

Program Plan Foothill High School Ag Business Academy



Program Plan 2018-2019

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Quality Criteria Section 1: Reflection on Instruction

Quality Criteria 1: Curriculum and Instruction

The Foothill Agriculture Department has been designed to meet the needs of all students that walk into our agriculture department. This has been done by giving student multiple options and pathways that allow students to become productive members of our society. We prepare students for post-secondary education or career in our Agriculture Program. Regardless of their future pathway, all of our students receive a foundation in agriculture education with exposure to the core curriculum while in agriculture science classes. Our program strives to emphasis the importance of servant leadership and intrinsic motivation for all of our students.

Students start as Freshman start in the Agriculture Earth science course, this course explores the Earth's composition, structure, processes, and history. This course is also being taught using C.A.S.E. curriculum. From this class students can start in the Ag Academy by taking Ag Biology or they can start in one of CTE pathways. (Floral or Ag Mech).

The biology course gives students UC credit for biology. This course has a strong emphasis on how biology affects agriculture. Then students take Ag Business as juniors. Ag Business teaches students the fundamental concepts of business in agriculture including: business models, finances, cooperatives, and issues facing agriculture. The capstone class for the Agriculture Academy is Ag Government/Economics. This course is taken students senior year and meets A-G.

The floral pathway is new at Foothill. Currently students take Floral 1 the first year. This class focuses on the basic of floriculture, students learn about color schemes, flower processing, flower placement, and basic event planning. They then can take Floral 2 where students take the skills learned in the intro class and perfect those skills.

The Ag Mechanics pathway includes Introduction to Mech, Advance Mech/Fabrication, Ag Construction, and Fabrication and Projects. This pathway gives student an opportunity to develop career skills including but not limited to; welding, wood work, plumbing, electrical, and project design.

All of the pathways and clusters give students at Foothill High School an opportunity to receive well rounded instruction in a variety of content areas. This allows for students to find something they are passionate about and develop the skill and knowledge needed to begin their career in that field.

Quality Criteria Section 2: Leadership & Citizenship Development

Quality Criteria 2: Leadership and Citizenship Development

One of the great success of the Foothill High School Agriculture Department has been the ability to provide many opportunities for students to develop leadership abilities and to develop an understanding of putting the community before themselves. These opportunities included over 25 activities from the FFA activities point sheet. Foothill has consistently has students participating in local, sectional, regional, and state career and leadership development events.

Leadership activities that students participate in are supervised, monitored, and graded by all three Agriculture instructors at Foothill High School. In each agriculture class student's participation are included in their semester grades. This is explained in the syllabus that is expected to be signed by students' parents/guardians. The syllabus outlines the grade break down and how students can receive full credit for their activity participation.

Participation in activities are tracked in the department score sheet. Every teacher has access to this spreadsheet and can add points after each activity. Points are transferred from sign in sheets or by list generated from AET. The activity score sheet is published periodically and included in their grades at the end of each semester. The top 10 active students at the end of the year get to take a trip over summer. Top 10 trips have included Magic Mountain, escape rooms, beach trips, and ice skating.

SAE (Supervised Agriculture Experiences) projects are tracked with the use of the website AET. Students use business agreements to contractually list the responsibilities of the parties involved in the projects. Many students from Foothill do not come from an agriculture background and live in the city. This can make it difficult for students to house a project. These students have the option of keeping a project at our district school farm. There is no housing cost to keep a project at the school farm. A farm contract is an additional legal document to secure the project on the facility. We currently have approximately 75 students who house their SAE project at the school farm.

Every Foothill High School Agriculture Program student has an equal opportunity to participate in numerous leadership activities and SAE projects, regardless of their background and financial restrictions.

Quality Criteria Section 3: Practical Application of Agriculture Skills

Quality Criteria 3: Practical Application of Agriculture Skills

Having a SAE project is part of the evaluative process in the Agriculture department at Foothill High School. During their first year, students are exposed to the many options available for projects. For many years SAE projects were not required, but highly encouraged. This year our Freshman and sophomore class are starting with required SAE projects. Our plan is to finish the year with students completing project competition boards. As a department we decided to pilot this program with the freshman and sophomore class to ease the transition.

We use project to teach students about responsibility, leadership, life and agriculture skills, and the ins and outs of the agriculture industry in which their project is involved. First year students develop their profile and begin learning how to utilize AET to track records. It is our departments goal that every 1st year member attains their Greenhand degree, in order to do so students must have at the very least a planned SAE.

Second year students in the program are expected to have at least 50 hours for their SAE by the end of their sophomore year. They continue to develop their skills and ability to use AET. The goal for second year members is to obtain their chapter degree, and we can track what needs to be done by monitoring their AET record books. As students continue to proceed in the chapter they are expected to show growth in their SAE project. Each year we strive to have at least 5% of the chapter members receive their state degree. We continue to push students to track their hours to ensure they are qualified to receive their state degree.

The success of Foothill students' SAEs is in part because of the supervision of the three agriculture teachers. The responsibilities are split up by species and career path taught. Each student is visited at least once per semester and during the summer. Many of our students have SAE projects at the district school farm; however, many students' projects are placement project where students spend their summers

working in harvesting. To help aid in project supervision Foothill has two trucks that are used to visit SAE projects. The Foothill High School Agriculture department is under an extended contract of 36 days. These days can be using any time in the year, but are utilized in the summer for fair projects.

Quality Criteria Section 4: Qualified and Competent Personnel

Quality Criteria 4: Qualified and Competent Personnel

All teachers in the Foothill High School agriculture department are fully credentialed. All three have a Single Subject Credential in Agriculture and a Specialist Credential in Agriculture. In addition to completing all of the prerequisites for earning a cleared credential.

We have made a concerted effort to improve the quality of instruction through different teaching techniques, strategies, and methods. Technology has been used in every classroom and we continue to strive to incorporate different uses for technology every day. We use; digital projectors, smartboards, jamboards, sound systems, Chromebooks and laptops in the classrooms. This technology allows instructors to connect students with different learning modalities. Every classroom has a Chromebook cart that are utilized to complete projects and updating their AET record books.

In 2018 Title 1 funds were used to update the technology in our agriculture mechanics class. The shop class has old Dell laptops that constantly had issues operating. The funds purchased new Dell laptops with touch screen capabilities. The funds were also used to purchase software licenses for each laptop to have Plasmacam software.

Through the CATA each member of the department receives substantial career development specific to agriculture education. All three teaches attended the fall and spring regional meetings, as well as the CATA summer conference and the Road Show. The department strongly supports and understand the importance of CATA. All three members are due paying members and have taken leadership roles by being sectional officers and participating in the 2030 committee.

The agriculture department also utilizes the professional development provided by the local site. Every week there is a scheduled early out where staff meets with professional learning communities, department meetings, and collaboration time. Our department is very active in the professional development facets both on and off campus.

Quality Criteria Section 5: Facilities

Quality Criteria 5: Facilities

In 2010 Foothill High School Agriculture Department received a Prop 1D Grant to upgrade classroom and shop facilities. This grant came into play last school year, seven years after being approved, to include the renovation of the two agriculture classrooms/facilities and the Ag Mechanics shop. During the construction the program relocated to portables and the instructors taught an alternate elective since the mechanics shop was being worked on.

During the last week of summer leading up to the new school year we moved into our new classrooms and shop. In the shop we have four new welding booths with ventilation systems. Two of the new booths are set up for SMAW process along with the existing twelve booths. The other two were left open so students could practice MIG welding with the portable setups. Being able to expand our welding facilities allows an increased number of students to practice their metal work and fabrication skills at one time.

The shop has equipment to allow students to develop skills in multiple career pathways that include; welding, woodworking, plumbing, electrical, cold metal work, and basic computer software fabrication. With different tools and equipment in the facilities students are able to develop their skills. As time. A major fault in the current shop is the size. It is the smallest shop in the district and this has lead to a premium on floor space. In 2015 the shop was mostly utilized for welding, as time has progressed there has been a move to incorporate more aspects of mechanics into the system. Due to the limited amount of space organization and mobility of equipment is key. This is being fixed by creating tool cabinets, work stations with casters, and frequently used equipment being put on mobile stands.

The classroom used to teach Biology was part of the Prop 1D grant remodel. This classroom is very spacious and effective. It has a stage in the front which is utilized for speeches, as well as a cordless microphone system that will play through the overhead speakers. The front of the class has a control panel

that will allow the teacher to change the input in to the monitor. This classroom is by far the nicest classroom our department has.

The classroom used for freshmen is a different story. This classroom was converted from a computer lab to classroom. All of the tables are wired with duplexes and network hook ups. This means the bulky tables cannot be moved because they are wired to the wall. A work order has been placed to have the desk changed and our department is waiting for the school sites modernization to complete the work order.

One major benefit of our facilities is our district farm. This allows us to accommodate high school agriculture students' SAE projects. Most of our students are not able to keep their projects at home; the school farm is a major resource to accommodate those needs. The facilities currently available on the school farm include: shade house, green house, two hog barns, a sheep and goat barn, a cattle barn, and a poultry barn. There are also pastures that allow students to operate sheep and goat breeding projects and they are also utilized for rotational grazing. Without the shared school farm our students would not have the opportunity to excel in their SAE projects.

Quality Criteria Section 6: Community, Business and Industry Involvement

Quality Criteria 6: Community, Business and Industry Involvement

Our department has utilized our advisory board for many years. The board has members from a variety of different agriculture enterprises in Kern County. They meet twice a year to discuss current trends in agriculture and how we can make sure our department is preparing students for real world application of classroom knowledge. This committee has also served as a great advocate for the program. They have backed our department to both school administration and the community.

The advisory committee also works one on one with our departments' teachers to help them become better educators. Our advisory committee chair, Monty Freeman, has worked with the agriculture mechanics teacher to develop plans for a BBQ. Being a young mechanics teacher they had never built a trailer from start to finish on their own. Monty reached out to Les Schwab and encouraged them to pay for the materials. In return, Les Schwab would receive the BBQ. This has not only helped the mechanics teacher develop skills, but also secured a bond between a community partner and our department.

The advisory committee is strong because it has been selected to fit each of our pathways. The advisory committee has individuals who specialize in business, mechanics, animal science, and crop production. As we move forward we are now looking to add a member who can help our new floriculture program prosper.

An area Foothill FFA can improve on in community involvement. In the past we have taken a day to work at the homeless shelter, but it is often an afterthought. As a chapter there is so much more that we can be doing to help the local community around us. This is a goal for our department moving forward, to increase our presence in the local community by giving back to those who have helped our department succeed.

Quality Criteria Section 7: Career Guidance

Quality Criteria 7: Career Guidance

Career guidance and preparation is one of the major goals for Foothill FFA. Every student who completes our program should be prepared for their future. This can be with a clear college plan, or skills to obtain a career straight out of high school. As young members come in contact with our department we strive to help them find their career pathway by CDEs, LDEs, SAEs, and classroom experiences.

Our chapter utilizes AET's "O*NET-My Next Move" program. This allows student to browse thousands of career fields aligned to your specific interest and skill set. This helps students to find careers that may be related to agriculture that interest them. It tells student what they need to study, how much education they will need, and what the average salary is for the position. This program has allowed student to find different pathways that will lead them to success.

A major asset to giving student the best guidance is our Agriculture Academy counselor Denise James. As the academy councilor she has the time to concentrate on helping our student find a focus on careers related to agriculture. She has attended numerous FFA events including The State FFA leadership conference. She shows great appreciation for what we are able to do with students. She has also supervised our freshmen fair trip for the last ten years. She works one on one with our academy students to make sure they are taking the classes they need as well as with our seniors to ensure understand the opportunities available to them.

Foothill FFA also prides itself on the amount of college exposure we give to students through our CDE teams. This year we have six CDE teams that travel throughout the spring semester. Students travel free of cost to eight different agriculture colleges. These students become familiar with the college campuses and lose the anxiety that many high school students feel toward the idea of college. Students also have the opportunity to decide which college campus is the best fit for them and their chosen major.

Although the student data sheet is a valuable tool, nothing will substitute engaging students on a one on one basis. The relationship between a teacher and a student can allow student to honestly convey their dreams and goals by giving the teacher the opportunity to give assistance and guidance. We strive to go above and beyond to ensure Foothill FFA student are success in their life after high school.

Quality Criteria Section 8: Program Promotion

Quality Criteria 8: Program Promotion

Program promotion has changed so much in the last five years. To successfully promote a program departments used to have to constantly send flyers home, publish articles in newspapers, or send out newsletters. With the age of social media at an all-time high program promotion can be done at a touch of a phone. Our department understand how important it is to keep those around you informed and up to date on the successes and growth of our department.

While we utilizes new technology for promotion we also use time tested methods of promoting as well. Nicole Amaral works closely with our Reporter and Historian to create and send out monthly newsletters about our chapter. This is emailed out to the school staff, as well as published and sent home to parents. This shows our community and staff the impact our program has on the lives of students.

We also start early in the year of promoting our program to incoming freshmen and their parents by participating in the "Trojan Showcase". This is a night were incoming freshmen come to the high school to register for classes and look at what clubs or activities interest them. As a chapter we set up two stations, one for agriculture science and one for agriculture mechanics. The station inside focuses on agriculture science, showing student what FFA and our science class has to offer. This promotes what we are doing to not only the students but also their parents. The mechanics department sets up outside with a table of projects that are completed in their introduction class. Vernon Clark also brings out a an oxy-fuel cutting set up and will teach incoming freshmen how to use the torch to cut metal. As this is being done Mr. Clark will share with the parents how much they focus on safety as well as explain the benefits. Not only has this lead to student taking the class, but also to industry connections with students' parents.

The Foothill Agriculture department also focuses on engaging our school staff in our program promotion. Every year during National FFA Week the department host a breakfast for the all the staff and administration called the "Ranch Breakfast". This is one of the most valuable activities that we participate

in during the year. The students cook omelets for the staff and engage in conversation with the staff as they cook. This gives the staff a chance to hear about the students and what our chapter is doing, and allows for the students to get to know the staff outside of the classroom. This has paid huge dividends to our chapter as it often buys us grace when our students are gone.

The image that the community, administration, staff, parents, and students have of the program is very valuable to our success. We continue to improve this by promoting what our department does on a daily basis with social media, newsletters, and community outreach.

Quality Criteria Section 9: Program Accountability and Planning

Quality Criteria 9: Program Accountability and Planning

It is vital to understand how past performance can affect the departments success. As a Assessing the performance of the students is one way of tracking the progress of a program, but to evaluate the program as a whole we must look at the program from many points of view. Our depart evaluates the curriculum, schedule, and program plan every year to find ways to improve ourselves so we can help our student improve.

When evaluating curriculum we look at how the students are performing on test and assessments. With standardized testing no longer being used our department focuses heavily on district wide assessments for individual classes. We also evaluate curriculum by meeting with Professional Learning Teams (PLT) every Monday after school. This insures that our classes are on track or ahead of where the other science courses are.

Each year the program improvement plan is adjusted and amended to quality criteria standards. Then the program plan an five year plan are presented to the administration and advisory committee with the intent of soliciting further input for improvement before they are sent to our regional supervisor, Chuck Parker. Because of the program status as a California Academy, we not only have to submit an Incentive Grant report to the state but also an Academy Grant report. These two reports require substantial documentation in the area of program performance, student success, and graduate follow-up.

Another way our department hold our self-accountable is through retention numbers. With three agriculture teachers we have three sections of Ag Earth Science, three sections of Biology, one section of Ag Business, and one section of Ag Econ/Gov. Insuring that we continue to have enough retention to fill these section is something that is considered each summer as we get our class numbers. As a department we reflect on what we can do to insure we maintain high retention all four years.

Allowing outside entities an unbridled look into the program is often a stressful experience. When you work as hard as agriculture instructors do it can be frustrating to have someone criticize your results but it is through this criticism that we grow and improve. We have found that after the analysis, our hard work has been recognized. We believe that our success as a department is a direct result of our drive to get better every year.

Quality Criteria Section

10: Student-Teacher Ratio

Quality Criteria 10: Student-Teacher Ratio

Student to teacher ratio has been a struggle for our department. The goal of having 20 students in a shop class and 25 students in normal classes is ideal but not always realistic. Our focus has been to increase enrollment and retention which at times can be in direct conflict with the previously mentioned goal.

Foothill has worked to address this issue by focusing on safety. Our shops average 33 students with the largest class having 38 students. With number so high, safety is a large part of our curriculum to improve the instructional environment but mostly to keep the shop and students safe. The class that is also greatly affected by class size is the advanced agriculture mechanics class and currently has 28. This class produces the most projects. This requires a large amount of room and more attention from the instructor.

Besides the shop, each of our freshman classes are above the 25 students. Each averaging 39.5 students. It has been difficult to keep numbers down in this class because of the recruitment and limited amount of sectionals we have to offer. Additionally we have allowed the numbers to be high because it feed our agribusiness academy.

The biggest challenge in terms of student teacher ratio has been the ratio of different students met per day to teachers available to supervise SAEs and FFA activities. As we grow as a department, the amount of visits, teams, and activates go up. This adds on to what is expected from our department. The goal is to add an additional teacher to our department with the addition of agriculture computers pathway.

Quality Criteria Section

11: Full Year Employment

Quality Criteria 11: Full Year Employment

All of the Agriculture instructors at Foothill High School are employed year-round. Each teacher in our department receives a 10 month contract to reflect Certificated Base Salary Schedule. Along with the 10 month contract, all Agriculture teachers have a 36 day summer contract. This is used to supervise Kern County Fair projects and plan events with the chapter officers. We are responsible for filling out time cards for our school secretary to record the days and hours worked for pay.



CLASS I, STEP 1 = \$42,136
 CLASS II, STEP 1 = \$46,824
 NEW TCHR MINIMUM = \$49,314
 DOCTORATE = \$3,052

KERN HIGH SCHOOL DISTRICT
 Certificated Base Salary Schedule 1008
Certificated 10-month
 2017-2018

EFFECTIVE JULY 1, 2017
 Reflects 2% Salary Increase

STEP	CLASS I		CLASS II		CLASS III		CLASS IV		CLASS V		CLASS VI		STEP
	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	WITHOUT MASTERS	WITH MASTERS	
1	42,136	45,183	46,824	49,874	49,874	52,925	52,925	55,978	55,978	59,026	59,026	62,078	1
2	44,118	47,170	48,809	51,857	51,857	54,910	54,910	57,958	57,958	61,009	61,009	64,060	2
3	46,101	49,150	50,792	53,841	53,841	56,891	56,891	59,941	59,941	62,994	62,994	66,044	3
4	48,084	51,134	52,773	55,824	55,824	58,875	58,875	61,925	61,925	64,975	64,975	68,024	4
5	50,065	53,118	54,756	57,807	57,807	60,859	60,859	63,907	63,907	66,957	66,957	70,010	5
6	52,049	55,100	56,740	59,790	59,790	62,839	62,839	65,892	65,892	68,942	68,942	71,992	6
7	54,033	57,082	58,721	61,775	61,775	64,823	64,823	67,874	67,874	70,926	70,926	73,974	7
8	56,014	59,065	60,706	63,754	63,754	66,807	66,807	69,856	69,856	72,908	72,908	75,959	8
9	57,998	61,050	62,687	65,738	65,738	68,789	68,789	71,841	71,841	74,889	74,889	77,940	9
10	59,981	63,030	64,671	67,724	67,724	70,772	70,772	73,822	73,822	76,874	76,874	79,923	10
11	61,964	65,013	66,655	69,704	69,704	72,755	72,755	75,806	75,806	78,856	78,856	81,907	11
12	63,947	66,996	68,638	71,687	71,687	74,738	74,738	77,790	77,790	80,838	80,838	83,890	12
13	65,930	68,979	70,620	73,670	73,671	76,721	76,721	79,770	79,770	82,823	82,823	85,874	13
14	(Available only after 17 years of qualified educational service)										84,805	87,856	14
15	(Available only after 22 years of qualified educational service)										86,788	89,837	15
16	(Available only after 27 years of qualified educational service)										92,736	95,787	16
17	(Available only after 32 years of qualified educational service)										97,868	105,728	17

PLEASE NOTE: This schedule will take effect on:

July 1, 2017

(1) The minimum annual salary paid an employee (Class I, Step 1, W/O a master's degree) will be:

\$49,314

(2) All requirements for the class shall have been satisfied by the employee as of:

September 1, 2017

(3) To be eligible for a step placement, an employee must have had the required yrs of experience as of:

September 1, 2017

(4) Steps 14, 15, 16 and 17 are awarded on basis of qualified educational service.

Section 2: Quality Criterial Improvement

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 5A,5B,5D.

Goal or Purpose of the Project:

The goal of this project is to make the Ag mechanics shop a safer and more effective shop

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

- Purchase tools to help fit the curriculum of the course of study.
 - Equipment needs to match what is being taught. Many tools or equipment is out of date and not working. I will need to purchase new power tools, hand tools, safety equipment, and storage units.
- Build tool storage by unit.
 - I will build, or repurpose four tool storage cabinets. There will be one for each of the following units. (electrical, plumbing, cold metal, wood) These cabinets will be built so that tools can be placed in an organized manner. They will be on casters so that when it is time to complete the unit they can be rolled out and used. This will help save room and give better organization.
- Organize tool storage room
 - The tool room has been a place to leave items with no other place for years. I will organize this room. Making sure to keep the items needed for the shop, while disposing of material that can no longer be use.

Estimated number of hours on this project: 90.

Estimated expenditures (\$) on this project (your costs) : \$15000

.

Proposed timeline for completion of the project:

November 2016- Find materials that can be repurposed for tool storage units

January 2016- Build frames for storage boxes that have casters welded on.

March 2017- Develop list of equipment to purchase

May 2017- Begin buying equipment

May 2017 Organize shop. (This will part of the final project for the advance shop class)

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

I will send emails of pictures with captions explain the project effectiveness as the project is worked on

For Office Use Only:

Project Approved By: _____.

Date of Approval: _____.

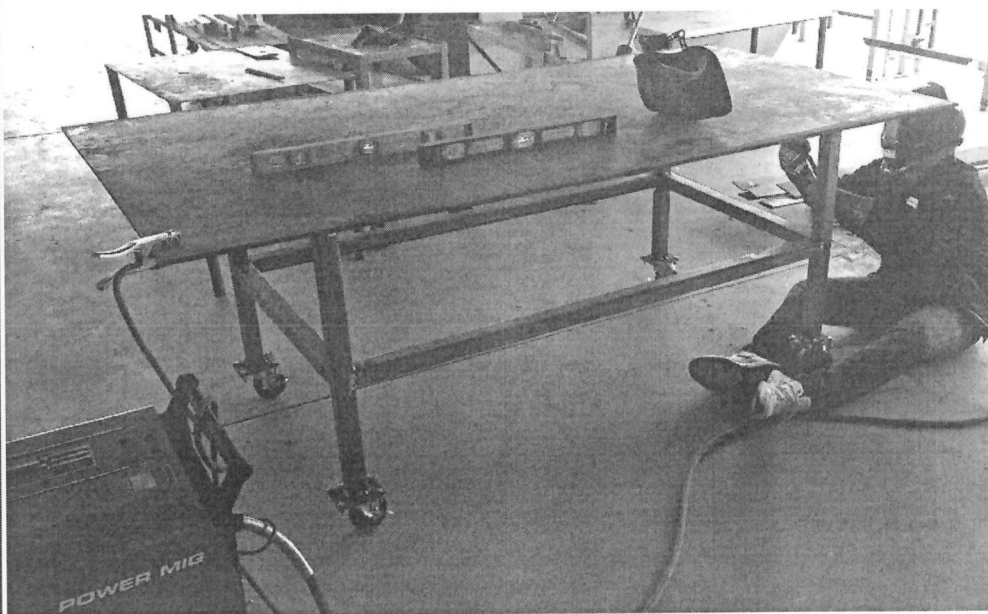
Quarter student will enroll in AGED 539: Spring 2019.

Reflection

This project was a marathon, not a sprint. When I started this project I had these grand ideas that I was going to change the world. I was going to make Foothills shop the most organized and clean shop in California. As I have gone through the years I found that most impactful changes are the small daily ones. The goal of this project was to make the shop a safer and more effective shop. I felt that I have done that by purchasing equipment that fits the course of study, designing unit specific tool storage, and organizing the tool room at Foothill.



The first step was to buy new equipment that fit our needs. This came in the form of both purchasing tools and building equipment. The first major step was to build a fabrication table. In this picture you can see that there is only one table (4'x4') to work on. There would be times when I had 15 students trying to get their work done on that small table. We focused on getting this fixed by building a



fabrication table with a 1/4" metal top. Student built this project using skills developed in the advance fabrication class. This has allowed more room to work and a safer more effective shop.

The next step was to purchase equipment I needed to update the shop. This has been done over the past three years. Each year buying what was needed to better the shop. This year we spent 15137.53 at Fastenal on storage and tools. I selected the tool based on research online and communicating with other shop teachers for advice.

