (HS-ESS3-5); MS.PS4.B (HS-ESS2-4); MS.LS1.C (HS-ESS2-4); MS.LS2.B (HS-ESS2-4); MS.LS2.C (HS-ESS2-4); MS.ESS2.A (HS-ESS2-4), (HS-ESS3-5); MS.ESS2.B (HS-ESS2-4); MS.ESS2.C (HS-ESS2-4); MS.ESS2.D (HS-ESS2-4), (HS-ESS3-5); MS.ESS3.B (HS-ESS3-5); MS.ESS3.C (HS-ESS2-4), (HS-ESS3-5); MS.ESS3.D (HS-ESS2-4), (HS-ESS3-5)</p> <p>Common Core State Standards Connections:</p> <p>ELA/Literacy</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-ESS3-5)</p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (HS-ESS3-5)</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-ESS3-5)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-ESS2-4)</p> <p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (HS-ESS2-4), (HS-ESS3-5)</p> <p>MP.4 Model with mathematics. (HS-ESS2-4)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-ESS2-4), (HS-ESS3-5)</p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-ESS2-4), (HS-ESS3-5)</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-ESS2-4), (HS-ESS3-5)</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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Supporting Material 19: Teaching Credentials

Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: **DONOVAN**

Last Known County of Employment:

Note: Please verify County of Employment is current

First Name: **BRIAN**

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review

Middle Name: **WILLIAM**

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue I
> 140118250	Specialist Instruction Credential (Agriculture)	Clear	Valid	8/1/2014	8/1/2019	5/31/2007
140118249	Single Subject Teaching Credential	Clear	Valid	8/1/2014	8/1/2019	7/15/2009
120067850	Specialist Instruction Credential (Agriculture)	Clear	Valid	6/1/2012	8/1/2014	5/31/2007
090154568	Single Subject Teaching Credential	Clear	Valid	7/15/2009	8/1/2014	7/15/2009
070229383	Single Subject Teaching Credential	Preliminary	Valid	5/31/2007	6/1/2012	5/31/2007
070229382	Specialist Instruction Credential (Agriculture)	Clear	Valid	5/31/2007	6/1/2012	5/31/2007
060055508	Certificate of Clearance		Valid	3/3/2006	4/1/2011	3/3/2006
070189033	30-Day Substitute Teaching Permit	Emergency	Valid	1/4/2007	2/1/2008	1/4/2007

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code Renewal Description

Additional Description

> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	

Employment Restrictions

Organization | Organization County

Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: **FERGUSON**

Last Known County of Employment: **MADERA COUNTY OFFICE**

Note: Please verify County of Employment is current

First Name: **AMANDA**

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review

Middle Name: **THERESA**

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue I
➤ 140105257	Single Subject Teaching Credential	Clear	Valid	5/14/2014	6/1/2019	1/23/2012
170019122	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/1/2017	6/1/2019	1/23/2012
120028779	Single Subject Teaching Credential	Preliminary	Valid	1/23/2012	2/1/2017	1/23/2012
120028780	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/23/2012	2/1/2017	1/23/2012
101248948	Certificate of Clearance		Valid	10/6/2010	11/1/2015	
110149690	30-Day Substitute Teaching Permit	Emergency	Valid	8/18/2011	9/1/2012	8/18/2011

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
➤ ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code Renewal Description

Additional Description

➤ R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.
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Employment Restrictions

Organization 1 Organization County

Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: **VAZ**Last Known County of Employment: **FRESNO COUNTY OFFICE**

Note: Please verify County of Employment is current

First Name: **NATALIE**

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review

Middle Name:

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue I
> 170092595	Single Subject Teaching Credential	Clear	Valid	5/2/2017	6/1/2022	
150011846	Single Subject Teaching Credential	Preliminary	Valid	12/22/2014	1/1/2020	
150016404	Specialist Instruction Credential (Agriculture)	Clear	Valid	12/22/2014	1/1/2020	
130027153	Certificate of Clearance		Valid	2/11/2013	3/1/2018	2/11/2013
140158744	30-Day Substitute Teaching Permit	Emergency	Valid	8/22/2014	9/1/2015	8/22/2014

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	AGRI	Agriculture
ELA1		NONE	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code Renewal Description

Additional Description

> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.
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Employment Restrictions

Organization 1 Organization County

Supporting Material 20:

Calendar of Activities

Kingsburg FFA

2017- 2018

Calendar

July 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10 7pm- Swine Showmanship	11 6:30pm- Sheep/ Goat Show Practice	12 7pm- Steer Showmanship Practice	13 8am- Steer Hair Clinic	14	15 8am- School Farm Workday
16	17 8am- Steer Showmanship Practice 7pm- Swine Showmanship	18 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	19	20 8am- Steer Hair Clinic	21	22
23	24 8am- Steer Showmanship Practice 7pm- Swine Showmanship	25 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	26	27 8am- Steer Hair Clinic	28	29
30	31 8am- Steer Showmanship Practice 7pm- Swine Showmanship					

August 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	2	3 8am- Steer Hair Clinic 3:30pm- Rabbit Showmanship Practice	4	5
6	7 8am- Steer Showmanship Practice 7pm- Swine Showmanship	8 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	9	10 3:30pm Rabbit Showmanship Practice	11 Regional Bootcamp	12 Officer Retreat
13 Officer Retreat	14 7pm- Swine Showmanship	15 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	16	17 3:30pm Rabbit Showmanship Practice	18	19
20	21 First Day of School 7pm Paint Nite Fundraiser 7pm- Swine Showmanship Fair/ Convention Tri Tip Sales Begin	22 EFM COLC @ Immanuel 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	23	24 3:30pm Rabbit Showmanship Practice 7pm Freshman Ice Cream Social	25	26 8am- School Farm Workday
27	28 Back to School Night Chapter Shirts Sales Begins Officer Mtg 8am 7pm- Swine Showmanship	29 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/Goat Show Practice	30 7pm Back to School BBQ	31 3:30pm Rabbit Showmanship Practice		

September 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Tri Tip Booth @ Football Game Tri Tip Sales End	2
3	4 NO SCHOOL Labor Day 7pm- Steer Showmanship Practice	5 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	6 Fair/ Convention Fundraiser TriTip Dinner Delivery 4pm-6pm	7 3:30pm Rabbit Showmanship Practice	8 Chapter Shirts Sales End	9 8am School Farm Workday 6pm Showmanship Extravaganza
10	11 Officer Mtg 8am 7pm- Steer Showmanship Practice 7pm- Swine Showmanship	12 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	13 Fall Sectional Activity @ Blackbeards 5-8pm	14 3:30pm Rabbit Showmanship Practice	15 GLC Fresno Burgers/ Dogs @ Football (Nat Conv/ Ag Mech Fundraiser)	16 9-11am BYOC Succulent Workshop Fundraiser
17	18 7pm- Steer Showmanship Practice 7pm- Swine Showmanship	19 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	20	21 3:30pm Rabbit Showmanship Practice	22	23
24	25 Officer Mtg 8am 7pm- Steer Showmanship Practice 7pm- Swine Showmanship	26 5:30pm- Dairy Showmanship Practice 6:30pm- Sheep/ Goat Show Practice	27 6pm FFA Chapter Meeting	28 3:30pm Rabbit Showmanship Practice	29 Homecoming Game Tri Tip Booth @ Football Game	30 Fresno Fair Rabbit Show

October 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Fresno Fair Week 1	3	4	5	6	7 Phase 1 Livestock Auction Dairy Cattle Auction
8 2pm- Beef Exhibitor Meeting @ School Farm	9 Fresno Fair Week 2	10	11	12	13	14 Phase 2 Livestock Auction
15	16 Officer Mtg 8am	17 1st Quarter Ends	18	19	20	21
22 National Convention Trip	23	24	25	26	27	28
			American Degree Trip			
29 National Convention Group Returns	30 Officer Mtg 8am Tri Tip Sales Begin	31 Happy Halloween!				

November 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 6pm FFA Chapter Meeting	2	3	4 8am School Farm Work Day
5	6 Officer Mtg 8am	7	8 EFM O/C Contest 4pm @ Reedley College	9 Tri Tlp Sales End	10 NO SCHOOL	11 Veterans Day
12	13 Blanket Drive Begins Sees Candy Sales Begin	14	15 New Professionals Fresno SAE Grant Apps Due	16 Tri Tlp Delivery 4-6pm	17 CATA (Ag Teachers Only) Regional Road Show @ Tenaya Lodge	18 CATA Regional Meeting (Ag Teachers Only)
19	20 NO SCHOOL	21	22	23 Happy Thanksgiving	24	25
26	27	28	29	30		

December 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Sees Candy Sales End	2
3	4 Officer Mtg 8am	5	6	7 EFM BIG & Banking @ Sanger High School	8	9
10	11	12 (Christmas Tree Lane Walk Night - Tentative)	13 Balnket Drive Ends	14 6pm Officer Christmas Party	15	16
17	18	19 FINALS	20 FINALS	21 FINALS 1st Semester Ends	22 Winter Break Begins	23
24	25 NO SCHOOL	26	27	28	29	30
31						

January 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 NO SCHOOL	2	3	4	5 SLE Apps Due State Conference Committee Chair Apps Due	6 Fowler Vie Pruning Contest
7	8 No School Teacher In Service Day Officer Mtg 3:30pm	9	10	11	12	13 Dinuba Vine Pruning Contest Reedley Tree Pruning Contest
14	15 NO SCHOOL	16	17	18 Sectional Manuscripts Due (Prepared Speaking & Job Interview)	19	20 Reedley College Field Day
21	22 Regional Officer Applications Due Officer Mtg 8am	23	24 6pm FFA Chapter Meeting	25	26	27 Minarets Creed/ Impromptu contest
28	29	30	31			

February 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Sectional Speaking @ Clovis East High School	2* STATE DEGREES DUE TO ADVISORS	3 Winter State Finals Arbuckle Field Day
4	5 Officer Mtg 8am	6	7 4:30pm- State Degree and Proficiency Scoring @ Kingsburg	8	9	10 Regional Officer Screening
11	12 NO SCHOOL 9am- Regional Proficiency Scoring Fresno State	13	14	15	16 MFE/ ALA Visalia	17
18 MFE/ ALA Visalia	19 NO SCHOOL National FFA Week	20 SLE Sacramento	21 Greenhand Breakfast 7:30am-8am 6pm FFA Mtg	22	23	24 Spring Regional Meeting @ Mission Oak in Tulare (REQUIRED FOR OFFICERS)
25	26	27	28			

Feb 1 Due:

- Agriscience Teacher
- Hall of Chapters
- State National Chapter
- Star Administrator
- Star Counselor
- Star Advisor
- Star Supporting Teacher/ Staff
- Star Reporter
- State Band/ Choir/ Talent Apps
- State Scholarships
- State Superior Chapter
- National Scholarship
- State Nommm Comm
- State Officer Apps
- Web Development Award

March 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Bakersfield Proficiency Scoring Canned Food Drive Begins	2	3 UC Davis Field Day West Hills Field Day
4 Regional Job Interview/ Prepared Materials Due	5 Officer Mtg 8am	6 State Officer Candidate Exam	7	8	9	10 Chico Field Day
11	12	13	14	15	16 Regional Speaking Contest @ COS Tulare	17 Merced Field Day Dinuba Floral & Vet Contest
18	19 Officer Mtg 8am	20	21 6pm FFA Chapter Meeting	22 3rd Quarter Ends	23	24 Modesto Field Day
25	26 NO SCHOOL	27	28	29	30	31

April 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 NO SCHOOL	3	4 Canned Food Drive Ends	5 EFM Sectional Awards Night @ Clovis North	6	7 Clovis Vet Science Contest Spring Plant Sale
8	9 Officer Mtg 8am	10	11	12	13	14 Reedley Field Day
15	16 EFM Officer Applications Due Chapter Officer Sppa Available Officer Mtg 8am	17	18 6pm FFA Chapter Meeting	19 State Speaking Finals in Fresno	20 Tri Tip Sales Begin	21 Fresno Field Day
22 State FFA Convention @ Anaheim	23	24	25	26	27 Officer Apps Due	28 Madera Liberty Vet Contest
29	30 Sectional Officer Interviews Time TBA Officer Mtg 8am					

May 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 GLC Facilitator Apps Due	2	3	4	5 Cal Poly State Finals
6	7 Sectional CATA & FFA Meeting- Sectional Elections 4:30pm @ Kingsburg	8	9 Chapter Officer Interviews	10 Tri Tip Delivery 4-6pm	11	12
13	14 Officer Mtg 8am	15	16 6pm FFA Chapter Meeting	17	18	19 Swedish Festival Pancakes Swedish Festival Plant Sales Prom
20	21 Officer Mtg 8am	22 America Degree Scoring @ Tulare	23 End of the Year Banquet 6pm @ Young life	24	25	26
27	28 NO SCHOOL	29	30	31		

June 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2 Top 20 Day at the Lake
3	4	5 FINALS	6 FINALS	7 FINALS KHS Graduation	8 Teacher In-Service Day	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 CATA Conference	25	26	27	28	29	30

San Joaquin Region

2017-2018

Calendar



FFA

CATA



UPDATED June 2, 2017

July 7

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4 <i>Independence Day</i>	5	6	7	8
9	10 ROLC-Tomales Bay	11	12	13 Region Golf Tournament State Fair Livestock- Sacramento	14	15
16 State Fair Livestock- Sacramento	17 →	18	19	20	21 SOLC-TBD	22 →
23 State Fair Dairy- Sacramento	24 SPC-Washington DC	25	26	27	28	29
30	31					

August 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 National Conv. Reg. Closes	2	3	4	5
6	7	8	9	10	11 Boot Camp 1-SLO	12 Boot Camp 2-SLO
13 Boot Camp 2-SLO	14	15	16 TK CATA Mtg-CVC	17	18	19 SV COLC/CATA-Wasco
20	21	22 EFM COLC/CATA- Immanuel	23 WFM COLC/CATA- Chowchilla	24 SQ CATA Mtg- Farmersville	25	26 KI COLC/CATA-Kern Valley
27	28	29	30	31 Eastern Sierra Fair		

September 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Eastern Sierra Fair	2 →
3 Eastern Sierra Fair	4 Labor Day	5 State Staff Mtg-Galt	6 GLC-Bakersfield	7 GLC-Bakersfield → Madera District Fair	8 GLC-Bakersfield	9 →
10 Madera District Fair	11	12 WFM Blackbeards Meting	13 Tulare County Fair	14 GLC-Fresno	15 GLC-Fresno	16 →
17 Tulare County Fair	18 GLC-Tulare	19 GLC-Tulare	20 GLC-Tulare Kern County Fair	21 GLC-Tulare Madera Cotton	22	23 SQ/TK COLC-MO HS →
24 Kern County Fair	25 FFA Exec/FFA Adv/FFA Adult Board Mtgs-Galt	26 National Conv Delegate Training-Galt	27 Caruthers Fair	28 Mt. Whitney O/C	29	30 FSU Ag Fest vs. Nevada →

October 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Kern County Fair Caruthers Fair	2	3	4 TK O/C-Hanford Fresno County Fair	5	6	7
8 Fresno County Fair	9 <i>Columbus Day</i>	10	11 SQ O/C-Tulare	12	13	14 Corcoran Cotton
15 Fresno County Fair	16	17	18	19	20	21
22	23 Delegate Trip-Indianapolis	24	25 National Convention-Indianapolis	26	27 Reedley College Freshmen Field Day	28 MIC Cotton Contest
29 DC Trip-Washington DC	30	31 <i>Halloween</i>				

November 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Tranquillity O/C	2 KHSD Admin Lunch Hanford Cotton	3 COS Freshman Field Day	4 State Finals Cotton Judging West Hills CC Fall Field Day
5	6	7	8 WFM O/C-Madera EFM O/C-Reedley Col.	9 KI O/C-Bakersfield HS	10	11 Veterans Day
12	13	14 SV O/C-Independence	15 FFA Activity New Professionals- Fresno	16 KI Skateland →	17 Region Road Show- Tenaya Lodge	18 CATA Fall Region Mtg- Tenaya Lodge
19	20	21	22	23 Thanksgiving	24	25
26	27	28 SV BIG/CoOp/NRB- Bakersfield College	29	30		