REQ		PO#			
<h1 style="text-align: center;">OFFICE OF SPECIAL PROJECTS</h1> <h2 style="text-align: center;">REQUEST TO PURCHASE</h2>					
SCHOOL	Foothill	PROGRAM:	Ag Mech		
REQUESTED BY:	Vernon Clark		DATE:		
3/13/2019					
Fastenal					
Company Name		(Area Code)	Phone Number		
Address		(Area Code)	FAX Number		
City, State, Zip		Federal Tax Identification Number			
CTIG AG MECH					
Account Number					
Approved by Department Head		Administration Authorized Approval			
Quantity	Unit	Stock No.	Description	Unit Price	Amount
1	EA	7014615	Vestil Horizontal Sheet Rack	#####	\$ 1,542.69
30	ea	204802	12" True Blue Combination Square w/Stainless Steel	\$ 13.99	\$ 419.70
1	ea	960765	BAILEIGH 52" L 16 GA-MS Foot Shear	#####	\$ 1,955.10
3	ea	2125141	2Pc 18V M18 FUEL™ Combo Kit	\$ 510.19	\$ 1,530.57
4	ea	2121646	25' Red / Black Magnetic Tape Measure	\$ 27.00	\$ 108.00
2	ea	2160806	18 ga 3/4" - 2-1/2" 18V Straight Cordless Brad Nailer Kit	\$ 426.99	\$ 853.98
5	ea	2185489	M18™ Random Orbit Sander	109.79	\$ 548.95
2	ea	5055678	25-19/32"x18-7/8"x22" Rolling Tool Box	\$ 129.99	\$ 259.98
4	ea	5055679	Packout Organizer	\$ 44.99	\$ 179.96
4	ea	2173296	PACKOUT™ Low-Profile Organizer	\$ 39.99	\$ 159.96
1	ea	2121732	M18 Fuel Surge 1/4" Hex Hydraulic Drive Kit	\$ 349.99	\$ 349.99
2	ea	600678	12V M12™ 3/8" Li-Ion Cordless w/LED Drill/Driver Kit	\$ 129.99	\$ 259.98
					\$ -
Subtotal					\$ 8,168.86
Tax					\$ 612.66
Shipping					150
Total					\$ 8,931.52
Name of teacher requesting materials: Vernon Clark					
Class materials to be used: Agriculture Mechanics					
Describe intended use: Cold Metal Unit					

REQ

District Use Only

POR

PO #

OFFICE OF SPECIAL PROJECTS

REQUEST TO PURCHASE

SCHOOL Foothill PROGRAM: Ag Mech REQUESTED BY: Vernon Clark DATE: 3/13/2019

Fastenal

Company Name

(Area Code) Phone Number

Address

(Area Code) FAX Number

City, State, Zip

Federal Tax Identification Number

PERKINS

Account Number

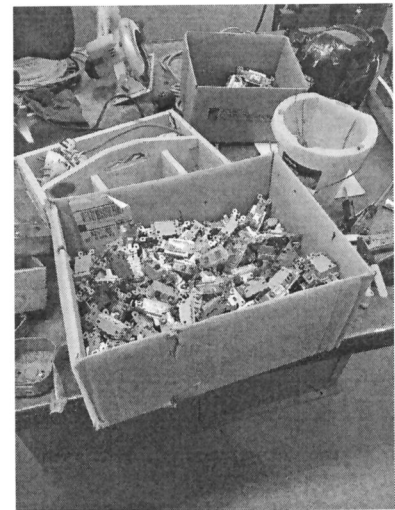
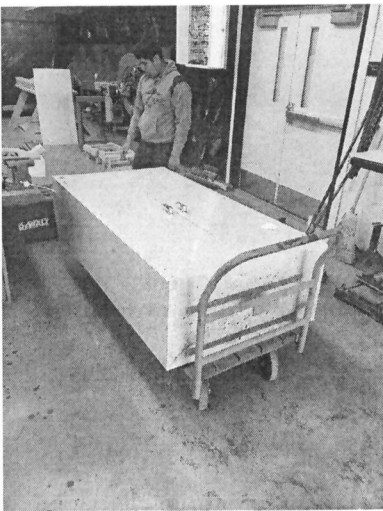
Approved by Department Head

Administration Authorized Approval

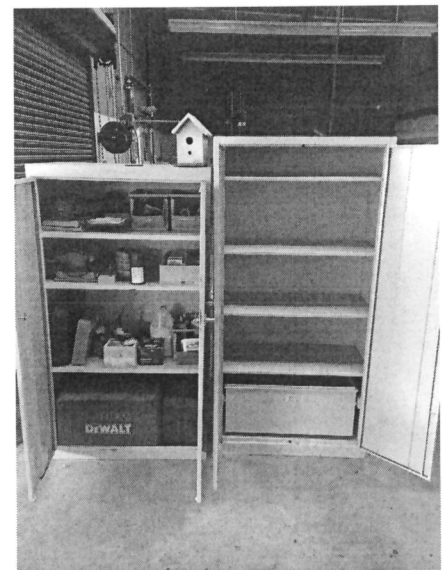
Quantity	Unit	Stock No.	Description	Unit Price	Amount
1	EA	2121767	Milwalke Mag Drill	#####	\$ 2,366.99
40	ea	166728	#54 Compression Spring 1.375 OD, 2-3/4 Long	\$ 1.99	\$ 79.60
10	ea	204044	7" Heavy-Duty Magnum Aluminum Rafter Square	\$ 9.94	\$ 99.40
5	ea	256621	100' Thin 2oz Metal Chalk Box	\$ 7.66	\$ 38.30
4	ea	2131992	5.5" Tradesman Industrial Bench Vise	\$ 469.18	\$ 1,876.72
3	ea	226463	160Pc All Purpose Dremel® Accessory Rotary Tool Kit	\$ 29.99	\$ 89.97
2	ea	61169	#2 Square Recess 1/4" Drive 6" OAL Power Bit	\$ 1.45	\$ 2.90
2	ea	3388745	7 Piece 1/8" - 1/2" Steel Drill Depth Stop Kit	\$ 4.98	\$ 9.96
2	ea	203902	IR 4151 6" Pad Vacuum-Ready Random Orbital Air	\$ 173.99	\$ 347.98
3	ea	99880799	12Gal 5HP 145CFM Large Volume Wet/Dry Vacuum	\$ 141.36	\$ 424.08
2	ea	251495	M18™ 18V 45° Cutting Capacity Jig Saw (Bare Tool)	\$ 141.99	\$ 283.98
1	ea	226465	M12™ Lithium-Ion Cordless Rotary Tool Kit	\$ 119.99	\$ 119.99
				\$	-
				Subtotal	\$ 5,739.87
Name of teacher requesting materials: <u>Vernon Clark</u>				Tax	\$ 416.14
Class materials to be used: <u>Agriculture Mechanics</u>				Shipping	50
Describe intended use:				Total	\$ 6,206.01

This has allowed us to make the shop both safer and more effective because these tools are safer, the organization make daily procedures faster, and building projects simpler.

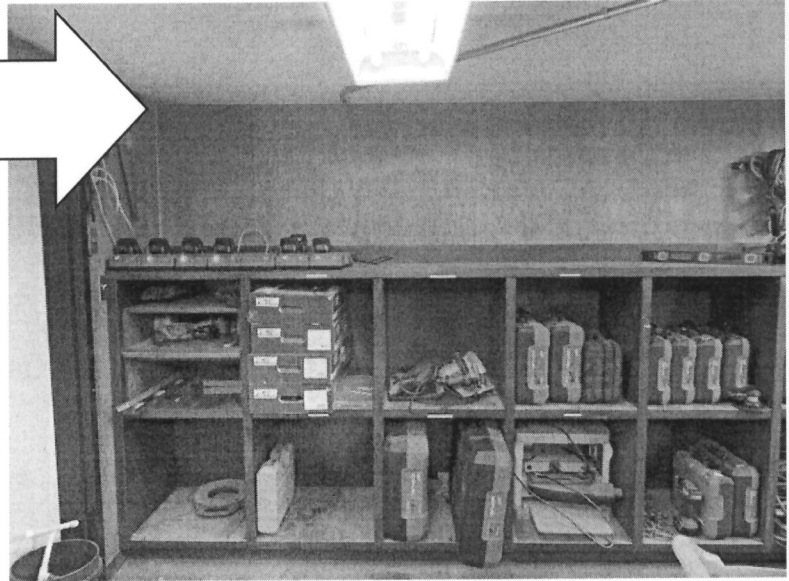
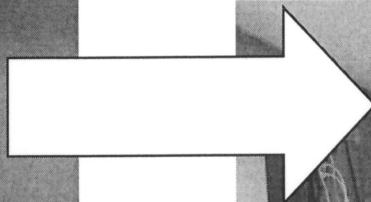
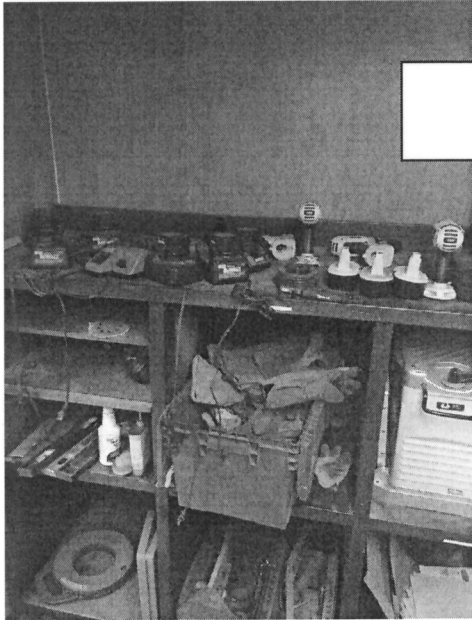
The next major goal was to build tool storage units. Rather than create new cabinets I repurposed old cabinets found in our schools boneyard. Below are pictures of before and after the unit storage were put into effect.



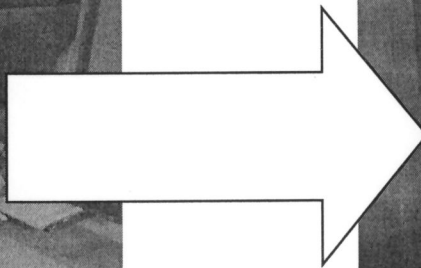
In these first three photos are the first steps in the process. Equipment was just stacked into storage boxes. This made it difficult to find what we needed. After finding the storage units I was able to organize the unit cabinet. This gave a clear place for tools to go. This made clean up and start up much quicker and more effective.



The last major goal was to organize the tool room. When I first started at Foothill the tool room was messy and packed with old equipment. This also included the mezzanine where old and broken equipment was placed. I took time with both to throw away old tools and unusable equipment.



This was the front storage of the tool room. I have since change the type of tools and reorganized the storage system.



This is a view of upstairs. You can see the clutter that was collecting.



The outside was a mess. With materials laying out all over. I focused on organizing on minimizing the amount of clutter.

I have found that by working and focusing on this has allowed the shop to be more productive. Students are able to find the tools they are looking for. They do not have to spend 10 minutes searching for a specific tool or consumable. Also students now can work in a safer environment. Less likely to fall or trip over materials laying on the floor.

Section 3: Quality Supporting Completion Materials

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

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

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

H. Date: 9/16/18
 I. Locator Data
 Street Address: 3204 Rosewood Dr
 City, Zip: Bakersfield CA 93306
 Phone Number: 821-7439

Email: _____
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Robert Delaney
 Miss/Mrs./Ms. Carmen Delaney

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

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

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

D. Year in Agriculture Program: 1
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 9
 (9, 10, 11, 12)
 F. I Am Taking This Course Because: (Select One)
 I plan a career in agriculture
 Not a career, just an interest in agriculture.
 Not interested, placed in class. X
 G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
Kindergarten Teacher
 1. Go to Work Full - Time
 No Further Education
 Some College Later
 2. Go to College
 Community College
 Four Year College
 Full-Time Student
 Part-Time Student
 Agriculture Major
 Non-Agriculture Major
 3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

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

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

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

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

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

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

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

Welder

H. Date: 9/6/18

I. Locator Data
 Street Address: 2208 Monterey St
 City, Zip: Bakersfield CA 93306
 Phone Number: 834-6916

Email: anton104@gmail.com
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Anthony Contreras
 Miss/Mrs./Ms. Maria Contreras

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

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

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

H. Date: 9/6/18

I. Locator Data
 Street Address: 2508 Oregon St
 City, Zip: Bakersfield CA 93306
 Phone Number: 250-0782

Email: ECERV23@gmail.com
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Luis Cervantes
 Miss/Mrs./Ms. Alma Cervantes

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

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

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

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

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

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

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

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

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

Veterinarian

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Cole Last Name Estrella J
 B. Gender: Male ☒ Female ☒
 C. Ethnicity/Race: ☒ American Indian or Alaskan Native ☐ Yes ☒ No ☒

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

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

H. Date: 9/6/18

I. Locator Data
 Street Address: 4418 Caliente Dr
 City, Zip: Bksfld, CA 93306
 Phone Number: 318-7229
 Email: CAREZ10VR1919@gmail.com
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Mike Cole
 Miss/Mrs./Ms. Staci Cole

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

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

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

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

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

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

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

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

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

Nurse

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

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

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

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

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

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

vet

H. Date: 9-6-18

I. Locator Data

Street Address: 286 N. Elm Street

City, Zip: Bakersfield 93306

Phone Number: 661-471-6396

Email: AUmanzor@kernhigh.org

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

Mr. Alex Umanzor

Miss/Mrs./Ms. Luz Fregoso

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

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☒ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full - Time

☐ No Further Education
☐ Some College Later

2. Go to College

☐ Community College

☐ Four Year College

☒ Full-Time Student

☐ Part-Time Student

☒ Agriculture Major

☐ Non-Agriculture Major

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Rodriguez Last Name Marian L First Name, MI

B. Gender: Male ☒ Female ☒

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

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

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

H. Date: 9/6/18

I. Locator Data

Street Address: 187 Monte St

City, Zip: Bakersfield 93306

Phone Number: 661-472-8621

Email: MRodriguez@kernhigh.org

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

Mr. Alex Rodriguez

Miss/Mrs./Ms. Shay Rodriguez

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

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

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

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

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

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

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

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

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

TEACHER

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Ronquillo First Name, MI Juan R
 B. Gender: Male ☒ Female ☐
 C. Ethnicity/Race: ☒ American Indian or Alaskan Native ☐ Yes ☒ No ☐

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

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

H. Date: 9/6/18

I. Locator Data
 Street Address: 186 Truxton Ave
 City, Zip: Bakersfield 93306
 Phone Number: 661-857-9301
 Email: JRonquillo@kernhigh.org
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Juan Ronquillo
 Miss/Mrs./Ms. Maria Ronquillo

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

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

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

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

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

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

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

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

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

Mechanic

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Cabrera Last Name Lizbeth First Name, MI X

B. Gender: Male Female X

C. Ethnicity/Race:

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

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

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

H. Date: 9/10/18

I. Locator Data

Street Address: 719 Daniel st

City, Zip: Bkrsfld CA 93306

Phone Number: 319-7710

Email: LizC11@gmail.com

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

Mr. Steven Cabrera

Miss/Mrs./Ms. Monique Cabrera

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

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

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

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

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

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

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

Business owner

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name ARON AGUILAR First Name, MI ARON

B. Gender: Male ☒ Female ☐

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

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

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

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

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

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

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

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

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

Teach Math

H. Date: 9/16/18

I. Locator Data

Street Address: 4214 BUTRICK AVE

City, Zip: BKSFLO, 93306

Phone Number: 360-1139

Email: MINNY09@yahoo.com

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

Mr. —

Miss/Mrs./Ms. Christina Aguilar

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Cueva First Name, MI Edward

B. Gender: Male ☒ Female ☐

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

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

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

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

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

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

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

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

Marines

H. Date: 9/8/18

I. Locator Data

Street Address: 313 9th St

City, Zip: Bakersfield CA 93306

Phone Number: 818-363-1172

Email: ECUEVA@qmwil.com

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

Mr. José Cueva

Miss/Mrs./Ms. Maria Cueva

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

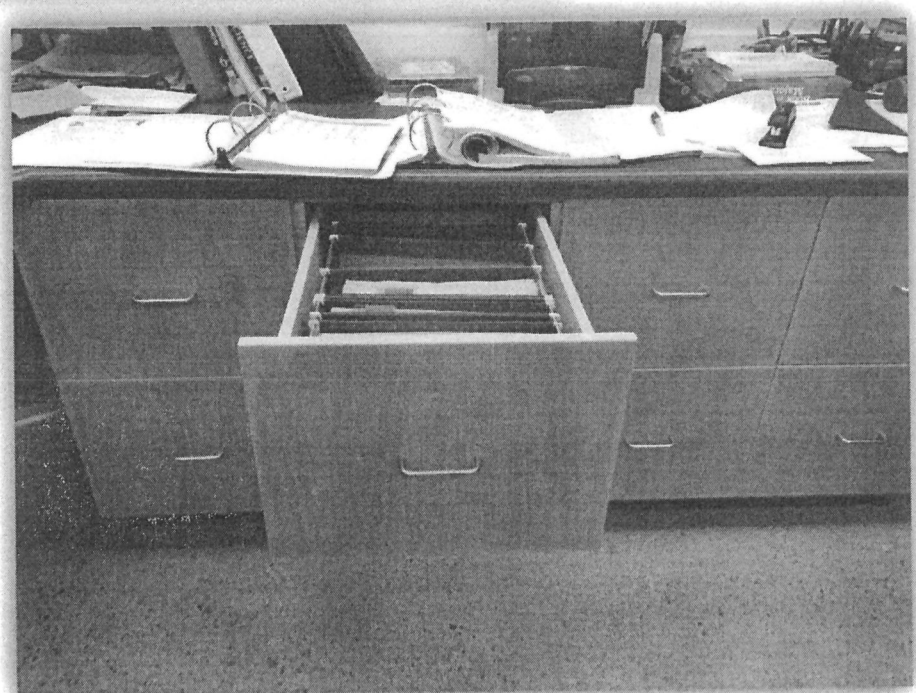
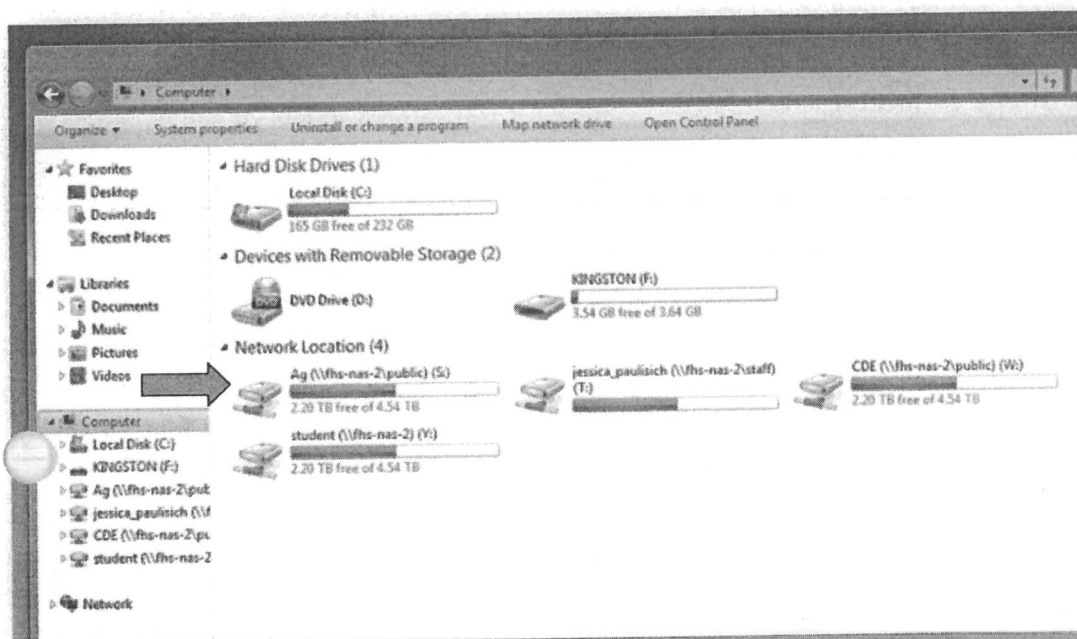
- ☐ Plant & Soil Science (4010)
- ☐ Animal Science (4020)
- ☒ Agricultural Mechanics (4030)
- ☐ Agricultural Business (4040)
- ☐ Ornamental Horticulture (4050)
- ☐ Forestry & Natural Resources (4060)
- ☐ Agriscience (4070)

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

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

Agriculture Student Files

In our department we have two means of permanent student files. The first filing system is a filing cabinet to house hard copy documents such as, student data sheets, various applications, and paper Record books. The second is an electronic filing system. We have a department shared network drive that both of the teachers our department have equal access to at all times.



DISTRICT OFFICE USE ONLY: KHSD COURSE CODE #: _____ APPROVED BY BOARD: _____
KHSD Career Technical Education Course of Study

Course Title

DATE: 7/24/2016

INDUSTRY SECTOR: Agriculture and Natural Resources

PATHWAY: Agricultural Mechanics

CBEDS TITLE: Introduction to Agriculture Mechanics

CBEDS Code: 4031

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	Hours 72	Hours 108

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Agricultural Sciences Teachers, Postsecondary	25-1041.00	Mobile Heavy Equipment Mechanics, Except Engines	49-3042.00
Aircraft Mechanics and Service Technicians	49-3011.00	Parts Salespersons	41-2022.00
Farm Equipment Mechanics and Service Technicians	49-3041.00	Agricultural Equipment Operators	45-2091.00

COURSE DESCRIPTION: Ag Mechanics I (Beginning Ag Mechanics) is a course designed to fulfill the student's elective requirements from KHSD. The course is a year long course which is designed to introduce the student to basic shop skills necessary to develop a well rounded agricultural mechanics program. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. The course is also a pre-requisite to Ag Mechanics 2.

PREREQUISITES: In order to maintain enrollment in this course student must Pass the Shop Laboratory Safety Assessment.

High School Name:	Site Prerequisite: a designated shop area

DISTRICT OFFICE USE ONLY: KHSD COURSE CODE #: _____ APPROVED BY BOARD: _____
KHSD Career Technical Education Course of Study

A – G APPROVAL: ☐ Yes ☐ No ☐ Desired APPROVAL AREA: _____ G _____

ARTICULATION OR DUAL ENROLLMENT:

High School Name:	College Name:	College Course Title:	Articulation or DE:
KHSD: All High schools	Bakersfield College	Agriculture Mechanics 1	Articulates

LEVEL: ☐ Introductory ☐ Concentrator ☐ Capstone

INDUSTRY RECOGNIZED CERTIFICATION:

High School Name:	Name of Certification	Description:
KHSD: All High schools		

METHOD OF STUDENT EVALUATION:

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments and worksheets

METHOD OF INSTRUCTION:

- ✓ Lecture
- ✓ Group and individual applied projects
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker

RECOMMENDED TEXTS:

A. ***Instructional Materials*** (List the basic text – include title, author, and copyright – and other essential supplementary materials or instructional resources/materials used in the course.)

Basic Text:

DISTRICT OFFICE USE ONLY: KHSD COURSE CODE #: _____ APPROVED BY BOARD: _____
KHSD Career Technical Education Course of Study

Agriculture Mechanics, Fundamentals and Application 5th Edition, Cooper, 1996
2nd and 5th editions acceptable

B. Supplementary Instructional Materials (List the basic text – include title, author, and copyright – and other essential supplementary materials or instructional resources/materials used in the course.)

Mechanics in Agriculture, Phipps, 1977.

Farm Shop, Wakeman and McCoy, McMillan.

Shop Work on the Farm, Jones, McGraw Hill, 1973.

Fundamentals of Service Welding, by John Deere, published by John Deere.

Wiring Simplified, H.P. Richter, et. al.

Leveling and Land Management Practices for Agriculture, Agriculture Education Dept., University of Arizona or Hobar Publications.

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

INSERT SECTOR TITLE

KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.6 Demonstrate knowledge and practice of responsible financial management.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.

8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

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- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

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CR = Classroom LAB/CC = Laboratory/Shop/Community Classroom

Hours Hours

I.	INTRODUCTION	CR	LAB/ CC	STANDARDS
	<p>A. FFA</p> <ul style="list-style-type: none"> a. History b. Leadership c. Involvement d. CDE's <p>B. SAEs</p> <ul style="list-style-type: none"> a. Placement b. Research c. Entrepreneur d. Keeping Records 	5	0	<p>Academic: 5.1, 5.2, 5.3, 5.4, 7.4, 7.6, 7.7, 9.1, 9.2, 9.3, 9.4, 9.11, 9.13, 10.2, 10.5, 10.6, & 10.7</p> <p>CTE Anchor: Click here to enter text.</p> <p>CTE Pathway: Click here to enter text.</p>
II.	Exploring Careers in Agricultural Mechanics	CR	LAB/ CC	STANDARDS
	<p>A. Mechanics in the world of Agriculture</p> <ul style="list-style-type: none"> 1. The advantage of mechanics 2. Areas that mechanics improves <p>B. Career Options in Ag Mechanics</p> <ul style="list-style-type: none"> 1. Employment, Business owner, and Researcher 2. Employable skills and traits 3. Resume building 4. Interview skills 5. Communication 	5	0	<p>Academic: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 7.4, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, & 8.7,</p> <p>CTE Anchor: Click here to enter text.</p> <p>CTE Pathway: Click here to enter text.</p>
III.	Using the Ag Mechanics Laboratory/Shop (Safety)	CR	LAB/ CC	STANDARDS
	<p>A. Shop Orientation and procedures</p> <ul style="list-style-type: none"> 1. Starting 2. Working <p>B. Personal Safety in Ag Mechanics</p> <ul style="list-style-type: none"> 1. PPE 2. Proper attire 3. MSDS 4. Working near others <p>C. Reducing Hazards in Ag Mechanics</p> <ul style="list-style-type: none"> 1. Look, Think, and Act 2. First aid protocol <p>D. Shop Clean up and Orientation</p> <ul style="list-style-type: none"> 1. Ending work 	10	5	<p>Academic: 3.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, & 6.6</p> <p>CTE Anchor: B1.1, B1.2,</p> <p>CTE Pathway: Click here to enter text.</p>

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	2. Clean up E. Safety 1. General			
IV.	Ag Construction	CR	LAB/ CC	STANDARDS
	A. Introduction <ul style="list-style-type: none"> a. Careers b. Tool ID <ul style="list-style-type: none"> i. Specific to wood and construction c. Tool Safety <ul style="list-style-type: none"> i. General uses and practices B. Measurement and Layout <ul style="list-style-type: none"> a. Tools b. Procedure C. Bill of materials <ul style="list-style-type: none"> a. Calculating expenses b. Ordering the correct amount c. Recording expenses D. Basic woodworking skills <ul style="list-style-type: none"> a. Selecting b. Cutting c. Shaping d. Joining e. Finishing <ul style="list-style-type: none"> i. Preparing wood and metal for painting ii. Selecting and applying coating materials E. Types of fasteners <ul style="list-style-type: none"> a. Metal and wood F. Loads <ul style="list-style-type: none"> a. Hitching b. Loading/Unloading c. Tying and securing a load d. Towing laws 	5	10	Academic: 3.4, 5.1, 5.2, 5.3, 5.4, 6.3, 6.4, 6.6, & 10.3 CTE Anchor: B1.1, B1.2, B1.3, B2.1, B2.2, B2.3, B2.4, CTE Pathway: Click here to enter text.
V.	Principles of Electricity.	CR	LAB/ CC	STANDARDS
	A. Introduction <ul style="list-style-type: none"> a. Careers b. Tool ID <ul style="list-style-type: none"> i. Use of tools and ID c. Safety d. Principles <ul style="list-style-type: none"> i. AC ii. DC iii. Ohm's Law iv. Reading Plans 	5	10	Academic: 3.4, 5.1, 5.2, 5.3, 5.4, 6.6, & 10.3 CTE Anchor: B1.1, B1.2, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, CTE Pathway: Click here to enter text.

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VI.	Principles of Plumbing	CR	LAB/ CC	STANDARDS
	A. Introduction <ul style="list-style-type: none"> a. Careers b. Tool ID <ul style="list-style-type: none"> i. Use of tools and ID c. Safety B. Commercial/Agricultural. <ul style="list-style-type: none"> a. Types of pipe <ul style="list-style-type: none"> i. Copper ii. Steel iii. Galvanized iv. Plastic <ul style="list-style-type: none"> 1. PVC, CPVC, ABS, & PE v. Connecting pipe <ul style="list-style-type: none"> 1. Fittings 2. Cutting C. Plumbing Lab	5	10	Academic: 3.4, 5.1, 5.2, 5.3, 5.4, 6.6, & 10.3 CTE Anchor: B1.1, B1.2, B4.1, B4.2, B4.3, B4.4 CTE Pathway: Click here to enter text.
VII.	Introduction to Small Engines	CR	LAB/ CC	STANDARDS
	A. Introduction <ul style="list-style-type: none"> a. Careers b. Tools <ul style="list-style-type: none"> i. Use of tools and ID c. Safety B. Principles of engine operation <ul style="list-style-type: none"> a. Four Stroke b. 2-cycle c. Different Applications d. Using the manual C. Identification: Engine parts D. Engines <ul style="list-style-type: none"> a. Diagnoses b. Repair 	5	10	Academic: 3.4, 5.1, 5.2, 5.3, 5.4, & 6.6 CTE Anchor: B1.1, B1.2, B10.1, B10.2, B10.3, B10.4, B10.5, B10.6 CTE Pathway: Click here to enter text.
IIIX.	Cold Metal Work	CR	LAB/ CC	STANDARDS
	A. Introduction <ul style="list-style-type: none"> a. Careers b. Tool ID <ul style="list-style-type: none"> i. Use of tools and ID <ul style="list-style-type: none"> 1. Hand tools, fasteners and hardware ii. Machinery and equipment c. Safety B. Layout, Tools and Procedures C. Selecting, marking, cutting, and bending metal D. Fastening metal	8	12	Academic: 3.4, 5.1, 5.2, 5.3, 5.4, 6.6, & 10.3 CTE Anchor: B1.1, B1.2, B5.1, B5.2, B5.3, B5.4, B5.5 CTE Pathway: Click here to enter text.