December 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2 Mariposa Natural Resources
3	4	5 NAAE – Nashville SV Skateland Mtg	6	7 KI/SV Banking-Ag Pavilion SQ/TK Banking-Hanford	8	9 Reedley MC Natural Resources Region FFA Officer Mtg
10	11	12	13	14	15 SV CATA Mtg KI CATA Mtg/Inservice	16 Golden West Citrus Contest
17	18	19	20	21	22	23
24	25 <i>Christmas</i>	26	27	28	29	30
31						

January 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 <i>New Year's Day</i>	2	3	4 Student Teacher Conclave-Modesto	5 St. Helena Vine Pruning	6 Minarets Natural Res. Fowler Vine Pruning
7	8	9 State Staff Mtg-Galt SV Manuscripts Due	10 KI Manuscripts Due	11 CATA Governing Board-Galt	12	13 Dinuba Vine Pruning Reedley Tree Pruning
14	15 <i>MLK Day</i>	16	17 WFM BIG/Banking- Central West	18 EFM Manuscripts Due	19 SJR FFA Officer Applications Due	20 Mendota Natural Res. Reedley College FD & Nat Res State Finals KI Speaking-North
21	22	23	24	25 SQ Manuscripts Due	26	27 SV Speaking-Wasco Tulare Citrus Minarets Parli Pro/Creed/Impromptu
28	29	30 TK Manuscripts Due & BIG/CoOp-Mt Whitney	31 WFM Speaking- Caruthers			

February 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 EFM Speaking-Clovis East	2 WFM Family Reunion Night	3 Winter State Finals Arbuckle Field Day MJC Parli Pro
4	5 FFA Adv/FFA Exec Mtgs-Galt	6 KI/SV State Deg/Prof-Ag Pavilion	7 E/WFM State Degree/Prof-Kingsburg	8 SQ Speaking-Mission Oaks	9	10 Reg FFA Off Screening-TBD
11	12	13 Ag Expo-Tulare	14	15	16 MFE/ALA-Visalia	17
18 MFE/ALA-Visalia	19 <i>President's Day</i>	20 SLE-Sacramento EFM CoOp-Parlier	21 WFM CoOp-Madera TK Creed/Impromptu-El Diamante	22 SQ BIG/CoOp	23	24 Region FFA/CATA Mtgs-Mission Oaks HS
	National FFA Week		EFM Activity Night			
25	26	27 State Prof/RB Scoring-Galt	28 KI BIG/NRB/CoOp-Bakersfield College TK JI/Prep/Extemp-Golden West			

March 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 State Prof Scoring- Bakersfield	2 UCD Parli Pro	3 UCD Field Day West Hills Field Day Western Dairy Classic- Hanford
4	5	6 State Officer Cand. Exam-TBD	7 Highland Vegetable Contest	8	9	10 Chico Field Day COS Farm Power Wasco Dodge Ball
11	12	13 KI/SV Parli Pro-Foothill	14 E/WFM Parli Pro- Sierra TK Roller Town-Visalia	15 SQ/TK Parli Pro- Hanford	16 Region Speaking Contests-COS	17 Merced Field Day Dinuba Floral & Vet Sci
18	19	20 WFM John's Incredible Pizza Meeting	21	22	23 Region Parli Pro-COS	24 MJC Field Day
25	26	27	28	29	30	31

April 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 <i>Easter</i>	2	3 TK Banquet-TBD	4 SQ Banquet-Tulare	5 EFM/WFM Awards- Clovis North	6	7 Clovis Vet Science Pomona Field Day
8	9	10	11 KI Banquet- Fairgrounds	12 SV Banquet- Fairgrounds	13	14 Reedley College Field Day
15	16 EFM FFA Off Apps Due	17 SV FFA Off Apps Due	18 WFM FFA Off Apps Due	19 State Speaking Finals- Fresno	20 State Parii Pro Finals- Fresno	21 Fresno State Field Day Clovis Welding
22 State Conference	23	24	25	26 KI FFA Off Lists Due WFM FFA Officer Screening	27 SQ FFA Off Apps Due TK FFA Off Names Due	28 Madera Floral Liberty Vet Science
29	30 EFM FFA Off Int.- Immanuel					

May 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 KI FFA Off Elections- Highland	2 TK Off Apps Due/Int.	3	4	5 Cal Poly State Finals
6	7 SQ FFA Off Int EFM FFA/CATA Mtg.- Immanuel SV FFA Off Int-West	8 SV FFA Off Elections- Delano	9 TK FFA/CATA Mtg- Redwood	10 WFM CATA/FFA Mtg- Firebaugh SQ FFA Off Elections	11	12
13 <i>Mother's Day</i>	14 Chowchilla Fair Porterville Fair	15 KI/SV CATA Mtg	16	17	18	19
20 Chowchilla Fair Porterville Fair	21	22 SQ CATA Mtg-Tulare	23 American Degree Apps/Signature Page Due	24	25	26
27	28 <i>Memorial Day</i>	29 State Staff Mtg-Galt	30	31		

June 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14 Kings County Fair	15	16
17 <i>Father's Day</i> Kings County Fair	18	19 Region Officer Retreat-TBD	20	21	22	23
24 CATA Conference-SLO	25	26	27	28	29	30

Supporting Material 21: Professional Growth and Development



Agriculture Department

1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

List of Professional Growth and Development Activities

My teacher partners and I attend a variety of professional development throughout the school year. Most of the events are held through the California Agricultural Teachers Association. Here is a list of the professional development events that I attended during the 2017- 2018 school year and a few that I am planning on attending towards the end of the school year.

2017-2018 Professional Development Events

June 25, 2017- June 29, 2017- CATA Summer Conference- San Luis Obispo, Ca

July 9, 2017- July 12, 2017- AVID Summer Institute- Sacramento, Ca

August 17, 2017- August 18, 2017- Kingsburg Unified School District In-service- Kingsburg, Ca

November 17, 2017- November 18, 2017- San Joaquin Fall Regional Meeting and Road Show- Fish Camp, Ca

January 5, 2018- Kingsburg Unified School District In- service- Kingsburg, Ca

February 7, 2018- San Joaquin Region Record Book and Proficiency Scoring- Tulare, Ca

February 24, 2018- San Joaquin Spring Regional Meeting- Tulare, Ca

June 11, 2018- June 13, 2018- Reading Apprenticeship Across the Disciplines Training- Clovis, Ca

June 24, 2018- June 28, 2018- CATA Summer Conference- San Luis Obispo, Ca

Supporting Material 22:

R-2 Reports



Kingsburg

CA0119

Complete Student Enrollment

Student Name	Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
	2018	Member	4	601124287	EKAWP5
	2021	Member	1	603132513	X63X6
	2021	Member	1	603132616	YATTGD
	2020	Member	2	602443967	K16JJ\$
	2021	Member	1	603132540	329ZBU
	2021	Member	1	603132515	YRM9BB
	2018	Member	3	601124289	
	2021	Member	1	603132507	X8JEED
	2021	Member	1	603132512	S54FDT
	2020	Member	1	603132593	CM6GJ
	2019	Member	3	602431531	80YC8\$
	2021	Member	1	603132549	PPDRSJ
	2019	Member	3	602431538	!67G\$Z
	2020	Member	2	602443964	NZ@VWE
	2019	Member	3	602431539	ADRH\$
	2020	Member	2	602443972	!T8FX
	2020	Member	2	602445351	55EEWQ
	2021	Member	1	603132519	937\$XE
	2019	Member	3	602431541	YT!RJP
	2018	Member	4	601124293	SCCH!C
	2018	Member	4	601124294	9V\$VWF
	2021	Member	1	603132606	24G5T
	2020	Member	2	602443974	MC6P6A
	2021	Member	1	603132580	D9Q54J
	2021	Member	1	603132547	BHXN79
	2021	Member	1	603132595	NJDA26
	2018	Member	3	601124297	FWIDV6
	2018	Member	4	601124298	ZF8S4
	2020	Member	2	602443971	D0W6U0
	2017	Member	4	600888896	6ZKVTX