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	E. Metal working with power tools F. Finishing Metal Surfaces a. Preparing metal for painting G. Lab H. Tool Fitting a. Repairing and reconditioning tools b. Sharpening tools			
IX.	Welding and Cutting Metal	CR	LAB/ CC	STANDARDS
	A. Introduction a. Careers b. Tool ID i. Use of tools and ID 1. Gas 2. Electric ii. Machinery and equipment c. Safety B. Principles of welding a. Oxidation b. Welding plans i. Symbols ii. C. Oxy-Fuel a. Setup/Break down b. Safety c. Meltal Fusion Process D. Metal Cutting Process a. Plasma or Oxy-Fuel E. Electrical Welding Process To include SMAW or GMAW or TIG a. Setup/Break down b. Safety c. Read Electrodes d. Welding mild steel e. Welding positions f. Welding joints	10	25	Academic: 3.4, 5.1, 5.2, 5.3, 5.4, 6.6, 10.3, CTE Anchor: B1.1, B1.2, B7.1, B7.2, B7.3, B7.4, B7.5, B8.1, B8.2, B8.3, B8.4, B9.1, B9.2, & B9.3 CTE Pathway: Click here to enter text.
X.	Construction of Personal Projects	CR	LAB/ CC	STANDARDS
	A. Project Selection and Planning a. Bill of Materials i. Cost estimation b. Project Construction	5	30	Academic: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 6.6, & 10.3 CTE Anchor: Click here to enter text. CTE Pathway:

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				Click here to enter text.
XI.	EMPLOYMENT PORTFOLIO	CR	LAB/ CC	STANDARDS
	<p>A. Students will prepare a professional portfolio.</p> <ol style="list-style-type: none"> Portfolio showcases best professional level work Job application Resume References 	5		<p>Academic: 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 10.3, 11.1, 11.2, 11.3, 11.4, & 11.5</p> <p>CTE Anchor:</p> <p>CTE Pathway:.</p>

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KHSD Career Technical Education Course of Study

Course Title: Agricultural Mechanics: Construction & Fabrication

DATE: 2-7-18

INDUSTRY SECTOR: Agriculture & Natural Resources

PATHWAY: Agricultural Mechanics Code:101

CBEDS TITLE: Fabrication and Construction

CBEDS Code: 7121

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	70	110

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Agricultural Engineer	17-2021.00	Agricultural Workers, All Other	45-2099.00
Career/Technical Education Teachers, Secondary School	25-2032.00	Agricultural Equipment Operators	45-2091.00
Farm Equipment Mechanics and Service Technicians	49-3041.00	Agricultural Technicians	19-4011.01

COURSE DESCRIPTION: This advanced course will teach students specialized skills for the construction, fabrication, and maintenance. Examples of equipment includes: saws for metal and wood as well as welding machines, CAD designs, CNC systems and various power and hand tools. This course integrates math and physical applications to applied principles within the everyday work world with an emphasis in career and college preparation. Additional requirements will include participation in FFA and a Supervised Agriculture Experience Project. **This course will be held to the standards and recommendations set forth in the KHSD Industrial Technology Safety Manual Handbook.**

The course curriculum is built around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and Industry standards.

PREREQUISITES: Introduction to Agricultural Mechanics (10th,11th, 12th grade or previous instructor approval)

High School Name:	Site Prerequisite:
All Kern High School District Schools	Intro to Agricultural Mechanics

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A – G APPROVAL: ☐ **Yes** ☐ **No** ☐ **Desired** **APPROVAL AREA:** _____

ARTICULATION OR DUAL ENROLLMENT: Optional Based on Site Approval

High School Name:	College Name:	College Course Title:	Articulation or DE:
KHSD	Bakersfield College	MCAG B4 Agriculture Safety	X

LEVEL: ☐ **Introductory** ☐ **Concentrator** ☐ **Capstone**

INDUSTRY RECOGNIZED CERTIFICATION:

High School Name:	Name of Certification	Description:
KHSD	SP/2 Construction Safety	Industry Safety Cert.
KHSD	S.A.F.E	Forklift Cert

METHOD OF STUDENT EVALUATION:

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments and worksheets
- ✓ National FFA Organization Participation
- ✓ Supervised Agriculture Experience Project

METHOD OF INSTRUCTION:

- ✓ Lecture
- ✓ Group and individual applied projects
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker

CLASS TEXT

Required Text:

Agricultural Mechanics Fundamentals and Applications 6th Edition Author: Ray V. Herren ISBN: 1-4354-0097-6

Recommended Text:

Welding Principles and Applications 8th edition, ISBN: 978-1305494695 Author: Larry Jeffus

DISTRICT OFFICE USE ONLY: KHSD COURSE CODE #: APPROVED BY BOARD: _____
KHSD Career Technical Education Course of Study

Modern Carpentry, 12th Edition ISBN: 978-1-63126-083-4 Author: Willis H. Wagner

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

Industry Sector Name: Agriculture Mechanics

KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

- 1.0 Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.
- 2.0 Communications Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
 - 2.1 Recognize the elements of communication using a sender–receiver model.
 - 2.2 Identify barriers to accurate and appropriate communication.
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
 - 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
 - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 3.0 Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)
 - 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
 - 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
 - 3.3 Explore how information and communication technologies are used in career planning and decision making.
 - 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
 - 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
 - 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
 - 3.7 Recognize the importance of small business in the California and global economies.
 - 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
 - 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
- 4.0 Technology Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
 - 4.1 Use electronic reference materials to gather information and produce products and services.
 - 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
 - 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
- 5.0 Problem Solving and Critical Thinking Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 6.0 Health and Safety Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
- 7.0 Responsibility and Flexibility Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.
- 8.0 Ethics and Legal Responsibilities Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
- 8.1 Access, analyze, and implement quality assurance standards of practice.

- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.
- 9.0 Leadership and Teamwork Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.
- 10.0 Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.

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- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.
- 11.0 Demonstration and Application Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

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CR = Classroom

LAB/CC = Laboratory/Shop/Community Classroom

I.	INTRODUCTION	CR	LAB/ CC	STANDARDS
	A. FFA – 1 week 1. Leadership, CDE's, and Involvement 2. SAEs	5		Academic: CCR SL 1-6, CCR LS 1-6 CTE Anchor: 9.0-9.13, CTE Pathway:
II.	Exploring Careers in Agricultural Mechanics	CR	LAB/ CC	STANDARDS
	A. Mechanics in the world of Agriculture 1. The advantage of mechanics 2. Areas that mechanics improves B. Career Options in Ag Mechanics 1. Employment, Business owner, and Researcher 2. Employable skills and traits 3. Resume building 4. Interview skills 5. Communication	5		Academic: CCR RST 3 CTE Anchor: 3.0-3.9 CTE Pathway:
III.	Using the Ag Mechanics Laboratory/Shop (Safety)	CR	LAB/ CC	STANDARDS
	A. Shop Orientation and procedures 1. Starting 2. Working 3. Accident causation and prevention in the shop B. Personal Safety in Ag Mechanics 1. PPE 2. Proper attire 3. MSDS 4. Tractors and Machinery C. Reducing Hazards in Ag Mechanics 1. Look, Think, and Act 2. First aid protocol D. Shop Clean up and Orientation 1. Ending work 2. Clean up E. Safety 1. On-site Worker safety will be explored	10	5	Academic: CCR RST 3,4, 7,9, 10 CTE Anchor: 6.0-6.7, 10.8 CTE Pathway: B1.0, B1.1, B1.2, B1.3, B11.0, B11.2

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	2. service and normal safety practices common to farming F. Forklift Certification <ol style="list-style-type: none"> 1. Intro 2. Training 3. Test 			
IV.	General Intro	CR	LAB/CC	STANDARDS
	A. Measurement and Layout <ol style="list-style-type: none"> a. Tools b. Procedure B. Bill of materials <ol style="list-style-type: none"> a. Calculating expenses b. Ordering the correct amount c. Recording expenses 	5		Academic: CCR RST 3,4,7, 9, 10 CTE Anchor: 7.0, 7.1, 7.2, 7.3 CTE Pathway: B12.0
V.	Ag Construction	CR	LAB/CC	STANDARDS
	A. Advanced Woodworking Skills <ol style="list-style-type: none"> a. Selecting b. Cutting c. Shaping d. Joining e. Framing f. Finishing <ol style="list-style-type: none"> i. Preparing wood and metal for painting ii. Selecting and applying coating material B. Electrical <ol style="list-style-type: none"> a. AC/DC wiring b. Tools c. Measurements d. Safety e. Electrical Plans/Codes 	15	30	Academic: CCR RST 3,4,7, 9, 10 CTE Anchor: 4.0 4.7, 5.0-5.4, 6.0-6.7 CTE Pathway: B6.0, B2.0, B12.0, B12.1, B12.2, B12.4, B12.5, B12.6, B12.7
VI.	Ag Fabrication	CR	LAB/CC	STANDARDS
	A. Introduction <ol style="list-style-type: none"> A. Tool ID <ol style="list-style-type: none"> i. Use of tools and ID B. Safety C. Principles of welding <ol style="list-style-type: none"> a. Oxidation b. Welding plans <ol style="list-style-type: none"> i. Symbols 	15	30	Academic: CCR RST 3,4,7, 9, 10 CTE Anchor: 3.0-3.5, 6.0-6.7 CTE Pathway: B8.0, B9.0,

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	D. SMAW <ul style="list-style-type: none"> a. Setup/Break down b. Safety c. Read Electrodes d. Welding mild steel e. Welding positions f. Welding joints E. MIG <ul style="list-style-type: none"> a. Setup/Break down b. Safety c. Trouble shoot d. Welding F. Plasma Cutting <ul style="list-style-type: none"> a. Layout b. Design c. Computer applications 			
VII.	Construction of Personal Projects	CR	LAB/ CC	STANDARDS
	A. Project Selection and Planning <ul style="list-style-type: none"> a. Safety b. Bill of Materials <ul style="list-style-type: none"> i. Cost estimation ii. Project design c. Project Construction 	5	45	Academic: CCR RST 3, 4, 7, 9, 10 CTE Anchor: B2.0-B2.4 CTE Pathway: B12.0, B9.0
VIII.	EMPLOYMENT PORTFOLIO	CR	LAB/ CC	STANDARDS
	A. Students will prepare a professional portfolio. <ul style="list-style-type: none"> 1. Portfolio showcases best professional level work 2. Job application 3. Resume 4. References 	10		Academic: CCR RST 3, 4, 7, 9, 10 CTE Anchor: 7.0, 7.7, 8.0, 9.0-9.13 CTE Pathway:

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 KHSD Career Technical Education Course of Study

8206 CTE
~~8207 Non CTE~~
 5528

Course Title: Agricultural Mechanics: Construction & Fabrication

MAY - 7 2018

DATE: 2-7-18

INDUSTRY SECTOR: Agriculture & Natural Resources

PATHWAY: Agricultural Mechanics Code:101

CBEDS TITLE: Advanced Ag Mechanics

CBEDS Code: 7122

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	70	110

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Agricultural Engineer	17-2021.00	Agricultural Workers, All Other	45-2099.00
Career/Technical Education Teachers, Secondary School	25-2032.00	Agricultural Equipment Operators	45-2091.00
Farm Equipment Mechanics and Service Technicians	49-3041.00	Agricultural Technicians	19-4011.01

COURSE DESCRIPTION: This advanced course will teach students specialized skills for the construction, fabrication, and maintenance. Examples of equipment includes: saws for metal and wood as well as welding machines, CAD designs, CNC systems and various power and hand tools. This course integrates math and physical applications to applied principles within the everyday work world with an emphasis in career and college preparation. Additional requirements will include participation in FFA and a Supervised Agriculture Experience Project. This course will be held to the standards and recommendations set forth in the KHSD Industrial Technology Safety Manual Handbook.

The course curriculum is built around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and Industry standards.

PREREQUISITES: Introduction to Agricultural Mechanics (10th,11th, 12th grade or previous instructor approval)

High School Name:	Site Prerequisite:
All Kern High School District Schools	Intro to Agricultural Mechanics

A – G APPROVAL: ☐ Yes ☐ No ☐ Desired APPROVAL AREA: _____

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ARTICULATION OR DUAL ENROLLMENT: Optional Based on Site Approval

High School Name:	College Name:	College Course Title:	Articulation or DE:
KHSD	Bakersfield College	MCAG B4 Agriculture Safety	X

LEVEL: ☐ *Introductory* *Concentrator* ☒ *Capstone*

INDUSTRY RECOGNIZED CERTIFICATION:

High School Name:	Name of Certification	Description:
KHSD	SP/2 Construction Safety	Industry Safety Cert.
KHSD	S.A.F.E	Forklift Cert

METHOD OF STUDENT EVALUATION:

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments and worksheets
- ✓ National FFA Organization Participation
- ✓ Supervised Agriculture Experience Project

METHOD OF INSTRUCTION:

- ✓ Lecture
- ✓ Group and individual applied projects
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker

CLASS TEXT

Required Text:

Agricultural Mechanics Fundamentals and Applications 6th Edition Author: Ray V. Herren ISBN: 1-4354-0097-6

Recommended Text:

Welding Principles and Applications 8th edition, ISBN: 978-1305494695 Author: Larry Jeffus
Modern Carpentry, 12th Edition ISBN: 978-1-63126-083-4 Author: Willis H. Wagner

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

Industry Sector Name: Agriculture Mechanics

KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

- 1.0 Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.
- 2.0 Communications Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.1 Recognize the elements of communication using a sender-receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 3.0 Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
- 4.0 Technology Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

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- 5.0 Problem Solving and Critical Thinking Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
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- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
- 7.0 Responsibility and Flexibility Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
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- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
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- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.
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- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

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- 9.0 Leadership and Teamwork Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
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- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.
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- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.
- 11.0 Demonstration and Application Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

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- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

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CR = Classroom LAB/CC = Laboratory/Shop/Community Classroom

I.	INTRODUCTION	CR	LAB/ CC	STANDARDS
	A. FFA – 1 week 1. Leadership, CDE's, and Involvement 2. SAEs	5		Academic: CCR SL 1-6, CCR LS 1-6 CTE Anchor: 9.0-9.13, CTE Pathway:
II.	Exploring Careers in Agricultural Mechanics	CR	LAB/ CC	STANDARDS
	A. Mechanics in the world of Agriculture 1. The advantage of mechanics 2. Areas that mechanics improves B. Career Options in Ag Mechanics 1. Employment, Business owner, and Researcher 2. Employable skills and traits 3. Resume building 4. Interview skills 5. Communication	5		Academic: CCR RST 3 CTE Anchor: 3.0-3.9 CTE Pathway:
III.	Using the Ag Mechanics Laboratory/Shop (Safety)	CR	LAB/ CC	STANDARDS
	A. Shop Orientation and procedures 1. Starting 2. Working 3. Accident causation and prevention in the shop B. Personal Safety in Ag Mechanics 1. PPE 2. Proper attire 3. MSDS 4. Tractors and Machinery C. Reducing Hazards in Ag Mechanics 1. Look, Think, and Act 2. First aid protocol D. Shop Clean up and Orientation 1. Ending work 2. Clean up E. Safety 1. On-site Worker safety will be explored 2. service and normal safety practices common to farming F. Forklift Certification	10	5	Academic: CCR RST 3,4, 7,9, 10 CTE Anchor: 6.0-6.7, 10.8 CTE Pathway: B1.0, B1.1, B1.2, B1.3, B11.0, B11.2

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	1. Intro 2. Training 3. Test			
IV.	General Intro	CR	LAB/ CC	STANDARDS
	A. Measurement and Layout a. Tools b. Procedure B. Bill of materials a. Calculating expenses b. Ordering the correct amount c. Recording expenses	5		Academic: CCR RST 3,4, 7, 9, 10 CTE Anchor: 7.0, 7.1, 7.2, 7.3 CTE Pathway: B12.0
V.	Ag Construction	CR	LAB/ CC	STANDARDS
	A. Advanced Woodworking Skills a. Selecting b. Cutting c. Shaping d. Joining e. Framing f. Finishing i. Preparing wood and metal for painting ii. Selecting and applying coating material B. Electrical a. AC/DC wiring b. Tools c. Measurements d. Safety e. Electrical Plans/Codes	15	30	Academic: CCR RST 3,4,7 , 9, 10 CTE Anchor: 4.0 4.7, 5.0- 5.4, 6.0-6.7 CTE Pathway: B6.0, B2.0, B12.0, B12.1, B12.2, B12.4 B12.5, B12.6, B12.7
VI.	Ag Fabrication	CR	LAB/ CC	STANDARDS
	A. Introduction A. Tool ID i. Use of tools and ID B. Safety C. Principles of welding a. Oxidation b. Welding plans i. Symbols D. SMAW a. Setup/Break down b. Safety	15	30	Academic: CCR RST 3,4,7 9, 10 CTE Anchor: 3.0-3.5, 6.0- 6.7 CTE Pathway: B8.0, B9.0,

DISTRICT OFFICE USE ONLY: KHSD COURSE CODE #: APPROVED BY BOARD: _____
KHSD Career Technical Education Course of Study

	<ul style="list-style-type: none"> c. Read Electrodes d. Welding mild steel e. Welding positions f. Welding joints <p>E. MIG</p> <ul style="list-style-type: none"> a. Setup/Break down b. Safety c. Trouble shoot d. Welding <p>F. Plasma Cutting</p> <ul style="list-style-type: none"> a. Layout b. Design c. Computer applications 			
VII.	Construction of Personal Projects	CR	LAB/ CC	STANDARDS
	<p>A. Project Selection and Planning</p> <ul style="list-style-type: none"> a. Safety b. Bill of Materials <ul style="list-style-type: none"> i. Cost estimation ii. Project design c. Project Construction 	5	45	<p>Academic: CCR RST 3, 4, 7, 9, 10</p> <p>CTE Anchor: B2.0-B2.4</p> <p>CTE Pathway: B12.0, B9.0</p>
VIII.	EMPLOYMENT PORTFOLIO	CR	LAB/ CC	STANDARDS
	<p>A. Students will prepare a professional portfolio.</p> <ul style="list-style-type: none"> 1. Portfolio showcases best professional level work 2. Job application 3. Resume 4. References 	10		<p>Academic: CCR RST 3, 4, 7, 9, 10</p> <p>CTE Anchor: 7.0, 7.7, 8.0, 9.0-9.13</p> <p>CTE Pathway:</p>



Student	Grade	Opening and Closing Speaking Part MAX:10.00 PTS:50.00 11/15/2018	Progress Report Shop Work MAX:100.00 PTS:100.00 11/26/2018	Sub Work MAX:10.00 PTS:20.00 12/6/2018
Student	Grade	Career Readiness	Shop Work	Class/Homework
Altman Palma, Jonni	78.1% B	10	85	5
Avarez, Artemio	78.1% B	8	85	6
Azeola, Charianna	90.6% A	10	85	10
Barumen, Daniel	78.1% B	7.5	90	5
Campbell, Michael	86.9% A	8.5	90	8
Contreras, Nicolas	85.6% A	7.5	90	8
Cueva, Eduardo	89.4% A	9	85	10
Gutierrez, Brian	68.8% C	7.5	95	0
Hernandez, Luis	88.1% A	8	85	10
Herrera, Luis	86.9% A	9	85	9
Lozano Barajaz, Alondra	90.0% A	9.5	85	10
Quilamas, Darrel Jude	84.4% B	7	85	9
Valdez, Gumerindo	76.9% B	8	75	8
Zazueta, Kevin	83.1% B	6.5	80	10
Student 14 student(s)	Grade Avg: 83.2%	Opening and Closin Avg:82.9%	Progress Report Sh Avg:85.7%	Sub Work Avg:77.1%



👤 (S1) Clark, D AG MECH/ADV(1) SEC:5626-4-0001 / Semester 1 Grade ▼

⚙️ Filters & Options ▼

Search by Asgn Name

+ New ▼

📄 Reports

✔ Save Changes

Ur

		FFA Points MAX:40.00 PTS:40.00 12/21/2018
Student	Grade	FFA
Alvarado, John	74.9% B (C)*	20
Alvarez, Artemio	73.9% B (C)*	0
Arreola, Charisma	91.2% A	40
Benjamin, Daniel	83.2% B	30
Campbell, Michael	86.7% A	20
Contreras, Nicolas	82.0% B	30
Cueva, Eduardo	93.1% A	40
Gutierrez, Brian	85.3% A	40
Hernandez, Luis	86.7% A	30
Herrera, Luis	85.9% A	40
Lozano Barajaz, Alondra	84.4% A (B)*	20
Quiamas, Darrel Jude	86.7% A	30
Valdez, Gumerindo	76.8% B	20
Zazueta, Kevin	74.8% B (C)*	0
Student 14 student(s)	Grade Avg: 83.3%	FFA Points Avg: 64.3%

(POV_MAIN.aspx)

Report Card (/gb_StudentRoster.aspx)

Synergy TeacherVUE

Complete



Search

Lock

Sign Out

Support (/Support/support.htm)

Help (/Help/Help.htm)

(S1) Clark, D AG MECHANIC1(2) SEC:5526-3-1-128402 / Quarter 2

Filters & Options

Search by Asgn Name

+ New

Reports

Save Changes

Undo (gb_GradebookMain.aspx)

1 of 4 - Opening and Closing Speaking Part

Student	Grade	Opening and Closing Speaking Part MAX:10.00 PTS:10.00 11/15/2018		Progress Report Shop Work MAX:100.00 PTS:100.00 11/26/2018		Job Interview Practice MAX:100.00 PTS:50.00 11/30/2018		Sub Work MAX:10.00 PTS:20.00 12/6/2018	
		Career Readiness	Shop Work	Career Readiness	Class/Homework				
Adrian, Alexander	89.1% A	0	95	75	10				
Adrian, Alexander	85.6% A	10	85		8				
Adrian, Alexander	78.1% B	0	85		10				
Adrian, Gerardo	80.4% B	5.5	80	72	9				
Adrian, Gerardo	87.2% A	5	85	95	10				
Adrian, Gerardo	88.8% A	8	85	90	10				
Adrian, Gerardo	62.2% D	7.5	85	70	0				
Adrian, Gerardo	91.6% A	8.5	90	80	10				
Adrian, Gerardo	87.5% A	7	85	80	10				
Adrian, Gerardo	93.8% A	10	90		10				
Adrian, Gerardo	91.6% A	9	90	75	10				
Adrian, Gerardo	89.4% A	9	85		10				
Adrian, Gerardo	88.1% A	8	85		10				
Adrian, Gerardo	78.1% B	0	85		10				
Adrian, Gerardo	70.6% C	7	75		6				
Adrian, Gerardo	86.3% A	9	80		10				
Adrian, Gerardo	92.5% A	9	90		10				
Adrian, Gerardo	63.8% D	8.5	85		0				
Adrian, Gerardo	75.3% B	0	80	85	8				
Adrian, Gerardo	88.0% A	8	85	78	10				
Adrian, Gerardo	96.6% A	10	95	95	10				
Adrian, Gerardo	82.9% B	9	75	86	10				
Adrian, Gerardo	94.8% A	8.5	95	82	10				
Adrian, Gerardo	86.5% A	6	85	74	10				
Adrian, Gerardo	59.1% D	7.5	80	70	0				
Adrian, Gerardo	96.9% A	10	95	100	10				
Adrian, Gerardo	87.5% A	8	85	70	10				
Adrian, Gerardo	84.8% B	9	90	86	7				
Adrian, Gerardo	95.0% A	7.5	95	95	10				
Student	Grade	Opening and Closin	Progress Report Sh	Job Interview Pract	Sub Work				
29 student(s)	Avg 84.6%	Avg 70.5%	Avg 86.2%	Avg 82.0%	Avg 85.5%				

1 of 4 - Opening and Closing Speaking Part

FFA Points MAX:40.00 PTS:40.00 12/21/2018		
Student	Grade	FFA
Anderson, Alexander	86.8% A	10
Anderson, Andrew	90.3% A	40
Anderson, Brian	89.1% A	40
Baker, Gerardo	80.8% B	20
Baker, John	85.7% A	10
Carpenter, Andrew	87.0% A	20
Carpenter, Ryan	76.1% B	10
Clark, Wayne	89.6% A	20
Clark, Wayne	82.4% B	20
Clark, Anthony	84.9% B	10
Clark, Alexander	87.7% A	20
Garcia, John	81.6% B	10
Garcia, Vanessa	89.3% A	30
Hart, Erin	81.3% B	20
Hart, Ryan	72.7% C	20
Hart, John	75.3% B	10
Hart, John	86.6% A	10
Hart, John	74.3% C	10
Hart, John	76.0% B	10
Hart, John	79.6% B	10
Hart, John	95.3% A	40
Hart, John	80.5% B	30
Hart, John	86.4% A	20
Hart, John	86.9% A	20
Hart, John	64.1% D	10
Hart, John	91.8% A	40
Hart, John	81.5% B	10
Hart, John	86.2% A	30
Hart, John	86.6% A	10
Student	Grade	FFA Points
29 student(s)	Avg: 83.3%	Avg: 48.3%

Student	Grade	Opening and Closing Speaking Part	Progress Report Shop Work	Sub Work
		PTS: 50.00 11/15/2018	MAX: 100.00 PTS: 100.00 11/26/2018	MAX: 10.00 PTS: 20.00 12/6/2018
Alvarez, Adamia	88.1% A	8	85	10
Alvarez, Ryan Francisco	91.3% A	8	90	10
Arreola, Anthony	96.9% A	10	95	10
Arreola, Christopher	96.3% A	9.5	95	10
Arreola, Michael	70.6% C	0	85	7
Arreola, Octavio	94.4% A	8	95	10
Berman, Caleb	96.9% A	10	95	10
Berman, Samuel	88.8% A	8.5	85	10
Berman, Samuel	87.5% A	7.5	85	10
Berman, David	90.0% A	7	90	10
Berman, Guillermo	74.4% C	8	75	7
Berman, Samuel	90.6% A	10	85	10
Zavala, Alexis	85.6% A	6	85	10
Student	Grade	Opening and Closin	Progress Report Sh	Sub Work
13 student(s)	Avg 88.9%	Avg 77.3%	Avg 88.1%	Avg 95.4%

Student	Grade	FFA
Alvarez, Antonio	84.6% B	20
Castro, Yvonne	87.1% A	20
Chavez, Angel	95.9% A	40
Chavez, Shyanne	96.8% A	40
Clark, Isaac	81.1% B	40
Correa, Dany	81.8% B	0
Freeman, Camo	97.0% A	40
Hernandez, Robert	94.2% A	40
Hernandez, Jesus	82.9% B	0
Salazar, Carlos	87.1% A	10
Travis, Guadalupe	79.0% B	20
Wong, J. David	89.8% A	20
Zavala, Alexis	82.1% B	20
Student	Grade	FFA Points
13 student(s)	Avg: 87.6%	Avg: 59.6%