2019	Member	3	602431547	1LQ\$TZ
2021	Member	1	603132533	U@KAV7
2019	Member	1	603132528	KFMGG3
2020	Member	2	602443973	9AK0S5
2019	Member	2	601759580	KKO2DX
2020	Member	1	603132503	7GMM2T
2019	Member	1	603132622	2Q3PLE
2020	Member	2	602445383	N0VWRC
2021	Member	1	603132629	CDVG9
2019	Member	1	603132623	P6TBQ6
2018	Member	4	601124299	DF86WX
2020	Member	2	602445353	394IQ
2018	Member	4	601124302	LEEKPE
2020	Member	1	603132591	ZMY6S4
2021	Member	1	603132564	L58A@W
2020	Member	2	602445376	XGRQRY
2021	Member	1	603132577	Y@BT2W
2021	Member	1	603132565	DBK6WE
	Member	2	602445385	FK!@8G
2017	Member	5	600888905	ROS1\$C
2021	Member	1	603132614	KLCAH9
2020	Member	2	602445502	43TK3B
2019	Member	3	602431659	FHKNU8
2021	Member	1	603132599	XHXZK6
2019	Member	3	602431650	KYAZ7S
2021	Member	1	603132610	GU37NV
2020	Member	2	602445500	FEALN!
2020	Member	2	602445403	X!4TE
2021	Member	1	603132597	3KM7Q
2021	Member	1	603132570	823KP7
2021	Member	1	603132568	4VFHSN
2019	Member	3	602431652	6UIFBY
2018	Member	4	601123520	GBBYZ1
2020	Member	2	602445644	2FCXK
2	Member	1	603132516	W8WYT8
2021	Member	1	603132543	D63CWM
2020	Member	2	602445645	YUHYT

2019	Member	3	602431547	1LQ\$TZ
2021	Member	1	603132533	U@KAV7
2019	Member	1	603132528	KFMGG3
2020	Member	2	602443973	9AK0S5
2019	Member	2	601759580	KKO2DX
2020	Member	1	603132503	7GMM2T
2019	Member	1	603132622	2Q3PLE
2020	Member	2	602445383	N0VWRC
2021	Member	1	603132629	CDVG9
2019	Member	1	603132623	P6TBQ6
2018	Member	4	601124299	DF86WX
2020	Member	2	602445353	394IQ
2018	Member	4	601124302	LEEKPE
2020	Member	1	603132591	ZMY6S4
2021	Member	1	603132564	L58A@W
2020	Member	2	602445376	XGRQRY
2021	Member	1	603132577	Y@BT2W
2021	Member	1	603132565	DBK6WE
2020	Member	2	602445385	FK!@8G
2017	Member	5	600888905	ROS1\$C
2021	Member	1	603132614	KLCAH9
2020	Member	2	602445502	43TK3B
2019	Member	3	602431659	FHKNU8
2021	Member	1	603132599	XHXZK6
2019	Member	3	602431650	KYAZ7S
2021	Member	1	603132610	GU37NV
2020	Member	2	602445500	FEALN!
2020	Member	2	602445403	XI4TE
2021	Member	1	603132597	3KM7Q
2021	Member	1	603132570	823KP7
2021	Member	1	603132568	4VFHSN
2019	Member	3	602431652	6UIFBY
2018	Member	4	601123520	GBBYZ1
2020	Member	2	602445644	2FCXK
2020	Member	1	603132516	W8WYT8
2021	Member	1	603132543	D63CWM
2020	Member	2	602445645	YUHYT

2019	Member	3	602431653	DHTK72
2021	Member	1	603132603	9EV8H\$
2021	Member	1	603132611	A8FC88
2019	Member	3	602431654	A1C14X
2020	Member	2	602445650	MJHK04
2020	Member	2	602445651	MWED19
2020	Member	2	602445649	W200QE
2018	Member	4	601123526	!MSQM6
2021	Member	1	603132518	U@KW5S
2019	Member	3	602431655	4C8VKA
2020	Member	2	602445759	89HKN5
2021	Member	1	603132546	DJGS@E
2020	Member	2	602549050	YWDFDM
2020	Member	2	602445766	GQVNA1
2020	Member	2	602445745	!GTX6A
2020	Member	1	603132504	AXFMP
2019	Member	3	602431660	4Y2WT8
2018	Member	4	601123533	MJ\$FV
2021	Member	1	603132584	Y2EKDR
2020	Member	2	602445755	8MU3BB
2021	Member	1	603132553	@C9QU4
2021	Member	1	603132509	UY3FY\$
2021	Member	1	603132527	CAPBU5
2019	Member	3	602431780	ZP1VU7
2017	Member	5	602436102	W3J2SS
2020	Member	2	602445763	LPQKHD
2018	Member	4	601123534	MOT5F
2020	Member	2	602445761	G\$7CGO
2021	Member	1	603132525	9MRR3U
2018	Member	4	601123536	CPUQQ6
2018	Member	4	601123537	QL3ULD
2017	Member	5	600888716	1B24!E
2020	Member	2	602549049	FQVG80
2019	Member	1	603132583	826ZXE
2018	Member	4	601123541	I4B2AK
2020	Member	2	602445773	D8X73
2021	Member	1	603132575	HDT6A9

2021	Member	1	603132574	G6JGWX
21	Member	1	603132552	EN78E
2021	Member	1	603132510	2E3LTQ
2021	Member	1	603132608	8AS2SJ
2021	Member	1	603132618	LA32YV
2021	Member	1	603132598	S@NUAS
2020	Member	2	602445776	6\$Z9OX
2017	Member	4	600888724	VRUY3N
2020	Member	2	602445774	QP61YP
2021	Member	1	603132579	MSGACS
2018	Member	4	601124003	D@TM2T
2021	Member	1	603132508	7S2LH
2021	Member	1	603132521	VSPR3Y
2021	Member	1	603132558	GMLYLM
2017	Member	5	600888728	O\$3CXJ
2018	Member	4	601124005	
2021	Member	1	603132536	W64PR
2020	Member	2	602445780	JCFXAX
2020	Member	2	602445782	@I5TFD
2020	Member	2	602445785	GM6W62
2021	Member	1	603132569	CJVHSV
2019	Member	3	602431790	SBGE16
2021	Member	1	603132529	BHSGR
2018	Member	3	601124008	NJHSIA
2020	Member	2	602445783	DL4!EN
2018	Member	4	601124288	NKJIH5
2021	Member	1	603132613	B8ML8J
2020	Member	2	602445788	T14PSL
2018	Member	4	601124009	WD!1\$F
2018	Member	4	601124010	134BR3
2021	Member	1	603132605	GGHQP@
2020	Member	1	603132573	SRRDPP
2020	Member	2	602445790	!9L33Z
2019	Member	3	602431794	G4AT!0
2018	Member	3	601124012	
2018	Member	4	601124013	!98X3O
2019	Member	2	601760168	R5AMES

2021	Member	1	603132588	\$CZR@
2021	Member	1	603132537	3VCBU
2017	Member	5	600888918	CE32!9
2020	Member	2	602445791	!QL67
2021	Member	1	603132520	PBKHUV
2021	Member	1	603132600	6WQ5C
2021	Member	1	603132559	LV5\$B7
2021	Member	1	603132628	YW64WU
2018	Member	4	601124019	JO5LZX
2018	Member	4	601124020	
2021	Member	1	603132534	WSTB2L
2017	Member	5	600888923	QROG25
2017	Member	5	600888924	U7XPT!
2020	Member	2	602445803	OJYNWJ
2021	Member	1	603132511	5YAU4
2020	Member	2	602586511	\$D3XGJ
2020	Member	2	602445805	8180!0
2021	Member	1	603132539	YJHQB6
2020	Member	2	602445823	QGD0WN
2019	Member	1	603132624	SK\$84Q
2021	Member	1	603132532	UT9U\$8
2018	Member	4	601124024	TTDVYV
2020	Member	2	602445821	U3XNAO
2018	Member	4	601124025	X9SGSA
2021	Member	1	603132607	UN2BB
2021	Member	1	603132589	WWRHY3
2020	Member	2	602445824	F9RXA3
2021	Member	1	603132548	73REDQ
2021	Member	1	603132563	3QNPS
2020	Member	2	602445832	QAI3MY
2021	Member	1	603132524	@YFBQD
2020	Member	2	602445815	\$QMA!H
2018	Member	4	601123905	Z8H@9!
2020	Member	1	603132585	KTXW@H
2021	Member	1	603132514	LTZ2EQ
2020	Member	2	602445835	8XOB4
2020	Member	1	603132557	EVLWUJ

2017	Member	5	600888926	NMLIMR
2017	Member	1	603132530	TD86RF
2021	Member	1	603132566	\$RHUFQ
2020	Member	2	602445843	PLKUIX
2020	Member	1	603132561	3AUZBX
2021	Member	1	603132601	BV@74H
2021	Member	1	603132582	GQWYVR
2021	Member	1	603132571	JYAAVD
2020	Member	2	602445848	1GFKTU
2021	Member	1	603132550	NRD\$F7
2020	Member	1	603241835	RABCS
2021	Member	1	603132556	4DPL65
2018	Member	4	601123910	9KQZNO
2021	Member	1	603132545	M8WR3@
2021	Member	1	603132619	Y3TQ3X
2021	Member	1	603132604	\$WZ6Q9
2020	Member	1	603132567	X6JFDV
2020	Member	2	602445849	5L1TXP
2018	Member	3	601123912	
2020	Member	1	603132581	\$HYCC6
2017	Member	5	600888932	Z8N8L
2021	Member	1	603132587	JPCVDP
2021	Member	1	603132576	5PMQDP
2020	Member	2	602445859	T9S5MA
2020	Member	2	602445860	O6Y@IC
2021	Member	1	603132523	DFMY9R
2018	Member	4	601123914	
2020	Member	2	602445862	!NOYMT
2019	Member	3	602431834	JQJSQC
2017	Member	5	600888936	7!C017
2021	Member	1	603132615	8LZNP
2021	Member	1	603132596	FMW\$6B
2021	Member	1	603132617	ZTT474
2021	Member	1	603132522	LD\$2ZD
2020	Member	2	602445861	6VB65
2017	Member	5	600888941	XBY6IK
2018	Member	4	601123916	JD\$KG6

2019	Member	3	602431875	KC81QC
2	Member	3	602431876	B6E8CZ
2021	Member	1	603132602	2C@NJR
2018	Member	4	601123918	31I6RB
2021	Member	1	603132505	SM6FM\$
2020	Member	1	603132625	NHHD\$5
2021	Member	1	603132562	W3F5WK
2020	Member	2	602445858	L6PK8X
2021	Member	1	603132517	U3N77P
2020	Member	2	602445855	QY\$D@V
2021	Member	1	603132626	G9G6GU
2021	Member	1	603132586	9DSZ84
2019	Member	3	602431880	MA9NDU
2018	Member	4	601123923	JJ35WM
2021	Member	1	603132542	C8EMRQ
2021	Member	1	603132612	VQLJFV
2018	Member	3	601123924	
2021	Member	3	602431885	WOXZPP
2021	Member	1	603132609	WEZEK
2020	Member	1	603132572	BLF3VK
2020	Member	2	602446042	1A@H9S
2021	Member	1	603132551	PWZUDE
2018	Member	4	601124309	EIMDE6
2021	Member	1	603132506	FC4W7
2021	Member	1	603132531	NRT42
2021	Member	1	603132592	5DNJPD
2020	Member	2	602446184	B9QA0
2020	Member	2	602446191	6L2REC
2020	Member	2	602549051	5GIKOG
2021	Member	1	603132578	\$4AHY7
2021	Member	1	603132560	2S94TK
2021	Member	1	603132590	BQS4\$L
2021	Member	1	603132538	2QBQA3
2020	Member	1	603241836	RLDQK
2020	Member	2	602446185	TBU0YA
2021	Member	1	603132526	278A33
2019	Member	3	602431894	S3TGLO

2021	Member	1	603132594	E656X\$
2	Member	3	602431895	M23Z
2020	Member	2	602446216	6JX7YV
2018	Member	1	603132554	FMADCY
2017	Member	5	600888950	@B\$KJB
2021	Member	1	603132544	H9TVDZ
2021	Member	1	603132541	ZQJQ3\$
2019	Member	3	602431898	YOBL6D
2020	Member	1	603132555	R6H823
2018	Member	4	601124315	N69HMO
2019	Member	3	602431900	LIQ!NB
2021	Member	1	603132535	7TY52L
2019	Member	3	602431901	DRWWY6
2019	Member	3	602431903	D!C@\$M
2019	Member	3	602431904	@9TF3B
2021	Member	1	603132627	5\$465B
2019	Member	3	602431905	2QLR\$W
3	Member	6	600720830	L3P011
2018	Member	4	601124317	AI95



Kingsburg

Courses Report

Advisor Name	Period	Course Name	Student Count
Brian Donovan	4	Agricultural Welding	15
Brian Donovan	1	Graduate - American Degree	15
Brian Donovan	1	Introduction to Agricultural Mechanics	16
Brian Donovan	3	Introduction to Agricultural Mechanics	23
Brian Donovan	5	Introduction to Agricultural Mechanics	25
Brian Donovan	2	Other Agriculture Mechanics	24
Brian Donovan	6	SAE/Project Period	0
Amanda Ferguson	1	Agricultural Environmental & Earth Science	23
Amanda Ferguson	3	Agricultural Environmental & Earth Science	20
Amanda Ferguson	5	Agricultural Environmental & Earth Science	20
Amanda Ferguson	6	Agricultural Environmental & Earth Science	21
Amanda Ferguson	2	Other Ornamental Horticulture	20
Natalie Vaz	1	Agricultural Biology	21
Natalie Vaz	3	Agricultural Biology	20
Natalie Vaz	5	Agricultural Biology	23
Natalie Vaz	2	Introduction to Agriculture	24
Natalie Vaz	4	Introduction to Agriculture	24
Natalie Vaz	6	Other Animal Science	33



Kingsburg

Courses Report

Graduate - American Degree (Period: 1)

Brian Donovan

Student Name

Grad Year

2017
2017
2017
2017
2017
2017
2017
2017
2017
2017
2017
2017
2017
2017
2016

Student Count

15



Kingsburg

Courses Report

Introduction to Agricultural Mechanics (Period: 1)

Brian Donovan

Student Name

Grad Year

2021
2021
2021
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2018
2020

Student Count

16



Kingsburg

Courses Report

Other Agriculture Mechanics (Period: 2)

Brian Donovan

Student Name

Grad Year

2019

2018

2019

2018

2019

2018

2019

2019

2018

2018

2018

2018

2018

2018

2018

2019

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2018

Student Count

24



Kingsburg

Courses Report

Introduction to Agricultural Mechanics (Period: 3)

Brian Donovan

Student Name	Grad Year
	2021
	2021
	2020
	2021
	2021
	2019
	2021
	2021
	2021
	2021
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	2021
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	2021
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	2021
	2020
	2021
	2021
	2021

Student Count

23



Kingsburg

Courses Report

Agricultural Welding (Period: 4)

Brian Donovan

Student Name	Grad Year
	2020
	2019
	2020
	2019
	2019
	2020
	2019
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020

Student Count

15



Brian Donovan

25



Amanda Ferguson

Student Count



Kingsburg

Courses Report

Other Ornamental Horticulture (Period: 2)

Amanda Ferguson

Student Name

Grad Year

2019
2021
2019
2019
2018
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2021
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2020
2019
2019
2019

Student Count

20



Kingsburg

Courses Report

Agricultural Environmental & Earth Science (Period: 3)

Amanda Ferguson

Student Name

Grad Year

2021
2021
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2019

Student Count

20



Kingsburg

Courses Report

Agricultural Environmental & Earth Science (Period: 5)

Amanda Ferguson

Student Name

Grad Year

2021
2021
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Student Count

20



Kingsburg

Courses Report

Agricultural Environmental & Earth Science (Period: 6)

Amanda Ferguson

Student Name

Grad Year

2021

2021

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2021

2021

2021

2021

2021

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2018

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2020

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2021

2021

2018

Student Count

21



Kingsburg

Courses Report

Agricultural Biology (Period: 1)

Natalie Vaz

Student Name

Grad Year

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

2020

Student Count

21



Natalie Vaz

Grad Year

2021

24



Kingsburg

Courses Report

Agricultural Biology (Period: 3)

Natalie Vaz

Student Name

Grad Year

2020

2020

2020

2020

2020

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2020

2020

2020

2020

2020

2020

2020

2021

2020

2020

2020

2020

2020

Student Count

20



Kingsburg

Courses Report

Introduction to Agriculture (Period: 4)

Natalie Vaz

Student Name

Grad Year

2021

2021

2021

2021

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2021

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2021

Student Count

24



Agricultural Biology (Period: 5)

Natalie Vaz

Student Count



Kingsburg

Courses Report

Other Animal Science (Period: 6)

Natalie Vaz

Student Name

Grad Year

2018
2018
2019
2018
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Student Count

33

Supporting Material 23:

Travel Request Form



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Copy of Completed Travel Request

KJS Intranet
[Home](#)
[Portal](#)
[Library](#)
[Maintenance](#)
[Transportation](#)
[Technology](#)
[KJS Website](#)
[illuminate education](#)
[Illuminate Staff](#)
[Illuminate Student](#)

Transportation Request Form

Please complete this entire form before submitting. All fields are required.