Student	Grade	Opening and Closing Speaking Part MAX:10.00 PTS:8.00 11/15/2018	Progress Report Shop Work MAX:100.00 PTS:100.00 11/24/2018	Job Interview Practice MAX:100.00 PTS:50.00 11/30/2018	Sub Work MAX:10.00 PTS:20.00 12/6/2018
Student	Grade	Career Readiness	Shop Work	Career Readiness	Class/Homework
[REDACTED]	58.1% D	6.5	80		0
[REDACTED]	40.6% F	0	65		0
[REDACTED]	88.8% A	8.5	85		10
[REDACTED]	84.4% B	8	95		6
[REDACTED]	91.9% A	8.5	90		10
[REDACTED]	89.1% A	8.5	85	80	10
[REDACTED]	85.3% A	8	85	75	9
[REDACTED]	91.6% A	8.5	90	80	10
[REDACTED]	87.4% A	6	85	88	10
[REDACTED]	31.3% F	0	50		0
[REDACTED]	98.3% A	9.5	95	95	10
[REDACTED]	55.2% D	6.5	75	68	0
[REDACTED]	64.4% D	6.5	90		0
[REDACTED]	66.0% C	9	60	95	7
[REDACTED]	91.1% A	8	90	78	10
[REDACTED]	90.3% A	7.5	90	70	10
[REDACTED]	72.5% C	7.5	60	85	10
[REDACTED]	43.8% F	0	70		0
[REDACTED]	56.9% D	8	75		0
[REDACTED]	87.3% A	7.5	85	72	10
[REDACTED]	90.3% A	7	90	75	10
[REDACTED]	93.9% A	8	95	73	10
[REDACTED]	88.8% A	8	90		9
[REDACTED]	75.9% B	8.5	70	70	9
[REDACTED]	87.1% A	7	85	73	10
[REDACTED]	88.8% A	8.5	90	75	9
[REDACTED]	72.4% C	7	70	68	8
[REDACTED]	65.6% C	7	80	80	0
[REDACTED]	96.9% A	10	95	100	10
[REDACTED]	90.9% A	7.5	90	80	10
[REDACTED]	57.7% D	0	85	73	0
[REDACTED]	95.6% A	8	95	100	10
[REDACTED]	92.2% A	8	90	95	10
Student	Grade	Opening and Closin	Progress Report Sh	Job Interview Pract	Sub Work
33 student(s)	Avg: 77.8%	Avg: 68.8%	Avg: 82.9%	Avg: 80.8%	Avg: 68.8%

Student	Grade	FFA Points
Alvarez, Hector	59.3% C (D)*	10
Alvarez, Fernando	34.3% F	0
Alvarez, Salvador	89.0% A	30
Alvarez, Mario	94.2% A	40
Alvarez, Vasquez, Alex	86.4% A	20
Alvarez, Eusebio	94.6% A	40
Alvarez, Jesus	83.8% B	20
Alvarez, Carlos	91.9% A	40
Alvarez, Nelson	86.1% A	20
Alvarez, Daniel	26.6% F	0
Alvarez, Cristian	92.2% A	20
Alvarez, David	57.4% C (D)*	0
Alvarez, Bryan	69.6% C	0
Alvarez, Oscar	63.0% C (D)*	0
Alvarez, Samuel	76.5% B	30
Alvarez, Daniel	82.4% B	10
Alvarez, Luis	69.6% C	10
Alvarez, Luis	59.9% C (D)*	10
Alvarez, Gloria	62.8% D	10
Alvarez, Enrique, Elean	81.6% B	20
Alvarez, Julian	88.6% A	20
Alvarez, Mauricio	99.2% A	40
Alvarez, Kevin	87.8% A	20
Alvarez, Ethan	77.7% B	10
Alvarez, Christopher	78.6% B	0
Alvarez, David	85.2% A	10
Alvarez, Hector	68.2% C	0
Alvarez, David	83.9% B	40
Alvarez, Gabriel	98.8% A	40
Alvarez, Diego	93.2% A	40
Alvarez, Rodriguez, Brian	64.4% C (D)*	10
Alvarez, Francisco, Francisco	99.1% A	40
Alvarez, Alan	87.3% A	20
Student	Grade	FFA Points
33 student(s)	Avg 78.0%	Avg 47.0%

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Teacher Journal Ledger

Year:	Week:	Teacher:	Activity Type:
2018 ▼	(All) ▼	(All) ▼	(All) ▼

New Entry

Options	Date	Description	Hrs In	Hrs Out	# Miles	# Std
Edit	9/7/2018 10:00 AM	SAE Management (development, exhibition, etc.) (V Clark) - Rabbit showmanship Worked with students to teach them how to show an their rabbit	0.00	4.00	0	6
Edit	9/4/2018	SAE Visit (V Clark) - Project visits Visited the project of three rabbit exhibitors. Spoke with parents about what to expect for the upcoming fair.	0.00	4.00	30	3
Edit	8/22/2018	SAE Visit (V Clark) - Project visits Vised projects to insure proper feeding and grooming practices where being utilized. Emily Dye & Hannah Sierra	0.00	3.00	15	2
Edit	8/15/2018	SAE Management (development, exhibition, etc.) (V Clark) - Rabbit showmanship All of the rabbit barn came to practice showmanship. I also checked the rabbits weights and grooming.	0.00	2.00	0	0
Edit	8/3/2018	SAE Visit (V Clark) - Project visits Visited four students projects. Focused on proper feeding ratios. Spoke with parents about expectations for the rest of the year. Hannah Sierra, Emily Dye, Nicole Garcia, Jessica Martiniez	0.00	4.00	35	4
Edit	7/18/2018	SAE Visit (V Clark) - Project visits Worked with 4 students to insure they got their rabbit care set up correctly. Showed the basics of how to start training the rabbit for show. Hannah Sierra, Emily Dye, Jessica Mariniez, Nicole Garcia	0.00	0.00	0	4
Edit	7/2/2018	SAE Visit (V Clark) - Project visits Meet with two new rabbit exhibitors to help purchase a rabbit. Hannah Sierra & Jessica Martinez	0.00	2.00	0	0
Edit	7/2/2018	SAE Management (development, exhibition, etc.) (V Clark) - Rabbit showmanship Meet with the entire rabbit barn to practice showmanship. Students spent a few hours just studying diseases. Then spent two hours practicing showmanship.	0.00	6.00	0	0
Total			0.00	25.00	80	19

2018-2019

SAEs: 220

Jrn Entries: 2,221

Jrn Hours: 15,926

Fin Entries: 473

Active Students: 231

Badges: 14

Cal. Activities: 211

Award Apps: 34

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2018-2019

SAEs: 220

Jrn Entries: 2,221

Jrn Hours: 15,926

Fin Entries: 473

Active Students: 231

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Cal. Activities: 211

Award Apps: 34

[Student Help](#)[Teacher Help](#)[AET Classroom](#)[Ask AET a Question](#)

Teacher Journal Ledger

Year:	Week:	Teacher:	Activity Type:
2019 ▼	(All) ▼	(All) ▼	(All) ▼

[New Entry](#)

Options	Date	Description	Hrs In	Hrs Out	# Miles	# Std
Edit	2/8/2019	SAE Visit (V Clark) - Project visit Meet with Syran Banuelos project. She has a paid placement at a food production facility. Spoke with her manager about how she was progressing, what she needed to improve on, and how I could help her succeed.	0.00	2.00	10	0
Edit	2/7/2019	SAE Visit (V Clark) - Project visit Meet with Eduardo Cueva's field working manager. Discussed his expectations and what he could do to improve.	0.00	2.00	15	0
		Total	0.00	4.00	25	0

Period: _____

Name: _____

Foothill High School Ag Construction

Mr. Clark
2017-2018

Goals:

The purpose of this course is to expose students to woodworking. The skills in this class can be used in many aspects of life. Focusing on creativity, problem solving, and real world math. This class is a hands on class that will have students building or creating something on a daily basis. They will become familiar with multiple woodworking tools, both hand and power tools. They will learn how to work safely. Students will build and complete individual projects as well as group projects. There will be a class fee for this class. Depending on the projects built, each student's fee will be different. The class fee will be determined on if students select to take projects home

Topics covered may include:

Safety
Measuring/Measurement
Electrical
Sanding
Table Saw
Concrete

Miter Saw
Jig Saw
Drill Press
Disc Sander
Painting
Framing

Classroom Policies:

1. Be on time (*In seat when the bell rings*)
2. Be **RESPECTFUL**, and cooperative
3. Be on task/prepared
4. **Follow ALL SAFETY RULES**

Consequences:

1. Lunch Detention
2. Teacher/Student Conference (Referral may be given)
3. Teacher/Student Conference (Referral may be given)
6. **Automatic removal from class**

Grading Procedure:

1. 50%-Shop work- *Based on projects as well as over all work ethic shown in the shop.*
2. 20%- Tests
3. 10%- Classwork and Homework
4. 10%- SAE (*To earn must complete record book via AET*)

Parent Initials

5. 10%- FFA (*To earn, one must participate in **4 FFA activities** a semester*)

Parent Initials

Grading Scale:

Based on total points earned out of total points possible.

A=85%-100%

B=75%-84%

C=65%-74%

D=55%-64%

F=less than 54.99%

Period: _____

Name: _____

Late Work:

- ☐ All work should be turned in on time.
- ☐ Late work will have point deduction:

1-5 Days	10% deduction
6-14 Days	20% deduction
14 to the day of the next exam	35% deduction

Material Recommended:

Safety Glasses (Z87)- (\$2 at Homedepot to get your own)

Work Clothes (YOU WILL GET DIRTY)

Extra Jeans

Extra Shirt

CLOSE TOE SHOES- Sandals mean no shop.No shop mean 0 points for the day

Shop Fee

This class uses a lot of material. The student will only pay for materials if they want to take the project home

How to contact Mr. Clark

Email: vernon_clark@kernhigh.org

Phone: 661-366-4491 ext 73708

Period: _____

Name: _____

Student and Parent Guardian Signature page: RETURN THIS PAGE ONLY to Mr. Clark.

We have discussed the above information in class. Please take the time to discuss the information with your student. By signing below you agree that you and your student have read and understand the syllabus. Please sign and return this form to Mr. Clark by _____. **If you have any questions, please don't hesitate to contact Mr. Clark.**

We have read, reviewed with our student, and agree to the policies and consequences as listed in the Classroom Policies.

Date

Student Signature

Parent/Guardian Signature

Print Student Name

Print Parent/Guardian Name

Parent/Guardian Phone Number

Parent/Guardian Email Address

Period: _____

Name: _____

Foothill High School

Ag Mechanics 1

Mr. Clark

Goals:

The purpose of this course is to expose students to the general skills that you would find necessary on the farm, home, or ranch. This is a "hands on" type of class and students will usually get their hands dirty on a daily basis. You will become familiar with and use almost all the tools, power and hand, safely in the shop. Students will be required to complete group and individual projects in the course throughout the year that will provide training and practice for the working world and home projects.

Topics covered will include:

Safety
Measuring/Measurement
Wood Working
Electrical Wiring
Cold Metal Work
Plumbing-PVC and Copper Cement
Arc Welding

Additional Topics that may be covered:

Job Skills (Resume, interviewing)
FFA and Records Book
Rope Work

Classroom Policies:

1. Be on time (*In seat when the bell rings*)
2. Be **RESPECTFUL**, and cooperative
3. Be on task/prepared
4. Follow **ALL SAFETY RULES**

Consequences:

1. Lunch Detention
2. Teacher/Student Conference (Referral may be given)
3. Teacher/Student Conference (Referral may be given)
6. **Automatic removal from class**

Grading Procedure:

1. 50%-Shop work- *Based on projects as well as over all work ethic shown in the shop.*
2. 20%- Tests
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Parent Initials

5. 10%- FFA (*To earn, one must participate in **4 FFA activities** a semester*)

Parent Initials

Grading Scale:

Based on total points earned out of total points possible.

A=85%-100%

B=75%-84%

C=65%-74%

D=55% 64%

F=less than 54.99%

Period: _____

Name: _____

Late Work:

- ☐ All work should be turned in on time.
- ☐ Late work will have point deduction:

1-5 Days	10% deduction
6-14 Days	20% deduction
14 to the day of the next exam	35% deduction

Material Recommended:

Safety Glasses (Z87) (\$2 at Homedepot to get your own)

Work Clothes (YOU WILL GET DIRTY)

Extra Jeans

Extra Shirt

CLOSE TOE SHOES- Sandals mean no shop.No shop mean 0 points for the day

Shop Fee

This class uses a lot of material. The student will only pay for materials if they want to take the project home

How to contact Mr. Clark

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Date

Student Signature

Parent/Guardian Signature

Print Student Name

Print Parent/Guardian Name

Parent/Guardian Phone Number

Parent/Guardian Email Address

Foothill FFA



2018-2019

Program of Activities

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Dear FFA Members,

Welcome to the Foothill FFA!! We are happy that you have an interest in one of the most dynamic and active clubs on campus. Foothill FFA is open to all students. We embrace the diversity of experience and thought that comes from varied membership. We are excited to see the accomplishments that will take place this year by our outstanding officer team and most importantly you, our members.

This manual contains specifics regarding the planned activities and events for the year. Find an area that interests you and get involved!

Best Regards,
The 2018-2019 Foothill FFA Officer Team



Officers

President	Gabby Sajic
Vice President	Caleb Freeman
Vice President	Eduardo Cueva
Vice President	Charisma Arreola
Secretary	Alejandra Umanzor
Corresponding Secretary	Adriadna Santillia
Treasurer	Yessenia Ventura
Reporter	Abigail Freeman
Historian	Ashton Martiniez
Sentinel	Rebecca Azua

Advisors

Vernon Clark
Nicole Amaral
Sierra Hawkesworth

Standing Committees

Awards and Chapter Applications-	Caleb Freeman
Publications-	Abigail Freeman
Elections-	Gabby Sajic
Fundraising-	Yessenia Ventura
Community Service-	Charisma Arreola
Meals and Refreshments-	Rebecca Azua
Fair and Shows-	Alejandra Umanzor
Courtesy-	Eduardo Cueva

Chapter Theme

United In Growth

The Mission Statement

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

FFA Members, Why are we here?

“To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.”

The FFA Motto

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

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

The FFA Colors

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.

The FFA Creed

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

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

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

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

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

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.

Code of Ethics

1. Dressing neatly and appropriately for the occasion.
2. Showing respect for the rights of others and being courteous at all times.
3. Being honest and not taking unfair advantage of others.
4. Respecting the property of others.
5. Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, judging contests and meetings.
7. Being modest in winning and generous in defeat.
8. Attending meetings promptly and respecting the opinion of others in discussion.
9. Taking pride in our organization, activities, supervised experience program, exhibits, and the occupation of agriculture.
10. Sharing with others experiences and knowledge gained by attending national and state meetings.
11. Striving to establish and enhance my skills through agricultural education in order to enter a successful career.
12. Appreciating and promoting diversity in our organization.

Official Dress



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

Proper use of the FFA Jacket

1. The Jacket is to be worn by only members.
2. The jacket should be kept clean and neat.
3. The jacket should have only a large emblem on the back and a small emblem on the front. It should carry the name of the State Association and the name of the local chapter, section or region on the back and the name of the individual and one office or honor on the front.
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 be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should be discarded or the emblems and lettering removed.
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 always acts like a lady or gentleman when wearing the FFA jacket.
11. Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.
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.

Local History

1984- Received Charter

1991-David Bright becomes first State Officer elected as the State Sentinel

2003-Lindsay Walsh elected as State Secretary

2004- State Champion Citrus Team

Natalie Ryan, Beatriz Campuzano, Jesse Garcia, Ken Drews

2005-Natalie Ryan Ryan elected as State Secretary

2005-Beatriz Campuzano elected as State Reporter

2005-State Champion Citrus Team

Ashley Ryea, Samantha Balzer, Jason Sheffield, Rachal Stainer

2005-State Champion Light Horse Judging Team

Natalie Ryan, Beatriz Campuzano, Samantha Balzer, Ashley Ryea

2006- Jesse Garcia elected as State President

2007-Vernon Clark elected as State Sentinel

2007-State and National Champion Advance Parli-Pro Team

Abigail Ryan, Amber Sawyer, Amanda Shuminsky,

Leighan Clark, Weston Pounds, Vernon Clark

2010- Jackie Garcia elected as State Secretary

2017- Charisma Arreola wins State title in Creed and is Runner up at Nationals

Specific Duties for Each Chapter Officer

President

1. Preside over meetings according to the accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as an ex-officio member.
3. Coordinate activities of the chapter and evaluate the progress of each division of the Program of activities.
4. Represent the chapter in public relations & official functions.
5. Be positive and think towards the future.

Vice President

1. Assume all duties of the president if necessary.
2. Develop the Program of activities and serve as an ex-officio member of the POA committees.
3. Coordinate all committee work.
4. Work closely with the president and advisor to assist progress toward meeting chapter goals.
5. Establish and maintain a chapter resource file.
6. Oversee chapter award application.

Secretary

1. Prepare and post agenda for each chapter meeting.
2. Prepare and present the minutes of each chapter meeting.
3. Place all committee reports in the designated area in the Official FFA Chapter Secretary's Book.
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records and issue membership cards.
6. Have on hand for each meeting:
 - a. Official FFA Chapter Secretary's Book which includes minutes of the previous meeting.
 - b. Copy of the Program of Activities includes all standing and special committees.
 - c. Official FFA Manual and Student Handbook
 - d. Copies of the Chapter Constitution and Bylaws.

Treasurer

1. Receive and record FFA funds and issue receipts.
2. Present monthly treasurer's reports at chapter meetings.
3. Collect dues and special assessments.
4. Maintain a neat and accurate Official FFA Chapter Treasurer's Book.
5. Prepare and submit the membership roster and dues to the National FFA Organization in cooperation with the secretary.
6. Serve as Chairman of the earnings and savings committee.

Reporter

1. Plan public information programs with local radio, television, newspaper, and service clubs and make use of other opportunities to tell the story of the FFA.
2. Organize and chair newsletter committee.
3. Prepare and maintain a chapter scrapbook.
4. Send articles and photographs to FFA New Horizons and other National, State and/or Regional publications.
5. Serve as the chapter photographer.
6. Coordinate Chapter website

Historian

1. Assist the reporter

Sentinel

1. Assist the president in maintaining order.
2. Keep the meeting room, chapter equipment and supplies in proper condition.
3. Welcome guests and visitors.
4. Keep the meeting room comfortable.
5. Take charge of candidates for degree ceremonies.
6. Assist with special features and refreshments.
7. Promptly reserve meeting sites for all chapter activities.

Advisor

1. Supervise chapter activities year-round
2. Inform prospective students and parents about the FFA.
3. Instruct students in leadership and personal development.
4. Build school and community support for program.
5. Encourage involvement of all chapter members in activities.
6. Prepare Students for involvement in contests and awards programs.

Officer Team

1. Be united as a team.
2. No bad talk.
3. Be professional role models.

Budget

Student organization approved budget
2018-2019 School Year

Foothill FFA

Balance as of July 1, 2018

30349.07

Estimated income

Poinsettias	60000
National Convention	10000
Parli Pro Contest	400
Banquet	1000
Fair Exhibits	400
Livestock Projects	16000
Livestock Feed	12000
State Conference	3800
Greenhand Conference	350
Academy Conferences	2000
Mech Projects	500
Floral Club	1500
Floral Projects	500

Total Income

108,450

Estimated Expenses

Fair Entries	500
Livestock Projects	16000
Livestock Feed	12000
National Convention	10000
Fair Supplies	1000
Ties and Scarves	100
Poinsettias	45000
Contest Entries	2600
Contest Travel	5000
Christmas Meeting	500
Ranch Breakfast	1000
Parli Pro Contest	350
Leadership Packets	3000
Officer Retreat	1000
Scrapbook	300
Misc. Food	4000
Misc. Supplies	2000
State Conference	3800
Ag mech Supplies	5000
Floral Supplies	5000
Floral Field Trip	1500

Total Expenses

118,150

Estimated balance as of July 1, 2017

20649.07

Chapter Constitution and Bylaws

Article 1. Name and Purposes

Section A. The name of this organization shall be the Foothill FFA Chapter. The letters "FFA" will be used to designate the Chapter; its activities, and members.

Section B. The purpose for which this chapter is formed is:

1. To develop agricultural leadership skills among all members.
2. To develop an agricultural awareness of our community.
3. To bestow confidence among agricultural students and their work.
4. To promote agricultural career opportunities through hands on training.
5. To develop competencies in communication, human relations, and social abilities.
6. To build cooperative attitudes among agriculture students.
7. To encourage improvement in scholastics.
8. To provide organized recreational activities for members.

Article II. Organization

Section A. The Foothill FFA Chapter is a chartered local entity of the Kern Section, San Joaquin Region, and California State FFA Association, which is chartered through the National FFA Organization.

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

Article III. Membership

Section A. FFA membership is a component of Agricultural Education and the Agri-Business Academy at Foothill High School.

Section B. Membership of graduates is entitled to students that were active members at Foothill High School until November 30th after the fourth National Convention after they graduate.

Section C. The Foothill FFA is a one hundred percent affiliated chapter with every student becoming a member of the FFA when they enroll in an Agricultural class taught by a credentialed agriculture advisor.

Section D. Only members in good standing may participate in FFA activities, as designated by the Chapter advisors.

Section E. The FFA Advisors at their own discretion have the right to dismiss any member from the FFA organization at any time with approval of the administration.

Section F. Membership in the Chapter shall consist of the following:

1. Active
 2. Alumni
 3. Honorary
- As defined by the National FFA Constitution

Section G. The regular work of this Chapter shall be carried on by the active membership.

Section H. Honorary membership in the Chapter shall be granted to the Honorary Chapter FFA Degree.

Article IV. Degrees

Section A. Greenhand FFA Degrees. Minimum qualifications for Election:

1. Be enrolled in Agricultural Education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the Code of Ethics and proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the Organization, the Chapter constitution and by-laws as well as the Chapters Program of Activities.
6. Have access to the Official FFA Manual and the FFA student handbook.
7. Submit written application for the Greenhand FFA Degree.
8. Pass Greenhand test as given by the chapter advisor by 70%.

Section B. Chapter FFA Degree. Minimum qualifications for Election:

1. Must have received the Greenhand FFA Degree.
2. Must be enrolled in their second year of Agricultural Education and have approved Agricultural Experience Program.
3. Participate in planning and conducting of at least three official Chapter functions.
4. Have earned at least \$150.00 or worked at least 45 hours and have developed plans for the growth of the SOEP.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated 5 procedures of Parliamentary Law.
7. Shows progress towards individual achievement in the FFA awards programs.
8. Have satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section C. State FFA Degree. Minimum Qualification for Election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State FFA Association.

Section D. American FFA Degree. Minimum Qualification for Election:

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section E. Special Committees shall review qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article V. Officers

Section A. The officers of the Foothill FFA shall be as followed:

1. President
2. 3 Vice Presidents
3. Secretary
4. Treasurer
5. Reporter
6. Sentinel
7. Corresponding Secretary
8. Historian
9. Sectional and Regional Officers
10. Advisors

Section B. The Greenhand Officers shall be as followed, a 6 member officer team consisting of:

President
Vice-President
Secretary
Treasurer
Reporter
Sentinel

Section C. Election of the Greenhand Officer shall consist of 3 parts:

1. Application
2. Must have attended Greenhand Conference
3. Selection made by Executive Committee

Section D. All officer vacancies, during the term of office, shall be filled by a special election.

Section E. Officer Eligibility. Minimum qualification to run for Chapter Office:

1. Must have a 2.0 Grade Point Average and "B" in their Agriculture class.
2. Must maintain a 2.5 grade point average and a "B" in their Agriculture class during their term of office based on their quarterly grades.
3. For the offices of President, the applicant must hold the Chapter FFA Degree.
4. For the offices of Vice-President, the applicant must be in their 2nd year of Agricultural classes, and hold the chapter FFA degree.
5. Other offices require that they have completed a year of Agricultural class, and hold the Greenhand FFA Degree.
6. Must enroll in the Agricultural leadership class.

Article VI. Impeachment of Officers

Section A. The FFA Advisor under the discretion of the administration may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Section B. Steps for Impeachment

1. Any FFA Chapter Officer not fulfilling the duties of the office as described by the Program of Activities is subjected to a probationary period of nine weeks.
2. This probationary period shall consist of a written plan for improvement, will be drawn up by the advisors, and will be confirmed and signed by the FFA President, a Vice-President, and the officer in question.
3. If the officer in question still does not fulfill his/her duties, then unanimous vote of the officer team will remove that officer from office.

Article VII. Meetings

Section A. Chapter meetings shall be held during the first two weeks of every month, except under special circumstances.

Section B. Standard paraphernalia shall be used at each meeting. All special meetings shall open and close with the official ceremony. Parliamentary Procedure shall be used in transacting all business at each meeting. Officers are required to wear official dress except in special occasions

Section C. Hats shall not be worn in the meeting room.

Section D. Poor conduct will result in that member being removed from the meeting room.

Section E. Delegates go through an application process headed by the Agriculture staff to be able to represent the Chapter at the State Convention. Other delegates may be names necessary in order to have proper representation at various other FFA meetings within the state.

Article VIII. Eligibility

Section A. Eligibility of members exhibiting at fairs and shows will be based on the Advisors discretion.

Section B. Members must maintain a 2.0 Grade Point Average overall to be eligible to participate in activities above the chapter level requiring absences from school.

Article IX. Amendments

Section A. To amend the Constitution a 2/3 vote of the active members is required.

Section B. To become effective, an amendment must be posted for two weeks previous to the vote of the active members.

Article X. Ratification of the Constitution

Section A. This constitution shall become effective when passed by a 2/3 vote of the members present.

Article XI. Officer Election Process

Section A

Application

Section B

Interview - With the following serving as a committee:

- Seniors on the current officer team
- Chapter Advisors
- Minimum of one school Administrator

Section C

Ballot- Composed by the Interviewing Committee

1. Every office will have two candidates slated with the following exceptions:
 - The two candidates slated for President with the losing candidates sliding down to one of the Vice President positions.
 - Only freshman can be slated for the offices of Corresponding Secretary and Historian.
2. Members may run off the floor with the following rules:
 - Must have completed officer application.
 - Must have completed interview process.
 - May not run for the offices of President, Vice President, or Secretary.
3. If there are not enough candidates to fill the ballot then the ballot will be filled from Vice President to Historian.

State of Nondiscrimination

Foothill FFA does not allow discrimination based on actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Committee Goals, Objectives and Plans

Student Development Committee

Sub-Committee:	Scholarship
Committee purpose	Growing future leaders through skills that promote positive attitudes.
Committee members	Flor Yanez and Eduardo Cueva
Committee chairperson	Flor Yanez

Activity	Goal(s)
Activity Name: Ag foundation Scholarship dinner	<ol style="list-style-type: none"> 1. Reward outstanding leadership skills. 2. Promote agriculture advocacy. 3. Prepare for future career and educational interests involving agriculture.
Target Completion Date: 5/6/16	
Estimated Income: None	
Estimated Expenses: None	

Activity	Goal(s)
Activity Name: Foothill Ag Booster Scholarship	<ol style="list-style-type: none"> 1. Reward outstanding leadership skills. 2. Promote agriculture advocacy. 3. Have members receive rewards for their hard work.
Target Completion Date: 5/13/16	
Estimated Income: None	
Estimated Expenses: None	

Activity	Goal(s)
Activity Name: Foothill FFA Banquet	<ol style="list-style-type: none"> 1. Award the chapter's outstanding members. 2. Review the accomplishments from the year. 3. Get everyone who participated throughout the year to attend and receive their recognition.
Target Completion Date: 5/13/16	
Estimated Income:\$500	
Estimated Expenses:\$2000	

Activity	Goal(s)
Activity Name: Foothill Top Scholars	<ol style="list-style-type: none"> 1. Award the top student in every ag class. 2. Promote educational and agricultural values.
Target Completion Date: 5/13/16	
Estimated Income: None	
Estimated Expenses:\$200	

Sub-Committee:	Career Success
Committee purpose	Growing future leaders through Career Readiness Events.
Committee members	Flor Yanez and Eduardo Cueva
Committee chairperson	Flor Yanez

Activity	Goal(s)
Activity Name: Food for America	<ol style="list-style-type: none"> 1. Become an agriculture advocate. 2. Encourage future leaders to become informed and involved in agriculture. 3. Recruit future FFA members.
Target Completion Date: 3/23/16	
Estimated Income: None	
Estimated Expenses: None	

Activity	Goal(s)
Activity Name: Ag Business Etiquette Dinner	<ol style="list-style-type: none"> 1. Build connections with agriculture industry workers. 2. Get hands on communication and etiquette experience
Target Completion Date: 4/14/16	
Estimated Income: None	
Estimated Expenses: \$400	

Activity	Goal(s)
Activity Name: State Officer Chapter Visits	<ol style="list-style-type: none"> 1. Promote FFA opportunities. 2. Connect with other FFA members.
Target Completion Date: 2/21/16	
Estimated Income: None	
Estimated Expenses: None	

Activity	Goal(s)
Activity Name: World Ag Expo Field Trip	<ol style="list-style-type: none"> 1. Become better informed about the agriculture industry. 2. Build connections with agriculture industry workers. 3. Find career and educational interests.
Target Completion Date: 3/16/16	
Estimated Income: None	
Estimated Expenses: \$350	

Sub-Committee:	Personal Growth
Committee purpose	Growing future leaders through personal growth activities and events
Committee members	Flor Yanez and Eduardo Cueva
Committee chairperson	Flor Yanez

Activity	Goal(s)
Activity Name: Greenhand Initiation	<ol style="list-style-type: none"> 1. Promote FFA and agriculture advocacy. 2. Reward freshman for their outstanding FFA knowledge. 3. Introduce freshman to the realm of opportunities in the FFA.
Target Completion Date: 11/6/16	
Estimated Income: None	
Estimated Expenses:\$200	

Activity	Goal(s)
Activity Name: Chapter Degree Initiation	<ol style="list-style-type: none"> 1. Recognize sophomores for their agriculture and leadership proficiencies. 2. Encourage students to continue working hard.
Target Completion Date: 1/18/16	
Estimated Income: None	
Estimated Expenses: \$200	

Chapter Development Committee

Sub-Committee:	Agriculture Advocacy and Literacy
Committee purpose	Support group, chapter recruitment, safety, Agricultural Advocacy, Agricultural literacy.
Committee members	Caleb Freeman, Ocean Mathis, Gaby Sajic
Committee chairperson	Ocean Mathis

Activity	Goal(s)
Activity Name: Interacting with local media to promote agriculture and FFA	<ol style="list-style-type: none"> 1. To reach out to the local news/radio stations 2. To promote what FFA and agriculture is really about outside of school 3. Try to get sponsored by Instagram
Target Completion Date: 5/28/17	
Estimated Income: None	
Estimated Expenses: None	

Activity	Goal(s)
Activity Name: Encouraging animal welfare practices	<ol style="list-style-type: none"> 1. To show not only students but adults as well on how important animal welfare is and what is its true meaning 2. To develop skills on how to properly care for animals from livestock to house pets 3. To promote on campus, social media, local media
Target Completion Date: 9/30/17	
Estimated Income: None	
Estimated Expenses: None	
Chapter Action:	

Activity	Goal(s)
Activity Name: Encouraging policy makers to promote action on hunger	<ol style="list-style-type: none"> 1. Reach out to the council or board of directors (of anything) to support our foundation to help end hunger. 2. To contact companies to get them to help out in the cause 3. To promote and get donations on and off campus
Target Completion Date: 4/1/17	
Estimated Income: None	
Estimated Expenses: None	
Chapter Action:	

Activity	Goal(s)
Activity Name: Student Representation on Influential Agriculture Board	<ol style="list-style-type: none"> 1. To promote/show students and their improvements achievements or involvement in their task 2. To have students reach out to the influential agriculture boards to show their involvement and represent their fellow members and school/chapter 3. To have students learn responsibility, and communication skills with their representation
Target Completion Date: 2/15/17	
Estimated Income: None	
Estimated Expenses: None	

Activity	Goal(s)
Activity Name: The use of social media to support agricultural causes	<ol style="list-style-type: none"> 1. To continuously use the Foothill FFA social media accounts as a way to inform our students about an upcoming event in FFA or important causes that are happening agriculturally in California 2. To inform members and others about these causes. 3. To develop knowledge on important issues/events in agriculture.
Target Completion Date: All Year	
Estimated Income: None	
Estimated Expenses: None	

Community Development Committee

Sub-Committee:	Environmental
Committee purpose	Help support the environment while expanding membership participation
Committee members	Kaylilah Jackson, Itzel Beltran, Luis Hinojosa
Committee chairperson	Itzel Beltran

Activity	Goal(s)
Activity Name: Compost Challenge	<ol style="list-style-type: none"> 1. Get members involved and more excited for class competitions 2. Collect compost to use in the chapter garden 3. Put organic waste to better use
Target Completion Date: 4/25/2017	
Estimated Income: none	
Estimated Expenses: none	
Chapter Action: A competition to see which class can collect the most compost in a month	

Activity	Goal(s)
Activity Name: White Forest Nursery Aid	<ol style="list-style-type: none"> 1. Improve member's knowledge on the different plants in our community 2. Get more chapter publicity 3. More member involvement
Target Completion Date: 3/15/2017	
Estimated Income: none	
Estimated Expenses: none	
Chapter Action: Go to the White Forest Nursery for a day and help them maintain their plants	

Activity	Goal(s)
Activity Name: Annual Sale	<ol style="list-style-type: none"> 1. Raise money for our chapter 2. More member involvement 3. Increase chapter publicity
Target Completion Date:	
Estimated Income: 2,000	
Estimated Expenses: 3,000	
Chapter Action: Sell annual flowers, flower bulbs, and seeds to raise money for our chapter	

Activity	Goal(s)
Activity Name: Tree Planting	<ol style="list-style-type: none"> 1. Member involvement 2. Air quality improvement 3. Habitat restoration
Target Completion Date: 6/1/2016	
Estimated Income: none	
Estimated Expenses: 1,000	
Chapter Action: Go to locations affected by the recent fires and plant new trees there.	

Sub-Committee:	Human Resources
Committee purpose	Help others around the community, while developing the importance of service leadership.
Committee members	Kaylilah Jackson, Itzel Beltran, Luis Hinojosa
Committee chairperson	Itzel Beltran

Activity	Goal(s)
Activity Name: Mission Homeless Shelter Aid	<ol style="list-style-type: none"> 1. More member involvement 2. Help make struggling people's lives a little better/easier 3. Increase member awareness 4. More chapter publicity
Target Completion Date: 3/1/2017	
Estimated Income: none	
Estimated Expenses: none	
Chapter Action: the Mission Homeless Shelter to help serve the people for a day	

Activity	Goal(s)
Activity Name: Canned Food Drive	<ol style="list-style-type: none"> 1. Get enough canned food for everyone to eat during Thanksgiving 2. More member awareness 3. More chapter publicity
Target Completion Date: 11/17/2106	
Estimated Income: none	
Estimated Expenses: 300	
Chapter Action: Spend about a month collecting canned for the homeless and hungry	

Activity	Goal(s)
Activity Name: Light Gifts	<ol style="list-style-type: none"> 1. Increase member awareness of the people who have to face different diseases 2. Brighten someone's day 3. Increase chapter publicity
Target Completion Date: 2/14/2017	
Estimated Income: none	
Estimated Expenses: 500	
Chapter Action: Members bring gifts(flowers, encouraging notes, handmade blankets, etc.) to give to people who are fighting a disease	

Activity	Goal(s)
Activity Name: Supplies for Fire Victims	<ol style="list-style-type: none"> 1. Help people who have been affected by the fire 2. Increase member awareness 3. Increase chapter publicity 4. More member involvement
Target Completion Date: 1/21/2017	
Estimated Income: none	
Estimated Expenses: 1,000	
Chapter Action: Members bring supplies(food, clothes, blankets, money) for the people.	

Activity	Goal(s)
Activity Name: Paint over Graffiti	<ol style="list-style-type: none"> 1. Improve the appearance of our community 2. Spread chapter publicity 3. More member involvement
Target Completion Date: 12/11/2016	
Estimated Income: none	
Estimated Expense: 500	
Chapter Action: Go to different places/businesses that need graffiti to be painted over	

Sub-Committee:	Citizenship
Committee purpose	Promote students to develop citizenship in the community
Committee members	Kaylilah Jackson, Itzel Beltran, Luis Hinojosa
Committee chairperson	Kaylilah Jackson

Activity	Goal(s)
Activity Name: Farm clean-up event	<ol style="list-style-type: none"> 1. clean up the farm and take 2. Make sure the students get extra-curricular points 3. Take students to the farm and back to school
Target Completion Date:	
Estimated Income: N/A	
Estimated Expenses: N/A	
Chapter Action: clean-up and paint	

Activity	Goal(s)
Activity Name: The Garden Project	<ol style="list-style-type: none"> 1. Pick fruit and vegetables for people who can't pick them 2. Find a good home/place for the fruits and veggies 3. Let students take some fruits and veggies
Target Completion Date:	
Estimated Income: N/A	
Estimated Expenses: N/A	
Chapter Action: Pick fruits and veggies	

Activity	Goal(s)
Activity Name: The mission	<ol style="list-style-type: none"> 1. Volunteer and feed to the less fortunate 2. organize cans and other foods for storage 3. Take students to the mission and back to school
Target Completion Date:	
Estimated Income: N/A	
Estimated Expenses: N/A	
Chapter Action: volunteer for homeless	

Activity	Goal(s)
Activity Name: Turkey trot 5k	<ol style="list-style-type: none"> 1. Ask students to pay a certain amount of money each 2. Ask the students to run 5k 3. Make sure the money goes to a good cause
Target Completion Date: 11/5	
Estimated Income: N/A	
Estimated Expenses: N/A	
Chapter Action: Run 5k and donate money	

Point Award System

Each activity is worth one activity point. A percent of each student's grade (to be determined by the teacher) will be determined by their involvement in FFA. To receive that percentage a student must receive four activity points a semester.

To encourage chapter meeting attendance students who attend every meeting are part of the 100% club. At the end of the year, those who are part of the 100% club are recognized at banquet with a medal and are entered into a raffle for \$100 cash.

Chapter Applications

All applications can be found online at: <https://sites.google.com/a/kernhigh.org/foothill-ffa/home>

Foothill High School Recruitment Plan

At Foothill High School we have a Trojan Showcase and two days of freshmen orientation and enrollment. These are events that clubs and athletics have an opportunity to reach out to the incoming freshmen and recruit. The Foothill FFA takes full advantage of all three days to interact and talk to students.

The Trojan Showcase, hosted in the school gym the first week of April, is a great opportunity to promote our program and showcase what the FFA has to offer. There are three chapter officers that are in charge of setting up the booth and materials, as well as getting a committee of active members together to assist in recruiting. The materials that would be handed out include, a program brochure, a flier including the benefits of each aspect of the program, and the New Horizons magazine. We try to include all of our classes and team accomplishments into our booth presentation such as, Ag Mechanics, welder, student build projects, plants from our greenhouse, awards from CDE's and SAE projects, and a slideshow highlighting the year and all students.

Towards the end of the school year there are two days of student enrollment. We cross reference the list of students that signed up to be in an Agriculture class at the Trojan Showcase with those that sign up on the two days of enrollment. This eliminates most of the replication of students. The list is consolidated by the officer team.

Lastly, we have 8th grade recruitment at our feeder schools. There are usually three chapter officers and four active members, usually freshmen, which are on the recruitment panel. They prepare a slideshow of pictures and plan fun activities to do at the school sites to get the incoming freshmen excited about the Agriculture Program and FFA.



Foothill High School --- Agriculture Department Opportunities Available To Students through Foothill FFA

By enrolling in agriculture courses at Foothill High School, students become members of Foothill FFA. The FFA is a national organization that promotes the development of leadership skills in students interested in agriculture. The FFA program at Foothill 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 20% 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 Foothill FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Foothill community a better place to live and work.

- | | |
|------------------------|-------------------------|
| ☆ Garden Project | ☆ Canned Food Drive |
| ☆ Feeding the Homeless | ☆ Farm Days |
| ☆ Etiquette Dinner | ☆ Staff Ranch Breakfast |

Competitive FFA Teams:

Throughout the year, members of the Foothill 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.

- | | | |
|---------------------------|-------------------|---------------------------------|
| ☆ Best Informed Greenhand | ☆ Novice Records | ☆ Opening/Closing Ceremonies |
| ☆ Cooperative Marketing | ☆ Public Speaking | ☆ Novice/ Advanced Parli-Pro |
| ☆ Creed Speaking Contest | ☆ Job Interview | ☆ Livestock & Vegetable Judging |

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 20% 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, Cavies, Poultry |
| ☆ Horticulture/Gardening | ☆ Sheep | ☆ Goats |

Agricultural Education 3 Circle Approach

Classroom/Laboratory Instruction:

Quality instruction in and about agriculture that utilizes a "learning by doing" philosophy.

Supervised Agricultural Experience (SAE):

All students are expected to have an agriculturally related work-based learning experience while enrolled in agricultural education courses.

Future Farmers of America (FFA):

Activities are an integral part of the agricultural education program that all agricultural education students should participate in if they are to fully benefit from their enrollment.



**Making
A
Positive Difference**

Top 5 Reasons to Join Foothill FFA

- 1.) Fun
- 2.) Travel
- 3.) Friends
- 4.) Make \$\$\$
- 5.) Awards



Foothill High School Agricultural Department

501 Park Drive
Bakersfield, California 93306
(661) 366-4491

Department Instructors

Clay Freeman:

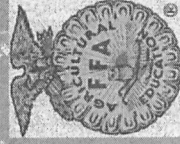
clay_freeman@khsd.k12.ca.us

Jessica Paulisich

jessica_paulisich@khsd.k12.ca.us

Foothill FFA

Leadership - Growth - Success



Interest Card

Agriculture Department--Foothill High School

NAME _____

Jr. High _____

Phone Number _____

I am interested in being in Ag at Foothill:

_____ definitely _____ maybe _____ not at all

Do you have a relative that took Ag?? Who?

Would you be interested in a project this summer?? _____ pig _____ lamb _____ other.

Interest Card

Agriculture Department--Foothill High School

NAME _____

Jr. High _____

Phone Number _____

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Phone Number _____

I am interested in being in Ag at Foothill:

_____ definitely _____ maybe _____ not at all

Do you have a relative that took Ag?? Who?

Would you be interested in a project this summer?? _____ pig _____ lamb _____ other.

Chapter Scrapbook

With the advancement of technology, and the scrapbook contest no longer being a contest our chapter has not made a scrapbook this year. Instead we utilize google photos and Instagram to highlight pictures and events from our chapter. We are working on a website where photos can be uploaded monthly to show members what is going on in our chapter.

Foothill FFA 2018-2019

Aug 17, 2017-Apr 10, 2019



June 2018

May '18							July '18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31				

Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday	
27		28		29		30		31		1		2	Vernon Vacation
3	Vernon Vacation	4		5	Shop Clean Up Department Meeting @ 2pm	6	Shop Clean Up	7	Shop Clean Up	8	Shop Clean Up	9	
10		11	Shop Project Work day	12	Shop Project Work day	13	Shop Project Work day	14	Shop Project Work day	15	Shop Project Work day	16	
17		18	Shop Project Work day	19	Regional Officer Retreat at Shaver Lave With Students	20	Regional Officer Retreat at Shaver Lave With Students	21	Regional Officer Retreat at Shaver Lave With Students	22	Regional Officer Retreat at Shaver Lave With Students	23	
24	Depart for CATA At San Luis Obispo	25	CATA at San Luis Obispo	26	CATA at San Luis Obispo	27	CATA at San Luis Obispo	28	CATA at San Luis Obispo	29	AMPD Mechanics Conference in San Luis Obispo With Students	30	AMPD Mechanics Conference in San Luis Obispo With Students
1		2		Notes		16 Days for summer contract for June 11th to July 10th							

July 2018

June '18							August '18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	1	2	1	2	3	4	
10	11	12	13	14	15	16	5	6	7	8	9	10	11
17	18	19	20	21	22	23	12	13	14	15	16	17	18
24	25	26	27	28	29	30	19	20	21	22	23	24	25
							26	27	28	29	30	31	

Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday	
1		2	Shop Project Work day	3	Shop Project Work day	4		5	Shop Project Work day	6	Shop Project Work day	7	
8		9	Regional Officer Leadership Conference Tomales, California With Students	10	Regional Officer Leadership Conference Tomales, California With Students	11	Regional Officer Leadership Conference Tomales, California With Students	12	Regional Officer Leadership Conference Tomales, California With Students	13		14	
15		16		17	Sectional Officer Leadership Conference Visalia California With Students	18	Sectional Officer Leadership Conference Visalia California With Students	19		20	Shop Project Work day	21	
22		23		24		25		26		27		28	
29		30	Shop Project Work day	31	Shop Project Work day	1		2		3		4	
5		6		Notes									

August 2018

July '18							September '18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	2	3	4	5	6	7	8
8	9	10	11	12	13	14	9	10	11	12	13	14	15
15	16	17	18	19	20	21	16	17	18	19	20	21	22
22	23	24	25	26	27	28	23	24	25	26	27	28	29
29	30	31					30						

Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday	
29		30		31		1 Shop Project Work day		2		3 Officer Work Day		4	
5		6 Chapter Officer Retreat Location TBD		7 Chapter Officer Retreat Location TBD		8 Chapter Officer Retreat Location TBD		9 Chapter Officer Bootcamp San Luis Obispo With Students		10 Chapter Officer Bootcamp San Luis Obispo With Students		11 Chapter Officer Bootcamp San Luis Obispo With Charisma	
12		13 School Inservice Day		14 School Inservice Day		15 School Starts		16		17		18	
19		20		21		22		23		24		25	
26		27		28		29		30		31		1	
2		3		Notes									

Graduation Follow up Survey Instrument

Each graduating senior in our program completes a graduation follow up survey. In the past we would mail out a hard copy of the survey to each student and compile the information received back. It was a challenge to obtain all of the surveys back to our department. Last year we decided to try a new method for distributing the graduation follow up survey utilizing technology. Every student on our campus has a Google Chrome account set up through the high school. Developing a survey with the tools our students are familiar with and use on a daily basis has become beneficial to our program. The first launch of our survey using the Google Chrome was a success. We receive instant feedback and the information is assembled automatically.

Graduate Follow Up

Please answer the following questions

* Required

1. **Name ***

.....

2. **Permanent phone number ***

.....

3. **Employment status, including the following ***

Mark only one oval.

☐ Full Time

☐ Part Time

☐ N/A

4. **Military ***

Mark only one oval.

☐ Yes

☐ No

5. **School Status- list all schools attended since high school graduation (indicate present school attending ***

.....

6. **College Major ***

Check all that apply.

☐ Ag Major

☐ Non Ag Major

☐ No College

7. **College Major ***

8. **Full or Part Time Student ***

Mark only one oval.

- ☐ Full Time
☐ Part Time
☐ No College

9. **The most valuable aspect of FFA is ***

Mark only one oval.

- ☐ Officer and Committee Chair Experience
☐ Judging Contests
☐ Recreation
☐ Parli Pro, Public Speaking, Creed Speaking Contests
☐ Advanced Degree and Proficiency Awards
☐ Other:

10. **The least valuable aspect of FFA is ***

Mark only one oval.

- ☐ Officer and Committee Chair Experience
☐ Judging Contests
☐ Recreation
☐ Parli Pro, Public Speaking, Creed Speaking Contests
☐ Advanced Degree and Proficiency Awards
☐ Other:

11.

The most valuable aspect of SAE is **Mark only one oval.*

- ☐ Learning skills related to agricultural jobs
- ☐ Development of responsibility
- ☐ Learning how to keep records
- ☐ Developing a record of agricultural experience for future employment references
- ☐ A chance to produce income
- ☐ Other: _____

12.

The attitude of the community toward the agriculture program is **Mark only one oval.*

- ☐ Unaware
- ☐ Very Supportive
- ☐ Mildly Supportive
- ☐ Disinterested
- ☐ Mildly Critical
- ☐ Very Critical

13.

Suggestions for improving the instruction in the classroom, shop, or school farm

14.

Suggestions for improving the FFA

15. **Suggestions for improving projects**

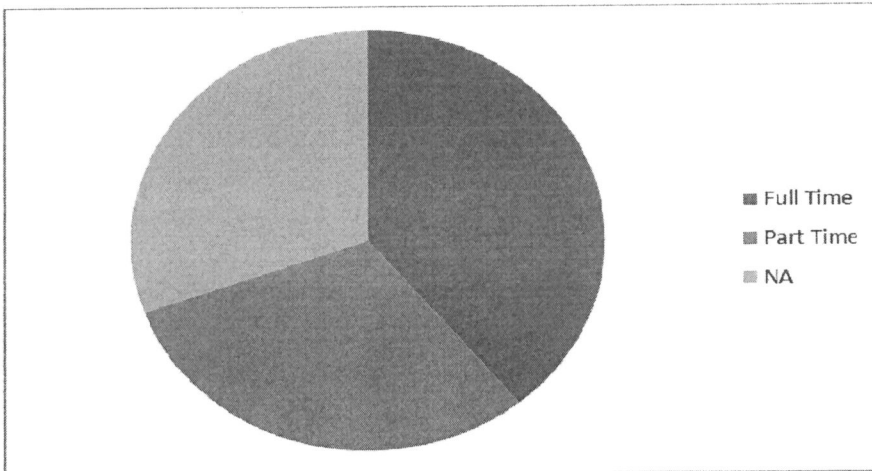
16. **Suggestions for improving facilities**

17. **Suggestions for improving teaching methods**

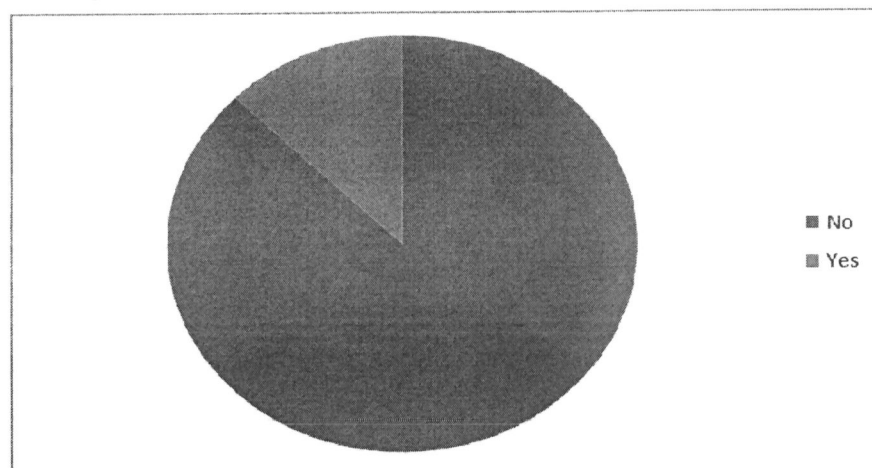
18. **Suggestions for improving- Other**