Provide your full name:

Provide your kingsburghigh.com email address:

Provide the departure date in mm/dd/yyyy format by clicking the calendar button and selecting it.

Provide the departure time in hh:mm format:

Provide the return date in mm/dd/yyyy format by clicking the calendar button and selecting it.

Provide the return time in hh:mm format:

Select the type of vehicle requested:

Provide a full description of the destination and purpose of your request.

Destination: The destination is the Saroyan Theatre in Fresno, Ca. The address is: 730 M Street, Fresno Ca 93721.

Purpose: The trip is intended for my Advanced Animal Science Class. The students in this class will be able to gain insight on proper animal husbandry skills and how it applies to managing livestock efficiently. Students will also be able to better understand the thinking process that should be taken into consideration when dealing with animal psychology.

Kingsburg High School (KJUHSD)

FIELD TRIP REQUEST

DATE REQUESTED: Feb 21, 2018 DAY & DATE OF FIELD TRIP: Wednesday, February 21, 2018
 Teacher: Natalie Sanchez Destination: Fresno, CA - Saroyan Theatre
 Departure Time: 9:30 am Return Time: Anytime between 1-1:15 pm

Do you need a substitute teacher? YES NO → **Note:** See Sub Coordinator (no e-mail requests), and secure transportation.

Transportation request should be submitted through KHS Intranet/TRANSPORTATION BUTTON>Select transportation request			
Transportation Needs	BUS <u>1</u> 2 3 4 (Holds up to 60 passengers.)	SUBURBAN 1 2 3 4 (Holds up to 8 passengers)	
Driver: Check One	<input type="checkbox"/> SELF (teacher driving)	<input type="checkbox"/> Requesting Driver(s)	

Purpose of trip: Advanced Animal Science class - understanding proper handling techniques and equipment for livestock.
 Planned activity following trip: The student will have to do a field trip write up on the information they learned.
 Additional Information: Featured Speaker - Temple Grandin, Animal science professor at Colorado State University.
Grandin is known for developing humane handling techniques.
☐ Pre-approved * See Attached

[Signature]
 Principal's Signature

Teacher's Check List:

- ☒ Parent Notification/Approval
- ☒ Teaching Material Ready for Sub (if applicable)
- ☒ Transportation secured
- ☒ Students' Emergency Contacts (Must have with you at all times during the trip.)
- ☒ All required forms processed (Check with Sub Coordinator and HR Staff.)
- ☒ Additional Chaperones will need to be cleared by District. (if applicable)
- ☒ All Teachers affected notified via e-mail, 3 days prior
- ☐ Attendance notified at least a day before

Natalie Sanchez
 Teacher's Signature

COPY

Your signature indicates that you, the teacher, have taken care of all matters to insure that this field trip is a positive and safe learning experience for all students participating. All field trips require two signatures from your principal; a pre-approval and final approval. Please submit your request form to the school secretary.

[Signature]
 Principal's Signature

☒ APPROVED ☐ NOT APPROVED If denied/Reason: _____



Temple Grandin Lecture Series 2018

A unique opportunity is being offered for agriculture students in the San Joaquin Valley.

On February 21, 2018, the featured speaker for the next San Joaquin Valley Town Hall Lecture Series will be Temple Grandin. Ms. Grandin is a professor of Animal Science at Colorado State University. She is well-known for developing humane handling techniques and innovative equipment for livestock as well as for being a spokesperson for autism. She credits her own unique thinking processes for her insights into animal psychology.

She has written several books and there is a movie about her titled, "Temple Grandin."

Ms. Grandin has requested that FFA students be invited as special guests to her lecture.

Students will be able to gain insight on proper animal husbandry skills and how it applies to managing livestock efficiently. Students will also be able to better understand the thinking process that should be taken into consideration when dealing with animal psychology.

When: Wednesday, February 21, 2018

Where: Saroyan Theatre, Fresno, CA

Time: Depart Kingsburg High School @ 9:30 AM, Return @ 1:15 PM

Who: Students in the Advanced Animal Science Class

What to Bring: Money for Lunch. Tickets will be provided by California FFA

By signing below you are agreeing that your student can attend the Temple Grandin Lecture field trip being organized by Mrs. Sanchez.

Parent/ Guardian Signature

Date

Student Signature

Date

Supporting Material 24: CATA Membership Card

CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Natalie Vaz

SERVING AGRICULTURE BY TEACHING
2017/2018 ACTIVE MEMBER

Supporting Material 25: Professional Development Report



Kingsburg Joint Union High School District Agriculture Department

1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

Profession Development Report

The Kingsburg Agriculture Department is not required to submit a copy of a report after attending a professional development activity. Our district does not require any of the departments within the district to make a report on professional development. However, our administration does encourage us to share information about professional development at our Monday staff meetings and or PLC meetings. As a department we like to keep the faculty members on campus informed on our FFA activities with our students, especially since there are times when our students need to miss class for FFA events. We think it is important for other staff members to know that the time spent out of class, is time that is well spent. Another way that we keep our faculty as well as our community informed about our professional development as well as FFA events is through our chapter facebook and chapter Instagram account. We have found that this is a great avenue to use to display the success within our program. We do the best we can to inform others of what exactly is happening in the agriculture department.

Supporting Material 26:

Department Wish List



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
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5 Year Acquisition Schedule 2016-2017

Year One 2017-2018

- 1) Purchase equipment for new small animal facility
- 2) Repair/replace shop equipment as needed and update with more modern equipment
- 3) Add Projector and Screen to Farm Classroom
- 4) Purchase new department van
- 5) Purchase equipment for floral class that will start 18-19

Year Two 2018-2019

- 1) Install in-ceiling speakers, wall-mount short-throw digital projector, interactive white board technology and wall key pad control in Ag Earth Science classroom.
- 2) Repair/replace science laboratory & shop equipment as needed
- 3) Purchase metal fabrication equipment
- 4) Replace cooling system for greenhouse

Year Three 2019-2020

- 1) Build new storage facility for the Horticulture Unit
- 2) Replace plastic paneling on greenhouse
- 3) Repair/replace science laboratory & shop equipment as needed

Year Four 2020-2021

- 1) Purchase tractor with a bucket for the school farm
- 2) Repair/replace science laboratory & shop equipment as needed
- 3) Purchase new textbooks for Ag Mechanics class

Year Five 2021-2022

- 1) Repair/replace science laboratory & shop equipment as needed
- 2) Purchase new livestock equipment (Scale, chutes, corrals)
- 3) Purchase new department truck

Supporting Material 27:

Department Operating Budget

2017-2018 Agriculture Department Budet

District Department Budet

1700 Materials and Supplies

Ag Incentive Grant

8357.46 Materials and Supplies

2500 Transportation

3000 Travel

2000 Conferences

1000 Copier Rental

1100 Copier Maintenance

Perkins

6500 Materials and Supplies Mechanics

5742 Materials and Supplies Ag Science

6600 Subsututes

1500 Subsututes Benefits

2000 Copier Rental / Mainteance

5000 Travel and Conventions (Student Supervision)

5000 Travel and Conventions (Professional Development)

787 Indirect Costs

52786.46

Supporting Material 28:

Budget Processes

Kingsburg High School Department Budget Process

The Kingsburg High School Agriculture Department receives two main grant funds that help to support the Agriculture Department. In the spring of each year, program needs are forecasted to help identify financial needs of the Agriculture Department Pathways. Major Purchases are considered and outlined for the following budget cycle.