Graduate Follow- Up Configuration

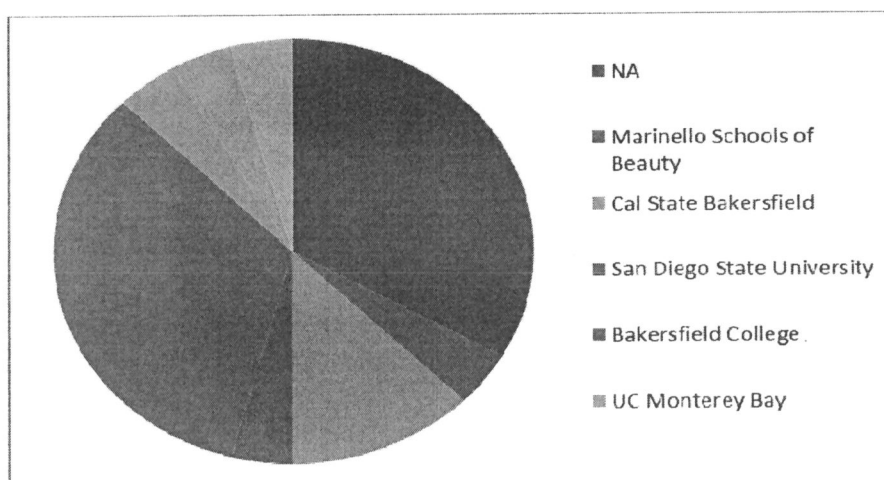
Employment Status



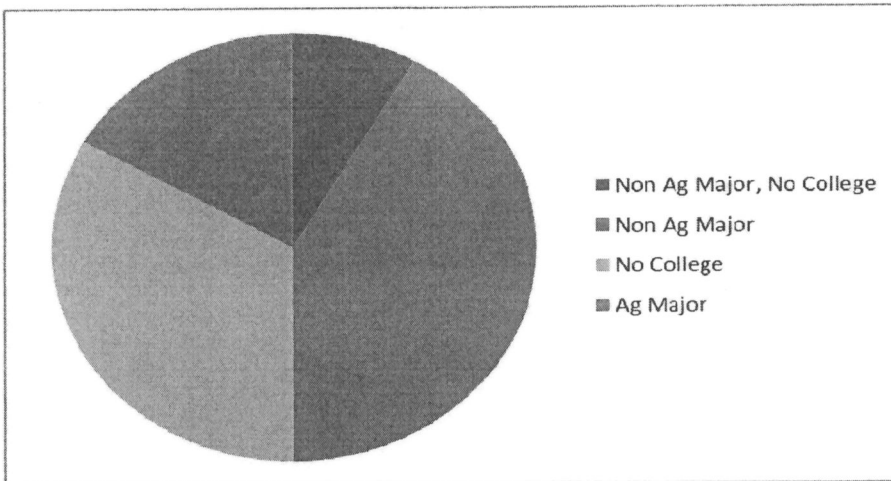
Military



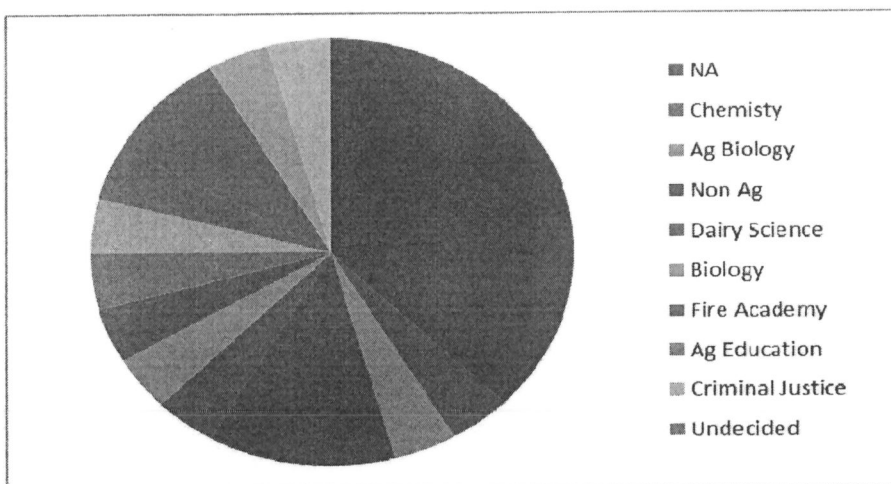
College Enrollment



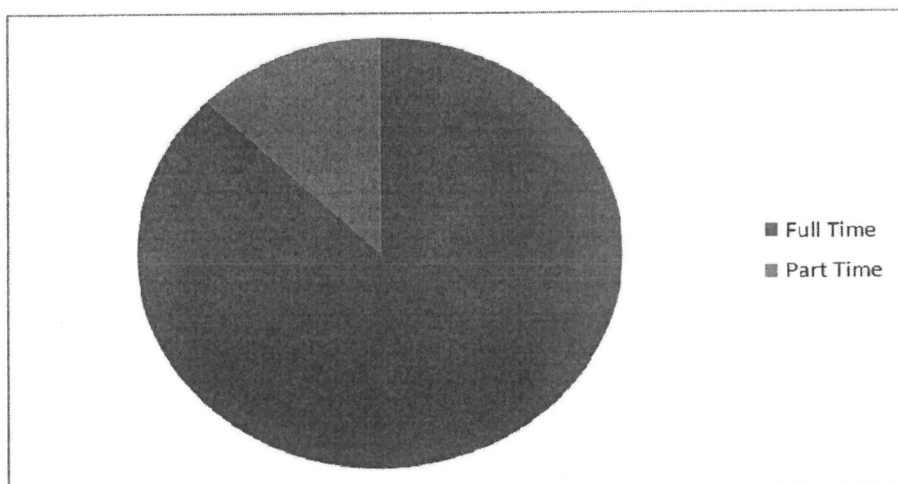
College Major A



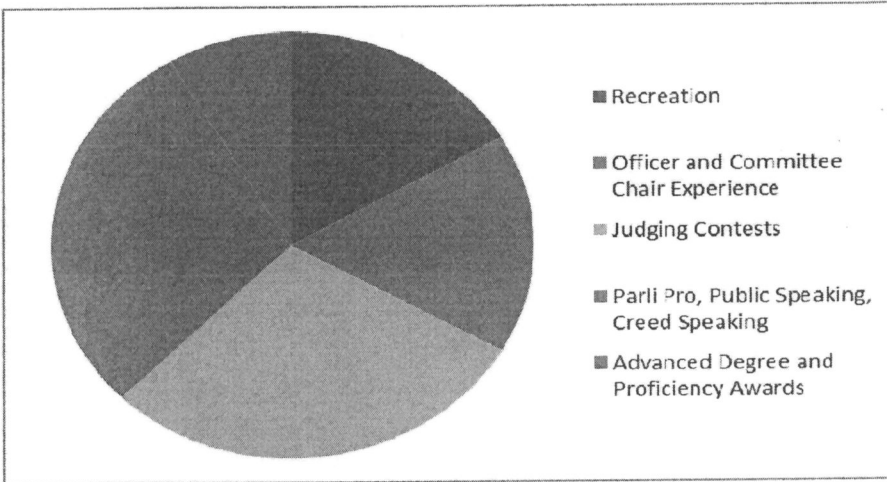
College Major B



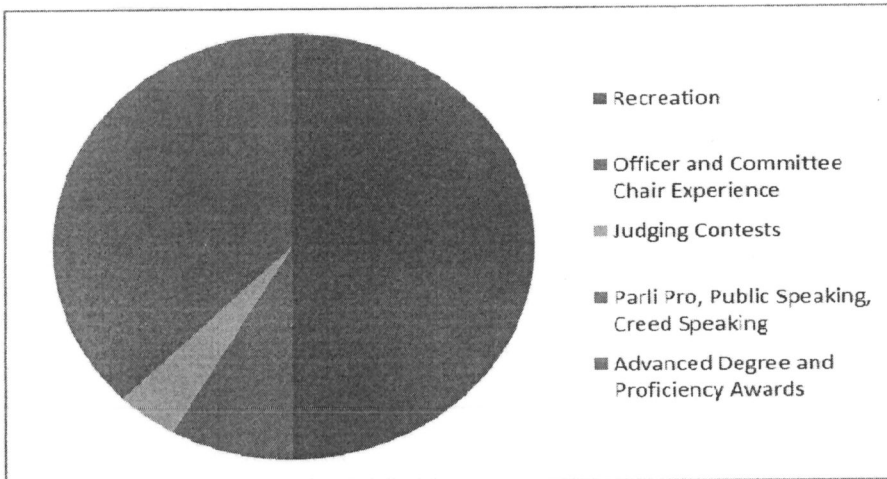
Full or Part Time Student



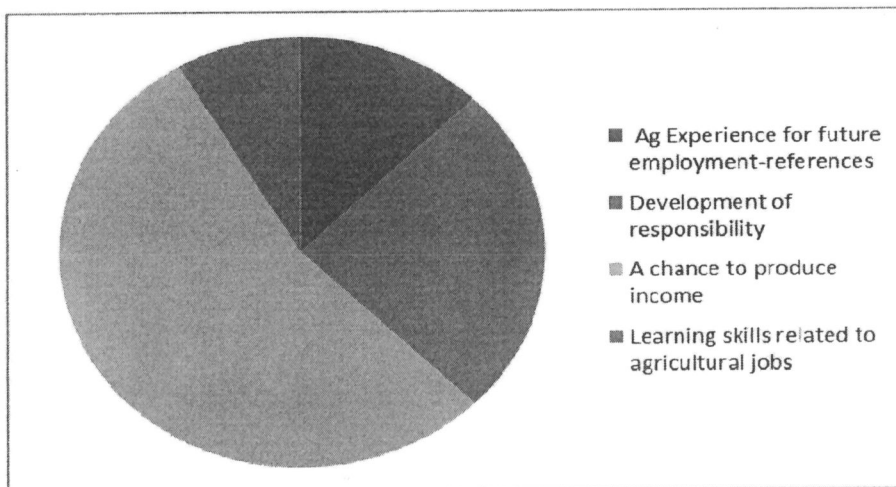
Most Valuable Aspect of FFA:



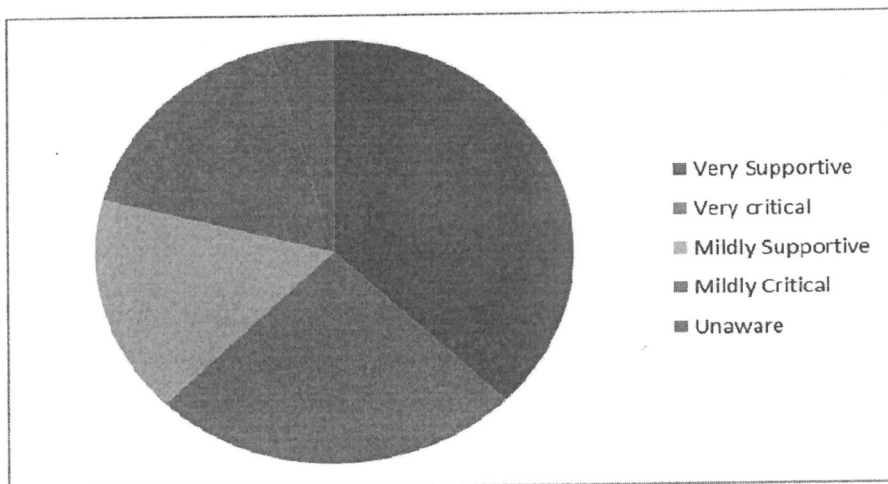
Least Valuable Aspect of FFA:



Most Valuable Aspect of SAE:



Attitude toward the Ag Program:



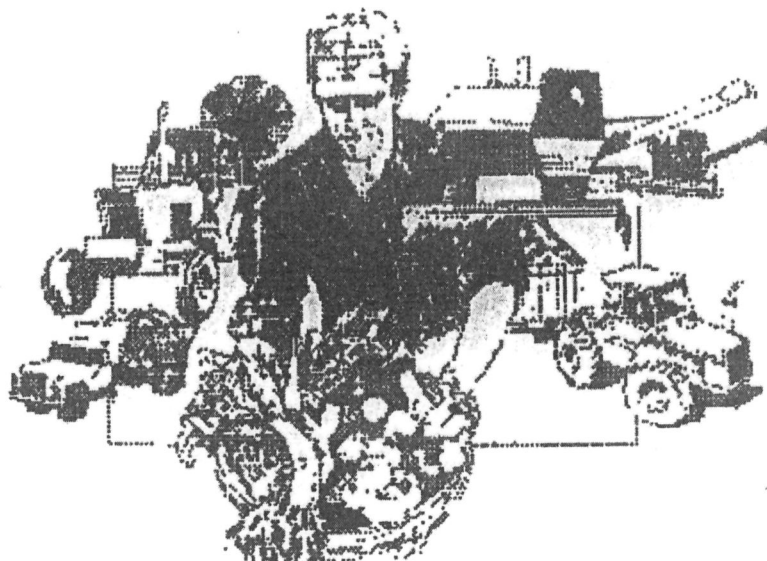
Job Market Description

Job Market Description

Foothill High School is located approximately 10 miles east of the city of Bakersfield. Our occupational area would consist of Kern County. The major production in our occupational area consists largely of: cotton, grapes, cattle and calves, tomatoes, milk, alfalfa hay, oranges, plums, nectarines, seed cotton, turkeys, seed alfalfa, wheat, and peaches. This occupational area is also extremely rich in agriculture mechanics, ornamental horticulture, agricultural supplies and service, agricultural products and processing, agricultural resources and recreation, and forestry.

California is a major producer of agricultural products and is recognized as the leading state in the production of many products. The top ten California commodities are milk and cream, grapes, cattle and calves, nursery products, cotton lint, flowers and foliage, almonds, head lettuce, hay and strawberries. This is all done on 38 million acres.

The United States has land resources that far surpass that of many other countries. More than one billion acres of the United States land mass are established farms and ranches, with another seven hundred and fifty million acres covered with forest lands. The United States produces all of the 10 major crops grown in the world. Some include corn, soybeans, wheat, barley, cotton, potatoes, sorghum, sugar(cane & beets), and rice.



STANDARD NO. 5--RELEVANT INSTRUCTION

Minimum Compliance Criteria

1. The instruction at Foothill High School consists of classes that are needed according to an Industry Agricultural Education needs Survey conducted by Bakersfield Junior College and the Kern High School District in 1984. This survey summarized said that the needs for agricultural education and employment in Kern County lie in the areas of Plant Science (crops in particular), ag mechanics, ag business, and animal science, in that order of importance.
2. A program plan will be formulated to reflect the plan for Agricultural Education at Foothill High School and will include:
 - a. Targeted occupations
 - b. Job market descriptions
 - c. Goals and objectives
 - d. Subject matter content outlines
 - e. Program Completions standards (see No. 14)
 - f. Facilities and equipment development and acquisition schedule
 - g. Staff assignments (See No. 6)
 - h. FFA activities (see No. 3)
 - i. Proficiency standards for program completers (See No. 15)
3. The instructional program at Foothill High School will be conducted according to this plan and courses of study. Lesson plans and teaching outlines as well as the supervised occupational experience programs will also reflect the results of this plan.

Targeted Occupations

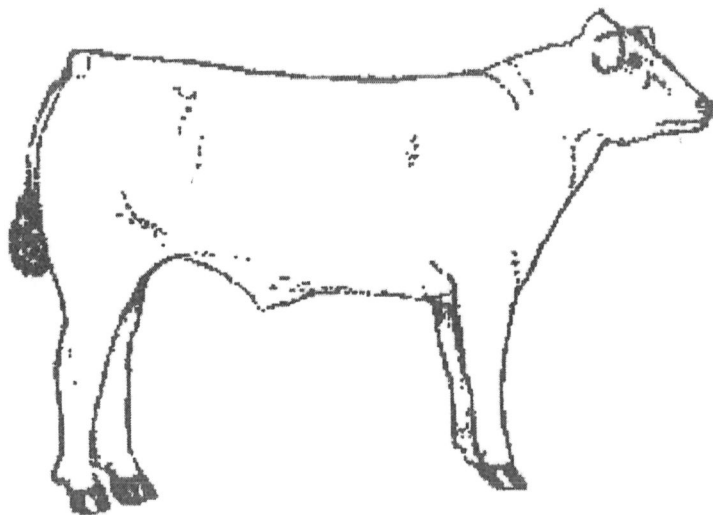
Targeted Occupations in Agriculture Production (Standard #5)

Animal Science

Animal Science in the San Joaquin Valley consists of beef, dairy, sheep, swine, poultry, goats and horses. Operations consist of breeding to feedlot and processing of animals and products. Some of the lambs are shipped north for feeding, but many are used to graze on alfalfa fields in the area. Cattle are often shipped to the foothills for winter grazing. Many of the locally produced animals are fed out here in the valley.

Job Titles

- | | |
|-------------------------|-----------------------------|
| 1.) Manager or Shepherd | 2.) Nutritionist |
| 3.) Veterinarian | 4.) Veterinarian Technician |
| 5.) Cowboy Farmhand | 6.) Equipment Technician |
| 7.) Truck Driver | 8.) Feed Mill Operator |
| 9.) 4-H County Advisor | 10.) Custom Meat Cutter |
| 11.) Auctioneer | 12.) Sales Yard Manager |
| 13.) Marketing Agent | 14.) Cattle Broker |
| 15.) Animal Transporter | 16.) Meat Inspector |
| 17.) Insurance Sales | 18.) Geneticist |
| 19.) U.C. Extensionist | |

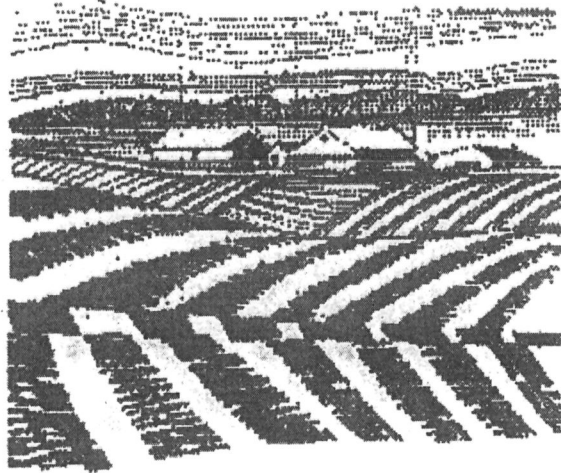


Plant Science

Plant Science consists of the production of crops such as: cotton, grapes, alfalfa hay and seed, tomatoes, lettuce, melons, wheat, oranges, plums, peaches, nectarines, and a variety of other crops. The San Joaquin Valley offers many jobs in the field of plant science.

Job Titles

- | | |
|--------------------------|------------------------------|
| 1.) Manager Supervisor | 2.) Owner Operator |
| 3.) Truck Driver | 4.) Custom Tractor Operator |
| 5.) Economist | 6.) Chemical Applicator |
| 7.) Entomologist | 8.) U.C. Research Specialist |
| 9.) USDA Inspector | 10.) U.C. Extensionist |
| 11.) Truck Dispatcher | 12.) Marketing Consultant |
| 13.) Vegetable Broker | 14.) Sales Representative |
| 15.) Chemical Advisor | 16.) Labor Contractor |
| 17.) Packing Shed Worker | 18.) Irrigation Scheduler |
| 19.) Weigh Master | 20.) Plant Supervisor |



BUSINESS

Introduction

The courses offered in the Business Department are planned to give students the basic knowledge and skills needed to handle the business transactions in daily life and to prepare them to enter the business world.

B. Possible Career Objectives for Students with Business Training

Accountant/CPA	Lawyer
Bank Teller	Payroll Clerk
Business Manager	Receptionist
Cashier	Record Keeper
Clerk	Teacher
Clerk/Typist	Secretary
Credit Collections	Stenographer
Executive	Travel Agent
File Clerk	Word Processor

Accounting 1 (6002)

Grades: 10 - 12

Prerequisite: 1 year of math with "C" grade

Length: 1 semester

Accounting 1 consists of the study of the principles of accounting from simple debits and credits through the complete accounting cycle. The content includes defining accounting terms, distinguishing between correct and incorrect accounting principles and practices and applying learned procedures in an accounting situation. Students who plan to take Advanced Accounting at the ROP site should take Accounting 1 and Accounting 2.

* * * * *

Accounting 2 (6102)

Grades: 10 - 12

Prerequisite: Accounting 1 with "C" grade

Length: 1 semester

Accounting 2 is a one semester course where students continue work with the complete accounting cycle. Students planning to take advanced accounting at the ROP site should complete this course.

* * * * *

AGRICULTURE

Introduction

Agriculture provides the student with opportunities to develop an understanding of California's largest industry. California is the foremost agricultural state in the United States and offers many employment opportunities. Student learning is developed through classroom and outdoor activities.

B. Possible Career Objectives for Students with Agriculture Training

Agricultural Appraiser
Agricultural Consultant
Agricultural Teacher
Animal Nutritionist
Fair Manager
Fish and Wildlife Management
Florist
Food Processing
Forest Ranger

Golf Course Superintendent
Landscape Architecture
Landscape Maintenance
Meat Buyer
Nursery Management
Pest Control Advisor
Produce Buyer
Soil Scientist
Veterinary Medicine

Agriculture Science 1 (5501)

Grades: 9 - 11

Prerequisite: None

Length: 2 semesters

This course is designed as an introduction to Agriculture encompassing career exploration of the diverse agriculture industry and satisfying the first year of a four year program in the agriculture industry. A student who satisfactorily completes this class and Agriculture Science 2 will satisfy the Biological Sciences graduation requirement for the State of California.

* * * * *

Agriculture Science 2 (3254)

Grades: 10 - 12

Prerequisite: Agriculture Science 1

Length: 2 semesters

This class is designed as the second year of a "core course" in agriculture. A student who satisfactorily completes this class and Agriculture Science 1 will satisfy the Biological Sciences graduation requirement for the State of California.

Total Program Goals and Objectives

Foothill High Agriculture Science Plan

Department Goals (Standard #5)

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

Department Objectives

- 1.) Each student will prepare a plan of career development with the program area of major agriculture interest.
 - 2.) Each student will engage in Supervised Occupational Experience program by the end of the first year in agriculture.
 - 3.) Each student shall participate in FFA activities and shall receive a grade for such.
 - 4.) All graduates will be surveyed within a year after their graduation.
 - 5.) Instruction offered by the Foothill Agriculture Department will reflect skills, knowledge and attitudes required for employment as determined from information gathered from graduate follow-up surveys.
 - 6.) Staff members will continue to update their skills and competencies by attending professional development activities sponsored by the CATA and industry.
 - 7.) All freshman students will receive a comprehensive course of study exposing them to the different aspects of agriculture education.
 - 8.) The agriculture staff will assess the facilities and equipment to insure students of an education that is technologically intensive.
-

AGRICULTURE AND SOCIETY

A.1 Agriculture and Society

Students will develop an awareness of the interrelationship of California agriculture and society on the local, state, national, and international levels, and will discuss the economic impact of leading commodities.

1. Students will be able to list the top(5) agricultural exports from California.
2. Students will be able to list the top (5) agricultural imports to California.
3. List the top five agriculture commodities in the United States.
4. List the top five agriculture commodities in California.
5. List the top five agriculture commodities in your county.
6. The student will identify possible uses for a tract of land, which would include one or more of these; a forest, range, wetland, mountain or sea shore.

A.2 Agriculture and the Environment

Students will understand the interrelationship of modern agriculture and the environment, focusing on water and other natural resources in California. They will explain how natural resource availability affects agriculture.

1. The student will list three environment impacts of production agriculture (water, soil, air).
2. The student will list three environmental challenges for production agriculture (urban sprawl, water quality, chemical uses).
3. The student will explain the importance of Agriculturist as stewards of our Natural Resources.
4. The student will define and understand the terms: ecology, environmental conservation, preservation and exploitation.
5. The student will list the major natural resource management agencies (BLM, CDF, Dept. of the Interior, Dept. of Agriculture)

A.3 Agricultural Business and Technology

Students will understand the importance of agricultural firms and technology to the production, processing, servicing and marketing of agricultural products. Students will outline the businesses and technologies needed to bring foodstuffs to consumers.

1. Students will be able to explain the flow of an agriculture product from produce to consumer.
2. The student will list three ways that technology has benefited agriculture.
3. Students will explain the function of production, processing, servicing, and marketing firms.

AGRICULTURAL BUSINESS MANAGEMENT

B.1 Record Keeping

Students will understand the importance of keeping accurate records of business transactions in agriculture. Students will maintain and complete the California Agriculture Record Book which pertains to their Supervised Occupational Experience (SOE) program and explain the consequences of inaccurate records.

1. Student will be able to develop a budget for a project, given the information needed.
 2. Student will be able to fill out an Ownership Business Agreement, given the information needed.
 3. Students will be able to properly make an entry for two enterprises and carry totals forward to the next month.
 4. The student will be able to prepare financial statement and net income summary.
 5. The student will be able to depreciate capital items using the straight line method.
 6. The student will list three (3) reasons for keeping accurate records.
-

B.2 Computer Literacy

Students will understand the importance of computer literacy as it pertains to record keeping and discuss the advantages and disadvantages of computers as a record keeping tool.

1. The student will describe three benefits of computers in today's agriculture.
2. The student will identify major components of the computer i.e.: input, output, and processor.
3. The student will describe three computer applications in agriculture.

B.3 Purchasing and Marketing

Students will understand the functions of purchasing and marketing in the agricultural business. Students will demonstrate strategies for obtaining credit, supplies and materials, and for securing buyers for their products.

1. Students will be able to explain direct and co-operative marketing.
2. Students will be able to identify ways to finance a project.
3. Students will be able to explain direct and co-operative purchasing of agricultural inputs.

C.1 Interpersonal Leadership Development

Students will recognize the traits of effective leaders and participate in leadership training activities associated with the FFA including public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.

1. The student will apply the steps of problem solving (ID the problem, propose solutions, gather information, test solution, and evaluate).
 2. The student will demonstrate the use of five (5) parliamentary procedure motions.
 3. The student will demonstrate the ability to cooperate and collaborate by participating on a committee.
 4. The student will make an oral presentation.
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5. The student will explain the benefits of FFA membership.
6. The student will explain how the democratic structure of the FFA develops leadership.

C.2 Projects

Students will understand the relationship between a supervised practical experience project (SPE) and their preparation for a career in agriculture. They will actively engage in and manage a SPE that will enable them to develop occupational skills.

1. Student will develop an Agriculture related SPE plan.
2. Students will demonstrate responsibility, commitment, and time management skills by conducting and maintaining a SPE.

C.3 Careers in Agriculture

Students will be aware of existing and future employment opportunities in the field of agriculture. They will explore a wide variety of occupations related to agriculture and analyze the qualifications required for employment.

1. Students will list the general agriculture career areas.
2. The student will complete an interest inventory.
3. The student will identify 6 potential agriculture or Ag-related careers in California.
4. The student will analyze the skills, abilities, and education required to gain entry into their agricultural occupation of choice.

C.4 Agriculture Core Employability

Students will develop an understanding of how to conduct a job search, interview for an agricultural job, and write a resume. They will develop an appreciation for factors involved in job candidate assessment including first impression, listening, and communication skills.

1. The student will keep an updated resume.
 2. The student will properly handle an interview (introduction, presentation, speech, posture and dress).
 3. The student will locate, read, and understand want-ads and
-

- posted job announcements.
4. The student will complete sample job applications.

AGRICULTURAL MECHANICS

D.1 Measurement and Sketching

Students will be able to read and use a ruler or tape measure and complete calculations for problems involving length, area and volume. They will use the basic skills needed to produce and interpret sketches.

1. Students will read and measure to 1/16".
2. Students will be able to convert between metric and U.S. measurements.
3. Students will sketch an object showing dimensions.
4. Students will calculate area and volume when given dimensions .

D.2 Small Engines and Power Equipment

Students will understand the basic operation of small engines and power equipment. They will perform basic maintenance and service procedures on a small engine.

1. Students will understand the maintenance of small engines (air cleaner, change oil, check fuel).
2. Students will be able to follow safe operation guidelines when using small engine equipment.
3. Student will know basic knowledge of engine operation (engine strokes, starting and stopping, 3 essential systems i.e.. carburization, ignition, compression)

D.3 TOOL IDENTIFICATION

Students will be able to identify 25 common tools used in Agriculture. They will demonstrate safe and appropriate use of the tools.

Tool List -

Hoe	Shovel	Garden Rake
Claw Hammer	Circular saw	Hand shears
Sockets	Philips screwdriver	Handsaw
Adjustable wrench	Standard screwdriver	Level
Wood chisel	Cold chisel	Hacksaw
Long nose pliers	Slip joint pliers	Ratchet handle
Groove joint pliers	Hand trowel	Post hole digger
Pipe wrench	Open end wrench	Twist drill
Power Drill		

ANIMAL SCIENCE

E.1 Domestic Animals and Society

Students will understand the importance of domestic animals, their welfare, and their role in modern society. Students will identify different uses of livestock and small animals and discuss their importance in the United States.

1. Students will be able to discuss current uses and early uses of animals- food, shelter, clothing, work and by products.
2. Students will compare and contrast 2 benefits to man of cattle, sheep, swine, horse, and poultry.
3. Students will be able to discuss 3 issues of animal welfare.

E.2 Major Body Systems

Students will understand the anatomy of the major body systems. Students will explain the basic physiology of the digestive and reproductive systems.

1. Students will be able to label the parts and functions of the digestive tract (monogastric and ruminant)
 2. Students will be able to label the parts and functions of the reproduction tract (male and female).
 3. Students will be able to list the types of digestive systems in domestic animals and identify an animal for each
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4. Compare and contrast external anatomical parts of 3 different species.
5. Students will identify 5 basic vertebrate body systems and give examples of major structures found in each (skeletal/muscular, digestive, circulatory, reproductive, respiratory)

E.3 Animal Genetics

Students will understand the basic theory of inheritance, the genetic basis for animal selection, the process of fertilization, and the process of meiotic division to form sperm and ova. They will diagram these processes and explain their importance.

1. Students will describe the difference between genotype and phenotype
2. Students will describe the difference between dominant and recessive
3. Students will describe the process of fertilization.
4. Students will be able to diagram and label the process of meiosis.

E.4 Animal Nutrition

Students will understand the factors influencing animal nutrition and feeding. They will identify common feed ingredients and explain the uses of different feeds for particular species.

1. Students will define: roughage's and concentrates and give examples.
2. Students will know basic rules for animal feeding (i.e. slowly increase feeds)
3. Students will match the feed type to the digestive system designed to best digest them
4. Students will know 6 classes of nutrients and their functions.

E.5 Animal Health

Students will identify general symptoms of animal health problems and understand the causes of disease in domestic animals. Students will recognize a sick animal, describe its symptoms, and participate in the treatment of animals when possible.

1. Students will be able to give animal medication by IM, SubQ, and oral methods.
2. Students will identify normal animal behavior.
3. Students will be able to identify general symptoms of illness in animals (i.e., droopy ears, running nose, lack of appetite, lazy)
4. Students will be able to list 5 factors leading to health problems (weather, stress, sanitation, nutrition, facilities).

PLANT SCIENCE

F.1 Soil Science and Principles

Students will understand the role of soil in plant production. Students will explain the major factors affecting the ability of soil to support plant growth.

1. Students will compare soil texture with regard to water retention, fertility, and workability (tillage).
2. Students will determine soil pH in relationship to plant growth.
3. Student will differentiate between the 3 major soil types- sand, silt, clay.
4. Student explains 4 major soil components- air, water, organic materials and minerals.
5. Student will know the 3 major soil horizons.

F.2 Plant Physiology and Functions

Students will understand the requirements for plant growth and development. They will identify and explain the function of major plant systems and structures.

1. Students will list six basic growth requirements and indicate the importance of each (air, water, nutrients, temperature, light, soil)
 2. Student will know the 4 basic plant parts roots, leaves, stems and flowers and their functions.
 3. Student will have basic understanding of photosynthesis and its importance to life.
 4. Student will understand plant respiration.
 5. Students will dissect and draw monocotyledons and dicotyledons and explain the differences.
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F.3 Fertilizers in Plant Production

Students will understand the role of fertilizers in plant production. Students will explain the difference between organic and inorganic fertilizers. They will explain the importance of nitrogen, phosphorous, and potassium to plant growth and development. They will explain common and safe methods of fertilizer application.

1. Students will calculate the content of N-P-K in a fertilizer container.
2. Students will list three advantages each of organic and inorganic fertilizers.
3. Students will understand general chemical safety.
4. Students will describe common methods of fertilizer application.
5. Students will list the 3 primary nutrients and their effect on plant growth.

F.4 Irrigation in Plant Production

Students will understand the role of water in plant production and the various methods of irrigation commonly used. Students will explain the major factors affecting selection of irrigation methods.

1. Students will list three ways to determine when to irrigate.
2. Students will describe irrigation methods - flood, sprinkler, furrow and drip.
3. Students will know the interrelationship of the 3 major factors (soil, water quality, water availability) affecting the selection of irrigation methods.

F.5 Crop Pest Management in Agriculture

Students will understand the importance of crop pest management in agriculture. They will explain the major principles of integrated pest management.

1. Students will understand life cycle of insects
 2. Students will understand the life cycles of weeds - annual, biennial, perennial
 3. Students will list the four major types of plant pest (insect, weeds,
-

- disease, vertebra)
4. Students will understand elements of integrated pest management (chemical, mechanical, cultural, and biological).

NATURAL RESOURCES

G.1 Renewable and Non-renewable Resources

Students will understand the problems confronting human, plant, and animal life as natural resources are depleted and production of renewable resources in California becomes limited. They will identify problems related to population growth for both non-renewable and renewable resources.

1. Students will understand and identify how population growth effects land use and resource management decisions.
2. Students will understand what effects does continued population growth have on limited water resources.
3. Students will identify the major uses of water in CA. (Amount used for industry, agricultural, and private consumption.)
4. Students will describe the major watersheds of California.
5. Students will define a natural resource and explain the difference between renewable and non-renewable natural resources.
6. Students will identify the 3 major timber regions in California (Redwood, Serria, Mountain)
7. Students will identify major uses of timber in California.
8. Students will know causes and controls of soil erosion.

G.2 Energy and Mineral Resources

Students will understand the importance of energy and mineral resources, including sources, conservation, and future needs. Students will analyze the advantages and disadvantages of various methods of producing energy.

1. Students will name and give advantages and disadvantages of 2 sources of energy (wind, nuclear, fossil, hydro, solar, bio-mass, geo-thermal).
 2. Students will describe future needs and uses of energy by agriculture, business, industry, and the population at large.
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Program Description
of Included Courses,
SOE & Leadership
Development

PROGRAM DESCRIPTION

FOOTHILL AGRICULTURE DEPARTMENT

COURSES OFFERED

AGRICULTURAL SCIENCE I (INTRODUCTION TO AGRICULTURE)
AGRICULTURAL SCIENCE II (LIFE SCIENCE CREDIT)
AGRICULTURAL SCIENCE III (AG BUSINESS)
AGRICULTURAL SKILLS (ROP)

SUPERVISED OCCUPATIONAL EXPERIENCE

LIVESTOCK	VOLUNTEERISM
WORK EXPERIENCE	AG MECHANICS
HORTICULTURE	SMALL ANIMALS
FIELD CROPS	FRUIT AND VEGETABLES

LEADERSHIP ACTIVITIES

B. I. G. CONTEST	COTTON JUDGING
PREPARED PUBLIC SPEAKING	REGIONAL MEETINGS
EXTEMPORANEOUS SPEAKING	STATE FFA CONFERENCE
CREED SPEAKING	SECTIONAL FFA MEETINGS
JOB INTERVIEW CONTEST	NATIONAL FFA CONVENTION
BANKING QUIZ	MADE FOR EXCELLANCE
AG MARKETING CONTEST	SECTIONAL AND REGIONAL
NOVICE FARM RECORDS	OFFICERS
OFFICERS RETREAT	REGIONAL LEADERSHIP
NOVICE AND ADVANCED	CONFERENCE
PARLIAMENTARY PROCEDURE	REGIONAL OFFICER
TOP TEN TRIP	SCREENING
FARM BUREAU AG DAY	PARENT MEMBER AWARDS
OPENING AND CLOSING CONTEST	BANQUET

FAIRS AND SHOWS

KERN COUNTY FAIR
GREAT WESTERN LIVESTOCK SHOW
COW PALACE LIVESTOCK SHOW

STANDARD NO. 2--SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

Minimum Compliance Criteria

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

Appendix E-1

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM (SOEP) A CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION POSITION PAPER REGARDING EXPERIENTIAL EDUCATION FOR SECONDARY SCHOOL STUDENTS OF VOCATIONAL EDUCATION IN AGRICULTURE

Since its very beginning in 1917 as a federally supported component of the public secondary school system, Vocational Agriculture has incorporated some form of experiential education as a teaching strategy.

In the earliest days when all students came from farms and ranches and were destined to return there upon completing their high school education, this experiential education usually took the form of a production enterprise in livestock, poultry, crops, etc., conducted on the home place.

There was a three-fold purposes for these "projects": (1) to provide the student with an opportunity to develop, through experience and under the supervision of his Vo-Ag teacher, skills and knowledge required to conduct financially rewarding agricultural production enterprises; (2) to provide a demonstration to the community of modern practices in agriculture; (3) to provide a means for the Vo-Ag student--Future Farmer--to begin his actual establishment in farming.

All Vo-Ag students were required to engage in one or more "projects" as a condition of enrollment in Vo-Ag classes.

There is abundant testimony that the early day Vo-Ag program served those purposes well.

In the early post-World War II years it became generally recognized that "Agriculture is More Than Farming" -- a slogan adopted by Agricultural Educators at all levels throughout the United States.

In attempting to establish a definition for this broadened concept of agriculture, several agricultural categories or classifications were proposed. One was offered by the United States Office of Education. It made sense to us in occupational clusters in addition to Production (Farming and Ranching). They are Agricultural Supplies and Services, Agricultural Mechanics, Agricultural Products and Processing, Ornamental Horticulture, Agricultural Resources, Forestry.

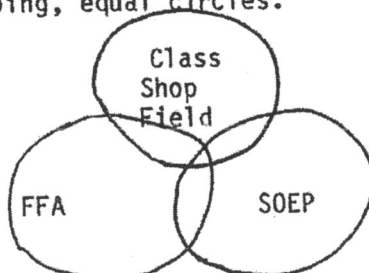
Under this broadened concept of agriculture, Agricultural Education's responsibility was similarly expanded. Whereas before, Vo-Ag's function was limited to preparing persons for work on the farm or ranch now it had the task of preparing persons for gainful employment in occupations found in all seven of the occupational clusters associated with the broadened perspective of agriculture.

It soon became obvious that the original three-fold purpose cited earlier for the "Vo-Ag Projects" was no longer relevant to the expanded, modernized Vo-Ag program.

In addition to the expanded occupational scope of the Vo-Ag program other changes were occurring that affected the validity of the "product requirement":

- the word Supervised indicates that the student's Vo-Ag teacher oversees this part of his agricultural education just as he does all other aspects.
- the term Occupational Experience is to describe the nature and purpose of the activity--to provide the student with experience in an (Agricultural) occupation.
- the word Program suggests that this activity has more than one part. In fact, a student's SOEP may consist of several, separately identified activities each of which frequently is called a "project."

The relationship of SOEP to the other major components of a total Vo-Ag program often is illustrated as one of three interlinking, overlapping, equal circles.



It is intended that this should describe the inseparability, equality and interdependence of each of these components.

Some observed changes in the characteristics of Vo-Ag's brand of experiential education as it has evolved from projects to SOEP are as follows:

- In earlier days all Vo-Ag students had one or more home projects whereas today fewer than one-half conduct any form of SOEP outside of class-time.
- In earlier days most home projects were directly related to students' intended life work whereas today only a few Vo-Ag

students conduct SOEP which is directly related to their career goals.

- In earlier days most home projects grew in scope and quality from one year to the next whereas today few SOEPs grow from one year to the next.
- In earlier years most Vo-Ag students conducted projects that would form the nucleus of a herd, flock, farm, etc., for their establishment in farming upon graduating from high school whereas today it is rare that an SOEP reaches a scope and quality which would make that possible or which would convince a financier to back the graduated Vo-Ag student in such an enterprise.
- In earlier days a major part (as much as 50%) of the Vo-Ag teacher's time was given to on-site supervision of students' home projects whereas today it is unusual for a Vo-Ag teacher to consign even an average of 8 hours per week to the supervision of students' occupational experience.

It is only natural that the Vo-Ag program change to accommodate the changes occurring in agriculture. Changes in the Vo-Ag program must include changes in its SOEP component.

The question, then, is "are the changes which have already occurred in SOEP the result of planned, pro-active action and are they appropriate and adequate to meet the needs of today's Vo-Ag program?" Or, "are they changes which are adversely affecting the effectiveness of the program in accomplishing its purposes?"

This issue became the topic for consideration by CATA's Secondary Division at its meeting during the 1982 Annual Summer Conference of the Association.

Vice-President Bill Kellogg of San Jacinto High School offered the members 26 questions pertaining to SOEP which he felt would stimulate their thinking on the topic. A "White House Conference" style session was conducted during which the several table groups discussed whichever of the 26 questions seemed especially significant to them. The input from these table groups has been combined and summarized in the balance of this paper which comprises CATA's Statement of Policy Regarding Supervised Occupational Experience Programs for students enrolled in Vocational Agriculture.

What is a Supervised Occupational Experience Program?

A student's Supervised Occupational Experience Program (SOEP) is one of his teacher's ways of extending instruction beyond the

walls of the classroom, shop or other school facility. Through this medium, the teacher is able to provide planned learning experiences for the student that would not otherwise exist.

The application of knowledge gained through directed learning in the school classroom, shop or field lab often can occur only in a "real" situation which doesnot, perhaps cannot, exist in the school. Action taken by the teacher to place students in "real" situations and supervise their experience in that situation is an essential part of their teaching assignment in Vo-Ag.

SOEP has the following characteristics:

1. It is an activity which is identified with a specific agricultural enterprise or occupation and involves the student in hands-on experiences which are directly associated with that enterprise or occupation.
 2. The student may be self-employed in the enterprise/ occupation or may be employed by another, either paid or unpaid.
 3. The student's involvement in this experience occurs outside of his school's usual class hours.
 4. Under some circumstances the student's SOEP may be located on school facilities.
 5. The student plans SOEP with the assistance of the Vo-Ag teacher and conducts it under the regular supervision of that instructor.
 6. The Vo-Ag teacher allocates a significant portion of his work hours to the supervision of students' SOEP.
 7. Students keep records pertaining to their SOEP as prescribed by the teacher and those records are periodically reviewed by the teacher.
 8. Students may be individually engaged in SOEP or cooperatively with other students.
 9. The student's plan for SOEP includes goals and provisions for growth in scope and complexity.
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What are the Purposes of
Supervised Occupational Experience Programs
as a Part of Contemporary
Vocational Education in Agriculture?

As seen by the Vo-Ag teacher, whose main function is to serve as a manager, coordinator, or consultant of learning for his students as they seek careers in agriculture, the specific purposes of SOEP are:

1. To provide opportunities for hands-on experience in skills and practices required for successful employment in agriculture.
2. To provide opportunities to gain documented experience in agriculture which can provide references for future employment.
3. To provide opportunities for students to identify, develop and demonstrate personal characteristics required for successful employment in agriculture. Some examples are, initiative, responsibility, dependability, self-reliance, etc.
4. To provide opportunities for students to observe and participate and select a place in the "world of work."
5. To capture, retain and focus student interest in agriculture.
6. To provide an opportunity for students to discover and deal with the financial realities of agricultural production and/or employment.

Although modern SOEP certainly can lead to establishment in farming, that no longer is a goal for it. In fact, the opportunities for young persons to become fully established as entrepreneurs in any agricultural enterprise are remote. Most Vo-Ag students should not be encouraged to think of SOEP as direct preparation for becoming established in an agricultural enterprise as an owner/operator or as an employee.

Rather, they should expect their individual SOEPs to benefit them in ways suggested by the specific purposes stated here earlier.

Especially for beginning Vo-Ag students, the selection of SOEP enterprises need not have a direct career goal relationship. Many of today's Vo-Ag students are seeking to establish their occupational goals. The SOEP can be an exploratory experience for them. Also, the personal characteristics developed through successful SOEP are relevant to most occupations (even out of

agriculture). Therefore, the SOEP experience will be beneficial in preparing one for work even if it is not directly related to the job or jobs a person eventually takes.

On the other hand, a student will gain maximum benefit from SOEP if it is the same as or directly related to the occupation and/or advanced training entered upon leaving high school

Is SOEP a Necessary Component of Contemporary Vo-Ag Programs?

Every Vocational Agriculture student except those enrolled in their first year of Vo-Ag should be required to conduct SOEP.

It would be helpful even to those first year students, but probably not necessary, for accomplishing the goals of that "Introduction" course.

Individually owned and operated enterprises or individual employment in an agricultural job probably are the "best" forms of SOEP in terms of benefits to the student. It is recognized, however, that it may not be possible for every student to arrange this kind of experience.

Group or cooperatively owned and operated enterprises may often be a suitable alternative to the individual approach.

Students cannot be required to commit personal funds to SOEP as a condition of enrolling in a Vocational Agriculture class. If involvement in SOEP is a condition for satisfactory participation in a Vo-Ag class (as is recommended), the school must provide a means for students to have that experience without personal cost to them. Some ways for accomplishing this are:

- arrange for the student's employment in an appropriate agricultural job.
- provide financing for individual or group enterprises, either by the school or from other, non-school, sources in the community.
- provide facilities on the school's farm laboratory for raising animals and growing crops.

Since SOEP is a "tailor made" experience for each student, designed to suit the individual's needs and circumstances, standardization of SOEP throughout the state is not feasible.

However, each teacher should have "clearly" defined criteria for evaluating student performance and growth in the SOEP. Students should be informed about these criteria.

Students may be aided in planning SOEP if they have some guidelines or examples of successful SOEP as models.

Since SOEP can be said to be the "homework" required of Vo-Ag students, students' performance in it should be graded and that grade should be incorporated in the evaluation of the students' overall performance in Vocational Agriculture.

Under some circumstances, students can earn additional school credit toward graduation for conducting satisfactory SOEP. That option should be considered by each school offering Vocational Agriculture Programs.

What is the Teacher's Role and Responsibility in Supervised Occupational Experience Program?

Perhaps the Vo-Ag teacher's major responsibility pertaining to SOEP is to assure that it is an essential, effective component of the school's overall Vo-Ag Program--that all Vo-Ag students are aware of its values, purposes, characteristics, opportunities, etc., and that they participate in it.

The most obvious requirement of the teacher is that time be allocated and utilized for out-of-class supervision of students at the site of their SOE activities. The "S" of SOEP is "Supervised". The intention is that the teacher have the same involvement with the student in this individualized instruction part of the Vo-Ag Program as he or she does in the classroom, shop or farm lab group instruction part.

The teacher should have scheduled, organized, purposeful visits to observe the student activity in SOEP and to assist in causing that to be a quality experience for the student.

In most cases one teacher cannot effectively supervise the occupational experience of more than 50 individual Vo-Ag students and that only if a period of the school day is set aside for that purpose. If several students are participating in group or cooperative projects or if they individually conduct their SOEP activities at a single site, such as a school farm lab, the teacher may be able to slightly increase the number of students supervised.

The frequency of supervision visits by the teacher will vary among the students according to the complexity of their SOEP. However, a minimum of four visits per year spaced throughout the duration of the activity should be the goal.

In the case of students who are employed in an agricultural job for SOEP purposes the teacher should look to the employer as a co-

supervisor. They should work together to make that occupational experience count for the student's career preparation.

Many students will conduct their SOEP activities at home. When such is the case, the teacher has an opportunity to incorporate a parental visit with the task of observing the student's SOEP activity. This opportunity should be utilized.

In fact, even for those students who do not maintain SOEP activities at home, the teacher should incorporate in the visitation schedule at least one parental-home visitation per year.

The purposes of this parental contact are:

- demonstrate to parents that the teacher is interested in the development of their child.
- form an alliance with parents for the career and personal guidance of their child.
- teacher become acquainted with home condition which may have a bearing on the student's performance.
- inform the parents of program purposes, expectations and activities and of their child's performance, etc.

In addition to the scheduled visits, the Vo-Ag teacher must also be "on-call" for students who have an immediate need for assistance with their SOEP. Animals get sick, equipment breaks, employers become crotchety at unexpected and sometimes inconvenient times. The students frequently panics in these crises and desperately needs the assistance of the advisor.

Because SOEP is an activity unique to Vocational Agriculture as a program requirement, students will not usually understand it well enough to assume the initiative in establishing themselves in it. Nor will they always know how or where to get started. This situation places other demands on the Vo-Ag teacher. First the teacher has a responsibility for the development of SOEP opportunities. The teacher should locate agricultural work stations (jobs) in the community which are available to Vo-Ag students. The operators of farms, ranches which are available in the community should be encouraged to provide work opportunity (not necessarily paid) for Vo-Ag students referred to them by the Vo-Ag teacher.

In addition to arranging for job stations, the Vo-Ag teacher should establish a reservoir of ideas and opportunities for individual and group conducted agricultural projects for students to draw when they are unable to identify prospective activities by themselves.

Teachers should actively assist in helping students to locate, purchase and transport project materials, equipment and livestock. Teachers should expect to spend time in "searching" for these items.

The teacher is responsible for assuring that every Vo-Ag student incorporates record keeping as an important segment of their SOEP. The teacher must be certain that the students know how to keep appropriate records related to that experience and that they do it.

When students are permitted to maintain SOEP activities in school facilities, the teacher is responsible for maintaining a safe environment in that facility and for assuring that students conduct themselves safely and that their performance of SOEP tasks is a positive learning experience.

Teachers should not hesitate to spend "classroom time" on student sharing and discussion of SOEP experiences. After all, those experiences are partially intended to be a field extension of classroom instruction.

The teacher should incorporate an orientation unit on SOEP in beginning level Vo-Ag courses as a means of informing all beginning students of the SOEP requirement, how it works and what a student gains from it. The relationship of SOEP to FFA can be described at this time too.

The teacher should maintain SOEP records which describe the following:

- dates of visitation and major observations at time of visit.
- individual student SOEP plans.
- school-wide summarization of student SOEP by kind, scope.
- individual student SOEP records of kind, scope, growth and performance.

Probably Vo-Ag teachers cannot realistically expect to be financially compensated for all the time they devote to the supervision of students' occupational experience. This is not to say that school districts should not provide school time and other resources to this instructional activity by the teacher. Quite to the contrary! Nevertheless, the profession of Vocational Agriculture Teacher, as do many other professions, will require the contribution of time for "the cause." Most teachers realize this and accept it as part of a job to which they are devoted. There is no reluctance to make this contribution as long as there is evidence that the school district also is tangibly supporting the work by supplying time and/or financial compensation, transportation and

other personal expenses which may accrue to the teacher in fulfilling this part of the job.

It should be noted that the teacher responsibilities and other SOEP requirements noted in this paper are not to apply only to the Vo-Ag teacher in a traditional, district/federal sponsored Vo-Ag Program. They apply equally to teachers of ROP/C Vo-Ag courses offered to high school students.

In fact, it should be stated that the SOEP requirement itself applies equally to ROP/C Vo-Ag courses.

What Resources Must be Provided
by the School District for Conducting
Supervised Occupational Experience Programs?

The district's major responsibility for the SOEP segment of the Vo-Ag program is to provide the services of the teacher for supervising students in their occupational experience. The teacher should be allocated adequate compensated time for on-site visitation. Normally, during the school year, one school period a day should be assigned to this task for each 50 students being supervised.

If students' SOEP continues into the summer months, at least one full-time equivalent Vo-Ag teacher should be maintained on the district payroll on a full-time basis. If there are more than 40 students engaged in SOEP during the summer months, there should be an additional full-time equivalent teacher employed for each additional 40 students.

Students' SOEP activities are usually located throughout the community. The Vo-Ag teacher is required to travel about to provide on-site supervision. The district should provide the transportation, either by providing a district-owned vehicle and fuel or by compensating the teacher for using his or her own vehicle.

Since a part of the teacher's role in SOEP is to assist students obtain livestock, feed, fertilizer, seed, equipment, etc., that is to be used in their enterprises, the teacher will often need to have ready access to a pickup.

Probably, the usual arrangement will be to provide a pickup truck for the sole use of each Vo-Ag teacher in a school--to be used for SOEP supervision and other purposes related to the Vo-Ag Program.

The district should provide certain specialized equipment and facilities required for successfully operated SOEP that might not be

available to the students from other sources in the community and which may not be feasible for them to purchase themselves. Some examples are: portable scales, greenhouse, land, livestock pens, etc.

Often the district can augment its funds available for providing these resources through non-traditional funding sources such as boosters clubs, local service clubs, private donations, etc.

What Are Some Practices Which Enhance the Quality of Supervised Occupational Experience Programs?

Vocational Agriculture has 65 years of experience utilizing SOEP as an instructional strategy. During that time many "proven practices" have emerged. Some of those practices not already mentioned in this paper are listed here and recommended for utilization by schools wishing to assure quality in their students' SOEP.

1. Prepare and distribute to students an SOEP Handbook which describes the school's requirements for it, lists the kinds of projects which can be included in an SOEP, explains how SOEP is evaluated, gives examples of good quality SOEP showing progress from year to year.
 2. The term "Supervised Occupational Experience Program" intimidates some students. The teacher may wish to use something simpler such as the old standby term "project" even though that term has limited meaning in the strictest sense.
 3. Every student should have a written plan for SOEP. That plan should be reviewed annually by the student, advisor and, if possible, and parents.
 4. Utilize National FFA proficiency and achievement award systems.
 5. Incorporate SOEP accomplishment in FFA Chapter Point Award System.
 6. Emphasize honor of FFA State and American Farmer Degrees -- recognize ("glorify") chapter members who earn these degrees.
 7. Encourage participation in "Project Competition" programs -- local and sectional.
 8. Solicit local organization to provide livestock "chains" as with former Sears Breeding projects.
-

9. Develop local sources for project financing, i.e., banks and credit institutions, boosters club loan fund, etc.
 10. Provide school facilities for first year students' SOEP.
 11. Encourage cooperative projects for "timid" students or for those with limited resources.
 12. Maintain regular written and oral communications with students' parents.
 13. Provide project tour for parents and other interested adults.
 14. Adjust home visitation hours to coincide with times when parents are at home.
 15. Involve parents in school farm work days and improvement projects.
 16. Maintain a visible record of teacher supervision visits as a means of keeping SOEP in the minds of students and visitors to the Ag Department.
 17. Plan visitation schedule to assure equitable supervision of all students SOEP.
 18. Take beginning students on tour of successful projects.
 19. Utilize summer months to contact all first-year students and their parents to discuss SOEP plans.
 20. Take steps to assure the success of students' first project.
 21. Use third and fourth year students as advisors to beginning students.
 22. Utilize the assistance and experience of other teachers whose students have successful SOEP.
 23. Provide the school board with special presentations.
 24. Invite board members and administrators to serve as local judges for Project Competition.
-

STANDARD NO. 3--~~FUTURE FARMERS OF AMERICA~~

Minimum Compliance Criteria

1. Every student in the Foothill Ag Dept. will be a member of the FFA.
 2. The students FFA participation will be used to determine part of the student's classroom grade.
 3. The Ag program will sponsor various FFA activities that will afford all students an opportunity to participate in areas that will allow them to grow. They will include but not be limited to:

a. Leadership	e. Production contests
b. Project support	f. Student awards
c. Cooperation	g. Community support
d. Fund raising	h. Recreation
 4. All students dues will be paid by the chapter.
 5. Instruction in the history, purpose, goals and function of the FFA will be provided in the classroom.
 6. Students will develop and maintain an annual program of work and it will be available to each student.
 7. Students will develop a career plan for FFA activities and they will update these activities on an annual basis. These records will be kept on the student data sheet.
 8. A point award system will be used to aid in the grading procedure and the award system.
 9. The following awards and recognitions will be encourage: Proficiency awards, Project Competition, Degree Awards, Chapter, Sectional, Regional and State Offices, Top Ten Awards, and Competition recognition.
-

FFA LEADERSHIP AND EDUCATIONAL ACTIVITIES

- 1 Kern Section FFA Leadership Camp at Frazier Park
 - 2 California State Fair and Livestock Exposition
 - 3 Kern Section FFA Welcome Back Bar-be-que
 - 4 Kern County Fair
 - 5 Hanford Leadership Conference
 - 6 Kern Section Opening and Closing Contest
 - 7 Kern Ag Center Cotton Contest
 - 8 Kern Section Skating Party
 - 9 Kern Section Public Speaking Contest
 - 10 Kern Section Banking Contest
 - 11 State Farmer Applications
 - 12 Regional Proficiency Applications
 - 13 Tulare Farm Equipment Show
 - 14 Kern Section Co-op Quiz and Best Informed Contests
 - 15 San Juaquin Regional FFA Meeting
 - 16 South FFA Donkey Basketball Game
 - 17 Kern Section Bowling Tournament
 - 18 School Farm Play Day
 - 19 Kern Section Project Competition
 - 20 Bakersfield College Spring Livestock Show
 - 21 Great Western Livestock Show
 - 22 Junior Grand National Livestock Show
 - 23 Kern Section FFA Officer Elections
 - 24 State FFA Convention
 - 25 Kern Section Volleyball Tournament
 - 26 Farm Bureau Farm Day at Kern County Fair
-

FFA ACTIVITIES SCHEDULE

JULY-

Summer meeting

AUGUST-

State Fair

SEPTEMBER-

Sectional meeting

FFA meeting

Kern Fair

OCTOBER-

Kern Fair

FFA meeting

Sectional meeting

Regional meeting

NOVEMBER-

FFA meeting

Sectional meeting

National convention

Officers training

DECEMBER-

FFA meeting

Sectional meeting

JANUARY-

FFA meeting

Sectional meeting

FEBRUARY-

FFA meeting

FFA week

Chapter challenge

Bowling

Public speaking

MARCH-

Parli-pro

Co-op quiz

Project comp

Great Western

Spring Fair

FFA meeting

APRIL-

FFA meeting

Project comp banquet

Pomona

Fresno

Sectional Officers election

MAY-

State convention

Volleyball

Chapter meeting

Chapter banquet

JUNE-

CATA conference

DATE 12/3/88

ACTIVITY INFORMATION SHEET

FHS High School Agriculture Department plans to attend the following event and activities during the spring semester of the 1988-89 year. In most cases these events are local and do not require "out of area" or "request to be absent" forms to be filed with the administration and the district office. This information is for school site notification and planning.