The Department Chair completes but the Perkins Federal Grant application, and California Agricultural Incentive Grant Application. Funds are allocated to professional development and student supervision, as well as the cost of substitute teachers. Material and supply funds are spent throughout the year at the deaccession of the teacher they have been allocated too.

Requisitions are signed by the Department Chair and turned in to the finance office for purchase orders. Small amounts of local funds are provided to the department on an annual basis. Valley ROP sends out budget request forms and handles all of the purchasing of money allocated to teachers from their group.

Supporting Material 29: Chairperson's Duties and Responsibilities



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Department Chair Duties and Responsibilities

Brian Donovan is currently serving as the Kingsburg High School Agriculture Department Chair, therefore, I do not have any department chair responsibilities.

Supporting Material 30: Department Chart of Responsibilities

Kingsburg High School Agriculture Department

2016-17 Chart of Responsibilities

DEPARTMENT- GENERAL	DONOVAN	FERGUSON	VAZ
Department Chair	X		
Department Calendar		X	
Coordinating Dept Meetings & Minutes	X		
8th Grade Recruitment	X	X	X
8th Grade Parent Orientation Night	X	X	X
Record Book Scoring	X	X	X
Agriculture Advisory Committee	X		
Agriculture Boosters	X	X	X
Sectional CATA Meetings	X	X	X
Regional CATA Meetings	X	X	X
CATA Summer Conference	X	X	X
Student Data Sheets	X	X	X
FFA Roster/ R2 Reports	X		

DEPARTMENT- CURRICULUM	DONOVAN	FERGUSON	VAZ
Introduction to Agriculture			X
Ornamental Hort		X	
Applied Agriculture Biology			X
Agriculture Sales & Marketing (ROP)		X	
Ag Earth Science		X	
Agriculture Mechanics I	X		
Agriculture Welding Skills	X		
Agriculture Welding Construction (ROP)	X		
Agriculture Welding Fabrication (ROP)	X		

FAIRS AND SHOWS	DONOVAN	FERGUSON	VAZ
Fresno Fair	X	X	X
Great Western (As Assigned)			
California State Fair (As Assigned)			

SAE PROGRAM	DONOVAN	FERGUSON	VAZ
Cattle		Beef	Dairy
Goats	X		
Plants/Landscapes		X	
Sheep			X
Swine	X		
Work Experience	X	X	X

FFA- GENERAL	DONOVAN	FERGUSON	VAZ
Advisor- Chapter Officers		X	
Update Chapter Program of Work		X	
Meetings			
September	X	X	X
October	X	X	X
November	X	X	X
January/Degree Ceremony	X	X	X
February	X	X	X
March	X	X	X
April	X	X	X
May/Awards Banquet	X	X	X
Chapter Awards Banquet			
Banquet Decorations		X	
Banquet Meal	X		
Banquet Program		X	
Banquet Script		X	
Banquet Awards – General		X	
Banquet Awards – Ag Mechanics	X		
Banquet Slideshow – General			X
Banquet Slideshow – Senior Tribute		X	X
Banquet Slideshow – Retiring Officers		X	X
Greenhand Conference	X	X	
Made For Excellence Conference		X	
Advanced Leadership Academy			X
Sacramento Leadership Experience			
California State Leadership Conference	X	X	X
National FFA Convention	X	X	X

FFA- COMPETITIVE ACTIVITIES	DONOVAN	FERGUSON	VAZ
Agriculture Banking (sectional contest)		X	X
B.I.G. (sectional contest)		X	X
Cooperative Marketing (sectional contest)		X	
Vet Science		X	
Ag Issues		X	
Creed		X	
Farm Records/Farm Business Management			X
Fruit Tree Pruning		X	
Grapevine Pruning			X
Job Interview		X	
Opening/Closing	X	X	X

Impromptu Public Speaking		X	
Prepared Pubic Speaking		X	
Agriculture Mechanics	X		

FFA- FUNDRAISING	DONOVAN	FERGUSON	VAZ
See's Candy		X	X
Tri-tip Dinners (fall & spring)	X		
Football Concessions	X	X	X
Ag Boosters Fireworks Scrip	X	X	X

FFA- COMMUNITY SERVICE	DONOVAN	FERGUSON	VAZ
Winter Blanket Drive	X	X	X
Spring Canned Food Drive	X	X	X
Rotary Top 40 Dinner	X		X
Swedish Festival		X	

FFA- APPLICATIONS	DONOVAN	FERGUSON	VAZ
Greenhand FFA Degree	X	X	X
Chapter FFA Degree	X	X	X
State FFA Degree	X	X	X
American FFA Degree	X	X	X
Proficiency Awards	X	X	X
Scholarships	X	X	C

DEPARTMENT FINANCE	DONOVAN	FERGUSON	VAZ
District Budget	X		
Agriculture Incentive Grant	X		
VEA Funding (Perkins)	X		
FFA Funds		X	
Ornamental Horticulture Account		X	
Agriculture Mechanics Account	X		

DEPARTMENT FACILITIES	DONOVAN	FERGUSON	VAZ
Agriculture Mechanics Shop Room 50	X		
General Agriculture Classroom Room 51	X		
Ag Science Classroom Room 52			X
Ag Earth Science Classroom Room 55		X	
Farm			
Portable Classroom	X	X	X
Hog Barns	X		
Cattle, Sheep & Goat Barn		X	X
Hog Show Ring	X		
Sheep, Goat & Cattle Showring	X	X	X

Farm Shop	X		
Ornamental Horticulture Area		X	
Vehicle & Equipment Maintenance	X		
Transportation Requests	X		

Supporting Material 31: Substitute Procedure and Plans



Instructor- Natalie Sanchez

Sub Plans- Tuesday September 6th

Even Classes- 2nd and 6th

2nd: 8:10- 10:05

Break: 10:05- 10:20

4th: 10:25- 12:20

Lunch: 12:20- 1:00

6th: 1:05- 3:00

Thank you for subbing my class today. I hope they are good for you ☺ However, if they are not please feel free to leave me a note, and I will take care of it. My phone number is 1559-309-1537 and my email is nvaz@kingsburghigh.com. I have 4th period prep, therefore you will only be covering 2nd and 6th period today. I am out sick, but will still have my phone and computer nearby if you need anything. Here are the following plans for today:

2nd- Advanced Animal Science

- Attendance- Flower Binder Up Front
- FFA Announcements- on the board
 - Please remind them about the events that are written down on the board
- As for this class, I have posted their assignment on google classroom, so please ask them to logon to their google classroom and follow the assignment.
- For their assignment, the students will be reading two articles and writing a one-page summary on the articles. They will be turning this in through google classroom. Once they submit the assignment through google classroom they can work on stuff from another class until the end of the period. The students are aware that this assignment will be graded, therefore they should stay on task.

6th – Ag Biology

- Attendance- Flower Binder Up Front
 - FFA Announcements- on the board
 - Please remind them about the events that are written down on the board
- If any of the students have signed forms that they try to turn into you, just tell them to turn it into me the next time they have my class. Thank you.

- As for this class, I have posted their assignment on google classroom, so please ask them to logon to their google classroom and follow the assignment. You can find their assignment below so that you know exactly what they should be doing today.
- If you could please give each student a piece of computer paper for their mind maps assignment and also lay out the examples in the back desk for them to use as a guide that would be great! Everything else is self-explanatory for the students on google classroom.
- Please collect the students 'Theme of Biology Mind Maps' assignment at the end of class and just leave in a pile for me to get to once I get back. Also, if you could please collect my examples and place them back in the sheet protector that would be great.
- Thank you again for your time today, if you have any questions please don't hesitate to get ahold of me.

Hey everyone! Sorry I am out today. I am sick and needed to stay home. I really hate being out the first few weeks of school because I don't want any of my classes to get behind on curriculum, therefore, I am going to need you all to stay on task today. Here are your assignments for the day, please do all of these tasks in order.

- 1) I need you to take out your Themes of Biology Notes packet, and open it up to page 1 and finish filling out all of the notes on that page. You will fill out your notes using the "Themes of Biology" PowerPoint that I have attached in google classroom. It is not hard to find, just look under classroom stream. After you have filled out your notes page using the PowerPoint you can move onto number 2.
- 2) You are going to create a mind map using the information you have from your notes in your packet, the PowerPoint, or the biology text book. I have attached a rubric for you to follow for this assignment. It is worth 33 points and the rubric is very self-explanatory. I am providing you with all you need to complete the assignment. I have left computer paper out, that the sub will pass out. I also have markers and colored pencils that you are all more than welcome to use, in my supplies cabinet. I will also have some examples for you to follow as a reference but are not allowed to copy them or take them back to your desk with you. You are to simply look at them. Please make sure that on your mind maps, each theme is labeled, has a description, and a graphic or drawing to describe it. **YOUR MIND MAPS ARE DUE AT THE END OF THE PERIOD TO THE SUB!!** It should take you most of the period to finish.

Side Notes for you All

*As for your posters on your given themes, you will have to present these on Thursday.

**Please make sure you are on task and you complete your assignments listed above. It is important that this class stays on the same pace as my other biology classes.

***If you are confused, feel free to email me and I will get back to you as soon as I can

****Throw away our trash and stack your chairs before you leave. Be extra good for the sub!



Natalie Sanchez

Period 2- Intro to Ag

[illegible]

Period 4- Intro to Ag

[illegible]

Period 6- ROP Animal Science/ Ag Sales

[illegible]

Attendance List- Odd Classes

Natalie Sanchez

Period 1- Ag Biology

[illegible]

Period 3- Ag Biology

[illegible]

Period 5- Ag Biology

[illegible]

Directions for Playing DVD's Using Audio/Visual Equipment

Part 1

- On the white wall unit, press “on”.
- Press the “DVD/VCR” button.

Part 2

- Push “power” button on DVD/VCR combo unit (located on second shelf of black AV table)
- Load DVD by pressing “open/close” button
- Use black remote to select “play”

VOLUME CONTROL

- Use the buttons on the white wall unit to raise/lower volume as needed.

Supporting Material 32:

Program Completer

Description



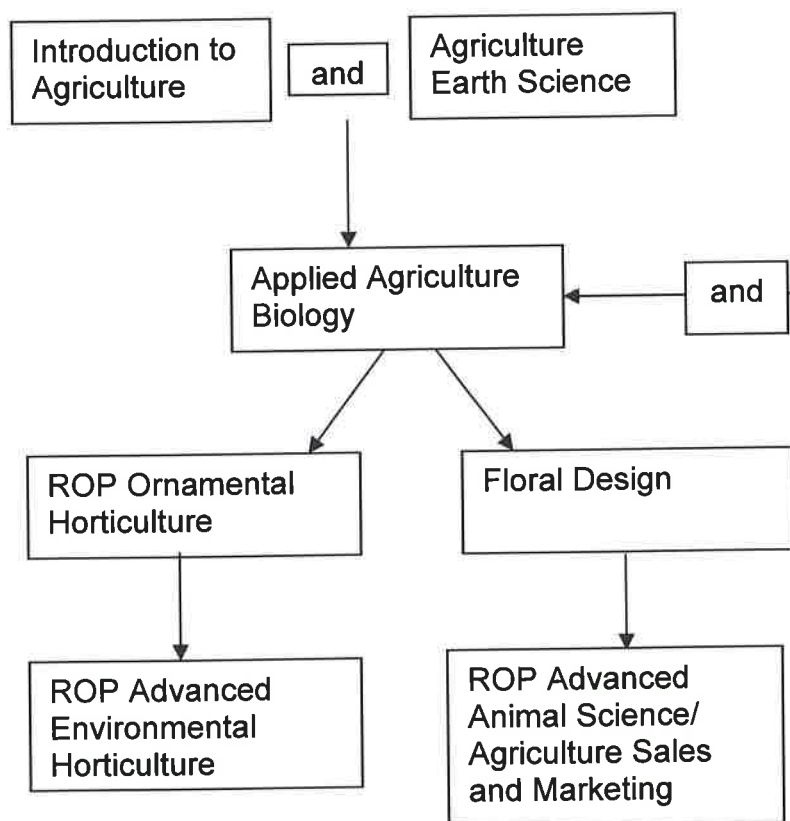
Kingsburg Joint Union High School District Agriculture Department

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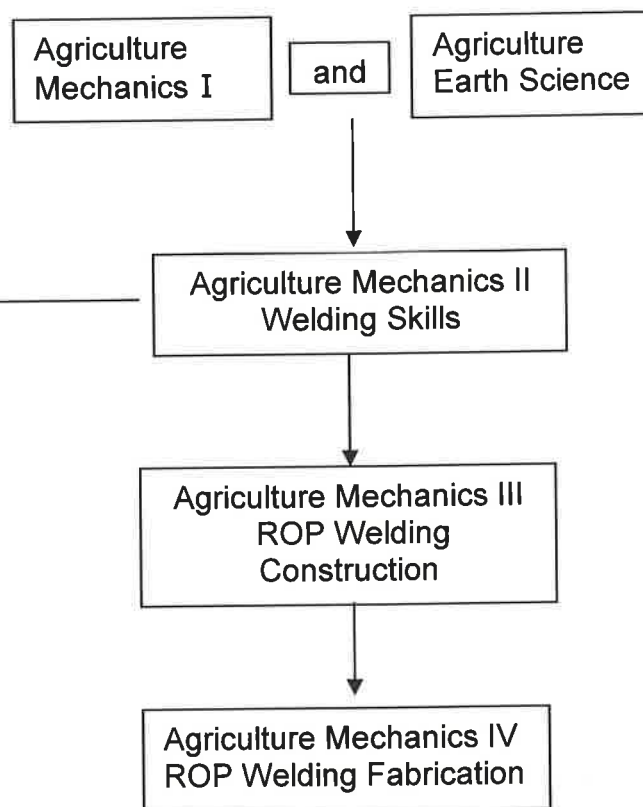
Description of a Program Completer

In the Kingsburg High School Agriculture Department, our description of a program completer is a student who has completed the sequence of one of the pathways that we offer. Therefore, this would be a minimum of three courses. The students have to complete the introductory course, concentrator course, and the capstone course of their chosen pathway. Here is an outline of the pathways that we offer in our program that our students get to select and pursue during their high school career.

AGRICULTURE SCIENCE PATHWAY



AGRICULTURE MECHANICS PATHWAY



Special Note to Students & Parents:

Incoming freshmen who are interested in taking an agriculture course should register for either **Introduction to Agriculture** or **Agriculture Mechanics I**.

Students enrolling in either **Introduction to Agriculture** or **Agriculture Mechanics I** are encouraged to also sign up for **Agriculture Earth Science**. This is a new course being offered to freshmen. This course meets Earth Science graduation requirements and will be accepted for entrance to the UC/CSU systems.

Supporting Material 33:

2 + 2 Agreements



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2 + 2 Agreements

The Kingsburg High School Agriculture Department does not have any 2 + 2 agreements with any community colleges. As a department, we do offer a few ROP courses to our students and in return they receive 3 transferable college units. However, as a department we are not responsible for the implementation of the agreements with the colleges. The agreements for the dual enrollment courses are articulated and created between the Valley Regional Occupational Program and the local community colleges in our area.

Supporting Material 34: Reimbursement Process



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Description of Reimbursement Process

All the agriculture teachers in the Kingsburg High School Agriculture Department are reimbursed for any expenses that are incurred for FFA, SAE, and professional development events. We are reimbursed for any of these areas as long as the events were approved in advance by our district. Our department head, Brian Donovan sends the district a requisition for all of our department events prior to us attending them, so we never have an issue getting reimbursed. As far as fuel, our district provides each one of us with a district gas card, so we never have to use our own money. Overall, the reimbursement process at Kingsburg High School is a smoother process and we are compensated for any of our personal expenses.

The reimbursement process is as follows:

1. Requisition must be submitted to the district office in advance of activity for approval.
2. Upon return, the instructor must complete a "Travel Expense Claim" form (this form is attached).
3. Receipts are attached to the expense claim, and the form is signed and turned into the district office (note: receipts must be itemized in order to be reimbursed).
4. Payment usually takes 2 weeks to process.

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