EVENT	DATE	TIME	LOCATION	APPROX. NO. OF STUDENTS	COMMENTS
1. Tulare Farm Show	2/15	8-2	Tulare	All Ag.	T, F, P
2. CATA Regional Mtg	2/25	8-2	Visalia	4	P
3. FFA Bowling	2/14	5pm	Bak.	10	
4. Coop. Quiz	2/28	5pm	Macf.	5	P
5. Parli-Pro Contest	3/7	5pm	Delano	10	P
6. Cow Palace Fair	3/16-22		San Fran.	7	T, F, P, BA
7. Project Competition	3/28		Bak	5	P
8. State Farmer Awards	4/6		Kingsburg	4	P
9. Fresno Field Day	4/14, 15		Fresno	8	P, BA
10. Kern Valley FFA Mtg.	4/18	5pm	K.V.	8	P
11. State Conference	5/6-9		San Luis Obispo	10	T, F, P, BA
12. FFA Volleyball	5/16		Bakersfield	15	P

P=Permission slip, T=Transportation Request, F=Field trip Request
BA=Board Approval

APPROVED:

School Administrator

B R Mendez
Agriculture Instructor

Date

12/3/88
Date

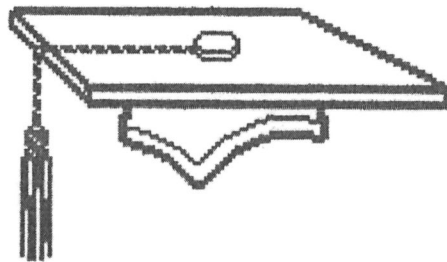
Program Completion Standards

Completed Student Program Plan

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

- 1.) All the student's record books
- 2.) Student Data Sheet
- 3.) Permanent Vo-Ag Student Record
- 4.) Returned Follow Up Survey
- 5.) SOE Program (including filed Supervision Forms)
- 6.) List of Awards and Scholarships Earned
- 7.) Copies of recommendations
- 8.) Applications (Officer, Chapter Delegates,...)
- 9.) Other Information as seen fit by the Ag staff

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



STANDARD NO. 1--CAREER PLAN

Minimum Compliance Criteria

1. Each student fills out and review annually with the Ag. teacher a career plan on a form called a student sheet that is stored in the Ag. Office.
2. Student, under the Advisor's supervision will update these files annually. These files will contain records of projects, record books of previous years, records of competition, and any other pertinent information for the students history.
3. These career plans will include a career choice and plans to attain that career.

STUDENT CAREER PLAN (DATA SHEET) AGRICULTURAL EDUCATION

A. Name (print) last _____ first _____ MI _____

Male _____ Female _____

B. Date _____ Age _____

C. Year in Agriculture Program:

(circle one) 1 2 3 4

D. Year in School:

(circle one) 9 10 11 12

E. Program of Instruction being pursued:
(select only one)

_____ Ag. Production (1.01)

_____ Ag. Supplies & Services (1.02)

_____ Ag. Mechanics (1.03)

_____ Ag. Products & Processing (1.04)

_____ Ornamental Horticulture (1.05)

_____ Ag. Resources &
Rural Recreation (1.06)

_____ Forestry (1.07)

_____ Intro. to Agriculture (1.08)

F. I am taking this course because:
(select only one)

_____ I plan a career in agriculture

_____ Not a career, just an interest
in agriculture

_____ Not interested, placed in class

G. Ethnic origin
(circle the appropriate number)

1 White

2 Hispanic

3 Black (except Hispanic)

4 Filipino

5 Asian or Pacific Islander

6 American Indian/
Alaskan Native

H. Locator Data:

Street Address _____

City _____ Zip _____

Phone Number () _____

Parent/Guardian Name
(print full name for each)

Mr. _____

Miss _____

Mrs. _____

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

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

1. Go to work full-time _____

No further education _____

Some college later _____

2. Go to college _____

Community college _____

Four year college _____

Full-time _____

Part-time _____

Agriculture major _____

Non-agriculture major _____

3. Go into military service _____

STUDENT PRC

K. Planned course of study to meet your occupational goal.

By school year, list all classes previously taken, currently being taken, or planned to be taken in the future.

FRESHMAN YEAR
(19 - 19)

SOPHOMORE YEAR
(19 - 19)

JUNIOR YEAR
(19 - 19)

SENIOR YEAR
(19 - 19)[illegible]

L. Supervised Occupational Experience Plan (Project program should be related to your career goal.)

[illegible]

N. Planned Departmental Activities (FFA)

1. Print words "not enrolled" for each year you were not enrolled in a vo-ag class or "no activity" if enrolled but did not participate.
2. For each year, select a minimum of; 1 skill development, 1 recognition, and 1 participation activity.

[illegible]

Parents/Guardians Signature:

Description of Facilities and Major Equipment

STANDARD NO. 11--FACILITIES, EQUIPMENT AND SUPPLIES

Minimum Compliance Criteria

1. The classroom and laboratory space is 84 square feet for each student, and 211 square feet for each shop student. In addition the district has made available to the department an 80 acre school farm that is fully equipped for modern farming practices in San Joaquin agriculture. This farm laboratory also has beef, sheep, swine, and small garden plot project facilities that are available to the Foothill department.
2. The instructor at Foothill has two locations for office space and storage, one being at the school site and the other at the school farm facility. Both meet the minimum requirement for space.
3. Storage space for the department is well above the required levels and are also at both the school and the farm facilities.
4. All students have lockers, restrooms available, and adequate clean-up facilities at both the school site and the farm.
5. There are adequate and appropriate tools for the instruction of the core curriculum and the ROP ag mechanics program. There is also a readily available stock of agricultural equipment, such as tractors, backhoe, forklift, implements, welders, hand tools, and other equipment that the schools cooperatively use to instruct students.
6. The department is adequately supplied with the appropriate text and references necessary to conduct a core program. There are also other aids available and belonging to the department that can be used for instruction including, a television, a VCR, a slide projector, two computers, type writer, and other classroom equipment.

EQUIPMENT INVENTORY--FOOTHILL HIGH SCHOOL AG DEPARTMENT

1984 Ford 1ton truck
2-IBM pc computers
2-dot matrix printers
1 set of FFA pariphinalia
1 box of hand tools
1 RCA VCR
1 RCA television
2 sets of livestock clippers
7 Breeding Ewes
2 breeding sows
1 swine farrowing crate
1 set livestock scales
misc computer software
3 show boxes stocked with supplies
1 vet kit with supplies
assorted shop power tools
two beef blocking chutes
two lamb carding tables
4 shop benches
2 arc welders
one metal forge
1 soil testing kit
3 sets of fair handtools
1 truck tool box
1 drill press
1 desk calculator
text books
referance books

School and/or Department Policies pertaining to:

- Student Eligibility to participate in out-of-class activities.
 - Leadership Development Integration into Program.
 - SOE Integration into Program and other policies.
-

YOU AND THE AG SCIENCE DEPARTMENT

POLICIES

1. Introduction

The time you spend in high school is very short period when compared to the rest of your work. During this short period you should make every minute of the time count for something worthwhile.

I hope you have entered the agriculture department determined to learn and that you will complete a course that will help you become not only an agriculturist, but a community leader as well.

2. Agriculture Science

General Procedure:

A. Never sit and do nothing. If you finish an assignment early or for some other reason have extra time, you should do one of the following:

1. Review and study lecture notes.
2. Work on your record book.
3. Read a magazine article.
4. Work on current FFA project.

B. Class participation is encouraged, desired, and expected, but do not talk when someone else is or without raising your hand and being recognized.

C. This is your agriculture department. Take good care of it!

3. GRADING

The grading scale will be based on the following percentages:

1. 90% or above A 4 points
2. 80% or above B 3 points
3. 70% or above C 2 points
4. 60% or above D 1 points
5. Below 60% F 0 points

Classroom assignments 65%

- a. A test will be given at the completion of each major unit of study.
-

POLICIES CONT'

- c. All classes will have a final exam at the end of the year based on unit tests.
- d. Assignments will be given a point value and graded accordingly.
- f. Assignments should be neat and include the students name, class, period and date on the top of the page.
- g. Points will be deducted for each day an assignment is late.

4. Notebook

How to keep a good notebook

- 1. Use a three ring binder. Manilla and " PeeChee " folders are not acceptable. They allow too many papers to float around and possibly get lost. Big notebooks can be bad too- you get notes from other classes mixed up.
- 2. Bring your notebooks to class every day.
- 3. Date and title each day of notes.
- 4. Keep all handouts with notes that correspond to them.
- 5. You should have some type of organization

5. SOEP--25%

A.

6. LEADERSHIP ACTIVITIES--10%

7. ITEMS TO REMEMBER

- | | |
|----------------------|--------------------|
| A. Language | h. English grammar |
| b. UFO,s | i. Restrooms |
| c. Fire Drills | j. Bonnets |
| d. Study Habits | k. School rule |
| e. Hall passes | l. Being Courteous |
| f. Tardies | m. Extra Credit |
| g. Driving to events | n. Your Rights |

STANDARD NO. 14--PROGRAM MANAGEMENT

Minimum Compliance Criteria

1. The instructor at Foothill High School Ag Department is designated as the department head and is allowed time to participate in the activities necessary to operate and manage the department.
2. The teacher at Foothill will meet regularly with the other ag instructors that use the district farm to plan, utilize and maintain the facilities and the programs taught there.
3. The following management tasks will be performed by the instructor:
 - a. Preparation of R-2 forms
 - b. Implementation of the Graduate follow-up program
 - c. Planning for the FFA activities and the Program of Work
 - d. The development and maintenance of a Comprehensive Ag Department Plan
 - e. Preparation of all district request forms, and activity summaries necessary
 - f. Prepare and update budgets and inventories for all accounts
 - g. Plan and implement public information programs
 - h. Implement an effective 8th grade visitation plan
 - i. Serve as secretary for the Ag Advisory Committee
 - j. Keep records of project visits and submit reports to the to that effect.
 - k. Participate in district and professional inservice programs
 - l. Prepare grant and funding proposals
 - m. Develop a calendar of events to be published.
 - n. Prepare P.O. and other financing records
 - o. Keep a journal of travel and supervision time
 - p. Organize and implement plans for school farm use
 - q. Aid student in applying for contests, awards and degrees as needed
 - r. Arrange for transportation to events and field trips
 - s. Attend and provide input for the Kern Agricultural Foundation meetings
 - t. Aid students in the application process to college and scholarships.
 - u. Help plan and supervise section activities.



**KERN HIGH SCHOOL DISTRICT
SCHOOL FARM**

KERN AGRICULTURE CENTER
501 South Mt. Vernon Ave.
Bakersfield, California 93307
(805) 831-3327

BOARD OF TRUSTEES

Brent P. Casper
Earle J. Gibbons
Kenneth E. Secor
David B. Stanton
Fred L. Starrh

DON MURFIN
Superintendent

STAFF MEETING-MINUTES

4/11/89

Present: Ric Lemucci, Ralph Mendes, Jim Slater, Bruce
Cambell, Chris ~~Dixon~~, Roger Riley, Cecil Briscoe.
Dickson

1. Dr. Briscoe discussed the 1989-90 plan to conduct and staff the Agriculture programs in metropolitan Bakersfield. In 1988-89 the superintendents office was significantly supporting the programs in the form of time and sections provided over the principal's formulas. The proposals for the 1989-90 year are as follows:

South High-one full time staff, 1hr.ROP, 4hrs.SHS
North High-One full time staff, 1hr.district, 4hrs.NHS
Foothill High-One full time staff, 1hr.ROP, 1hr.District,
3hrs. FHS
Bakersfield High-one full time staff, 1hr. ROP,
4hrs. BHS
Highland High-one full time staff, 1hr.ROP, 4hrs. HSH
East High-1 hr. District part time agriculture staff
West High-1hr.District, 1hr.WHS, Part time staff.

All schools will offer, at thier sites, the core curriculum Agriculture Science I and II. ROP Agriculture classes for juniors and seniors will be offered at North and Highland. The remainder of the ROP classes will be taught at the AG. Center and may consist of Animal Health Care (3hrs), and Agricultural Occupational Skills (2hrs) in the areas of Ag. Equipment and Construction, Ornamental Horticulture/ Small Engines, and others as necessary. Expected enrollment at the center is 70-80 Students.

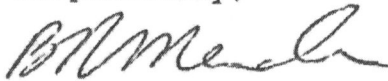
2. A possibility of a summer program for students with agriculture projects was discussed.

3. Heifer Sale at the fairgrounds was announced.

4. Plans for the Farm Bureau's Ag. Day at the fairgrounds was discussed. Responsibilities were divided to provide for three display booths and 5 students from each school to attend and help. The theme of the three booths were: Agricultural Leadership through FFA, FFA Activities, and, Scholarships and Colleges available to Ag Students through the FFA.

The meeting was adjourned at 4:45pm

Respectfully,



R. Mendes, Instructor, Bakersfield

Calendar of Events Kern Section FFA and CATA

*CATA (California Agriculture Teachers Association)

August

- * 14 Regional Executive Meeting- Caruthers
- * 24 CATA Chateau Basque 5:00 Fair planning

September

- 5 FFA Officers and Sectional Meeting- Tehachapi HS 5:00
- 9-10 Regional FFA Leadership Training, FFA Officers
Hanford HS 12:00
- 16 Workday at the Kern County Fairgrounds - FFA members 7:00
- 20- Oct 1 ****Kern County Fair****

October

- *11 CATA Meeting, fair review, North HS 4:00
- *17 CATA Spouse's Night, Dickson Ranch 5:00
- 21 FFA Cotton Judging Workshop, Ag Center 9:00
- 28 FFA Cotton Judging Contest, West Hills College

November

- *4 CATA Regional Meeting, Fresno
- 7 FFA Opening Closing Ceremonies Contest, Highland 5:00
- 18 FFA Cotton Judging State Finals
- 28 FFA Best Informed Greenhand Contest, EC 5:00

December

- 5 FFA Skating Party 6:00
- 14 Creed Speaking, Public and Extemporaneous Speaking
Contest, Ag Center

January

- *16 CATA State Farmer Degree Recordbook Scoring, McFarland
4:30
- 20 FFA Small Engines, Tree and Vine Pruning Contest, Reedly
- 27-28 FFA "Made for Excellence Conference"
- 27 Ag Mechanics Contest, Ag Center 9:00

February

- 3 FFA Ag Mechanics Contest, Kern Valley HS 9:00
- 3 FFA State Tree and Vine Pruning Contest, Fresno
- 4 Last day to get animal for Great Western Livestock Show
- 6 FFA Bowling Tournament
- 18-24 National FFA Week
- 21 Sales Contest, Kings River College 2:00
- 24 FFA Regional Meeting Bakersfield HS
- 27 FFA Ag Cooperatives Contest, Shafter HS 5:00

March

- 1 National FFA Scholarships Due
- 2 Ag Futures Essay Due
- 3 UC Davis Field Day (All Contests)
- 10 Kings River College Field Day
- 17 Chico Field Day
- 19-23 Project Competition week for FFA
- 20 FFA Parlimentary Procedure Contest
- 24 Tulare Kings Field Day
- 31 Pomona Field Day

April

- 4-9 Great Western Livestock Show
- 17 FFA Sectional Meeting (Elections) Kern Valley HS 5:00
- 21 Fresno State Field Day 8:00
- 25 Ag Futures Conference, Kearney Ag Center (selected FFA)
- 26 State Farmer Awards Program 6:30
- 28 West Hills College Field Day
- 30 Project Competition Dinner (chapter winners)

May

- 5 State FFA Judging Finals
 - 5-8 State FFA Leadership Conference, Cal Poly San Luis Obispo
 - 15 FFA Volleyball Tournament, BHS start 3:30
-

DATE 12/3/88

ACTIVITY INFORMATION SHEET

Foothill High School Agriculture Department plans to attend the following event and activities during the spring semester of the 1988-89 year. In most cases these events are local and do not require "out of area" or "request to be absent" forms to be filed with the administration and the district office. This information is for school site notification and planning.

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7. Project Competition	3/28		Bak	5	P
8. State Farmer Awards	4/6		Kingsburg	4	P
9. Fresno Field Day	4/14, 15		Fresno	8	P, BA
10. Kern Valley FFA Mtg.	4/18	5pm	K.V.	8	P
11. State Conference	5/6-9		San Luis Obispo	10	T, F, P, BA
12. FFA Volleyball	5/16		Bakersfield	15	P

P=Permission slip, T=Transportation Request, F=Field trip Request
BA=Board Approval

APPROVED:

School Administrator

B.R. Mendez
Agriculture Instructor

Date

12/3/88
Date

Proficiency Standards for Program Completers

STANDARD NO. 15--MEETING PROFICIENCY STANDARDS

Minimum Compliance Criteria

1. There will be a specific set of program proficiency standards that at least 75% of the program completers will attain.
2. A program completer will be a student that completes Ag. Science I and II and takes one other upper division Ag class at the school or the ROP center.

PROGRAM COMPLETION STANDARDS - AGRICULTURE

In order for the student to complete the program in agriculture at Foothill High School, they must complete 362 hours at Foothill plus 1050 hours at ROP in 4 courses at Foothill and 4 courses at ROP.

Their SOEP must relate to their career goal and be at least 4 months in duration during each of their 2nd, 3rd, 4th Years in agriculture.

Each student enrolled in a vocational agriculture class at Foothill or ROP from Foothill will be a member of the FFA and be active at the local level.

PROGRAM SEQUENCE - AG

Grade 9 - fall	Crop Science
spring	Livestock Science

Grade 10- fall	Ag. Mechanics
spring	Horticulture

Grade 11- fall	ROP Ag
spring	ROP Ag

Grade 12- fall	ROP Ag
spring	ROP Ag

PROFICIENCY STANDARDS - ANIMAL SCIENCE

- ____ 1. Identify the basic areas of animal science.
- ____ 2. Identify the major breeds of beef cattle.
- ____ 3. Identify the reproductive system of a bull.
- ____ 4. Identify the reproductive system of a cow.
- ____ 5. Explain the reproductive cycles of farm animals.
- ____ 6. Identify the parts of the digestive system.
- ____ 7. Identify 25 parts of a beef steer.
- ____ 8. Select desirable from undesirable animals.
- ____ 9. Identify the major breeds of dairy cattle.
- ____ 10. Identify 25 parts of a dairy cow.
- ____ 11. Perform the Babcock test.
- ____ 12. Identify 25 products made from milk.
- ____ 13. Identify parts of the mammary system.
- ____ 14. Identify the major breeds of sheep.
- ____ 15. Identify parts of the circulatory system.
- ____ 16. Identify parts of the respiratory system.
- ____ 17. Identify retail and wholesale cuts of meat.
- ____ 18. Slaughter a lamb.
- ____ 19. Cut up a lamb or hog carcass.
- ____ 20. Dock, castrate, and vaccinate lambs.
- ____ 21. Identify common breeds of swine.
- ____ 22. Explain how muscles work.
- ____ 23. Identify common breeds of poultry.
- ____ 24. Identify egg sizes and grades.
- ____ 25. Identify egg production problems.
- ____ 26. Identify common breeds of horses.
- ____ 27. Identify common colors of horses.
- ____ 28. Identify common markings of horses.
- ____ 29. Identify gaits of horses.
- ____ 30. Identify horse equipment and tack.

PROFICIENCY STANDARDS - CROP SCIENCE

- ____ 1. Identify common crops in Kern County.
- ____ 2. Identify common insects.
- ____ 3. Perform simple soil tests.
- ____ 4. Identify common problems in ag.
- ____ 5. Identify simple plant parts.
- ____ 6. Give 2 functions for plant parts.
- ____ 7. Explain how hay is made.
- ____ 8. Identify different forage crops.
- ____ 9. Identify different forage products.
- ____ 10. Identify different fruit products.
- ____ 11. Identify effects of pollution on agriculture.
- ____ 12. Identify products made from agriculture crops.
- ____ 13. Identify forest practices.
- ____ 14. Identify forest types.
- ____ 15. Identify forest products.
- ____ 16. Separate softwoods from hardwoods.
- ____ 17. Identify ecological factors relating to ag.
- ____ 18. Identify sources of irrigation.
- ____ 19. Identify systems of irrigation.
- ____ 20. Identify irrigation equipment.
- ____ 21. Identify fruit types.
- ____ 22. Identify soil types.
- ____ 23. Identify careers in crop science.
- ____ 24. Knowledge about the FFA.
- ____ 25. Identify a SOEP in crop science.

PROFICIENCY STANDARDS - AG MECHANICS

- _____ 1. Demonstrate safe practices in all shop areas.
- _____ 2. Identify 50 common tools in the shop.
- _____ 3. Identify jobs in ag. mech.
- _____ 4. Identify educational needs in ag. mech.
- _____ 5. Repair 2 common shop tools.
- _____ 6. Construct a bolt using hand tools.
- _____ 7. Make a cold chisel or punch.
- _____ 8. Temper tool steel.
- _____ 9. Heat and bend metal to a specific shape.
- _____ 10. Perform simple flat welds with an arc welder.
- _____ 11. Set up a gas welding outfit.
- _____ 12. Operate a gas welding torch.
- _____ 13. Cut metal using a gas torch.
- _____ 14. Identify soft wood from hard wood.
- _____ 15. Cut lumber at prescribed angles.
- _____ 16. Nail lumber properly.
- _____ 17. Properly use wood working tools.
- _____ 18. Properly join plumbing pipes.
- _____ 19. Properly prepare and paint materials.
- _____ 20. Properly secure ends of rope.
- _____ 21. Tie 5 common farm knots.
- _____ 22. Perform simple electrical wiring.
- _____ 23. Operate common power tools properly.
- _____ 24. Identify common power sources.
- _____ 25. Develop and construct an ag. mech. project.

PROFICIENCY STANDARDS - HORTICULTURE

1. Describe the modern horticulture industry
2. Identify the major occupational areas in horticulture.
3. List the uses of horticulture plants and products.
4. Identify the climatic zone for their community
5. Identify the level of jobs common to horticulture
6. Describe the concept of a career ladder.
7. Be familiar with the nontechnical jobs in hort.
8. Be familiar with job opportunities in hort.
9. Identify the basic plant parts of hort. plants.
10. Describe the function of plant parts.
11. Describe the basic plant growth processes.
12. Identify how environment effects plant growth.
13. Identify 25 common landscape plants.
14. Identify 40 common vegetable plants.
15. Identify 15 common fruit plants
16. Fertilize trees and shrubs.
17. Perform simple soil analysis.
18. Identify soil materials
19. Identify fertilizer materials.
20. Correctly water horticulture plants.
21. Identify temperature requirements for plants.
22. Properly prune a plant for a specific reason.
23. Properly plant seeds .
24. Properly propagate plants using 4 asexual methods.
25. Properly transplant a tree or shrub.
26. Properly support tree after planting.
27. Identify common pest of horticulture plants.
28. Select methods to control horticulture pest.
29. Interpret pesticide labels.
30. Identify common pesticides
31. Apply pesticides safely.
32. Store pesticides safely.
33. Identify greenhouse structures.
34. Identify 25 common horticulture tools.
35. Establish a ~~land~~ from seed or sod.
36. Identify the characteristics of a good floral arrangement.
37. Plan a SOEP in horticulture.
38. Demonstrate leadership skills.
39. Identify opportunities in FFA.
40. Fill out a job application form.

Teacher Data Sheet for each Teacher

TEACHER PROFILE

NAME: B. RALPH MENDES

PROGRAM:

AGRICULTURE DEPARTMENT

CREDENTIAL HELD:

SINGLE SUBJECT AND SPECIALIST--AGRICULTURE

PROFESSIONAL PREPARATION:

A.S.--AGRUCULTURE, SANTA ROSA JUNIOR COLLEGE
B.S.--MECHANIZED AGRICULTURE, CAL POLY, SLO
M.S.--AG SCIENCE, CAL POLY, SLO

WORK EXPERIENCE OUTSIDE EDUCATION

CATTLE RANCH, CUSTOM HAY OPERATIONS, AND FORD TRACTOR
CO. TECHNITION

INSERVICE EDUCATION IN THE LAST 3 YEARS

STATE AND REGIONAL CATA CONFERENCES
SCHOOL SIGHT WORKSHOPS
STATE TECH PREP WORKSHOPS

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

CALIFORNIA AGRICULTURE TEACHERS ASSOCIATION
KIWANAS OF BAKERSFIELD

ADDITIONAL EXPERIENCES:

SECTIONAL OFFICER CHAIRS
STATE ADULT AND YOUTH ACTIVITIES CHAIRS
GOLD LEVEL ADVISOR 1991-94

STANDARD NO. 6--QUALIFIED TEACHER

Minimum Compliance Criteria

- a. The teacher at Foothill High School has a Single Subject-Agriculture, a Designated Subject-Ag Mechanics, and an Agricultural Specialist Credential
- b. The instructor has completed 3000 hours of occupational experience in agriculture
- c. The instructor completed his training in ag education at Cal Poly, San Luis Obispo.

STANNDARD NO.8--**FULL YEAR EMPLOYMENT**

Minium Compliance Criteria

- 1.Foothill High School has a teacher with a 10 month contract and plus 36 days (two months) to supervised projects during the summer.
- 2.The teacher at Foothill has a time other than his one period of preparation to use as a project supervision period to supervise the FFA and the SOE programs.

3. Teacher's Schedule

Period	Time	Class
0	7:30-9:15	ROP-AG
<u>1</u>		
2	9:15-10:25	Project Period
3	10:25-11:05	Prep Period
4	11:05-12:00	Ag Sci I
L	12:00-12:45	Lunch
5	12:45-1:40	Ag Sci II
6	1:40-2:43	Ag Sci I

5/6

5/7

STANDARD NO. 10--~~PROFESSIONAL DEVELOPMENT~~

Minimum Compliance Criteria

- 1.The Agriculture teacher at Foothill High School will be involved in professional activities at the sectional, regional and state levels.

CATA ACTIVITIES-1990

- 1.Sectional Cata President-7 meetings, 3 committees
 - 2.Regional Cata-2meetings, ran for office twice in one year
 - 3.State Cata Adult and Youth Activities Chairman, Governing Board, state convention, and inservices.
-

Foothill High School Agriculture Department Advisory Committee Agenda

November 18th 2019

6:00 PM

Foothill High School

Chair: Monty Freeman

1. Action List

- Industry Tour Suggestions

2. Department Chair's Status Report

- | | |
|-------------|---------------|
| • Budget – | • ASB – |
| • AIG – | • CTEIG – |
| • Perkins – | • Shop Update |
| • CPA – | |

3. Mr. Hawkesworth

- SAE project grant
- Curriculum Update

4. Miss. Amaral

- CASE Curriculum implementation

5. Next Meeting

April 4th 2019 @ 7pm-WoolGrowers Restaurant

Foothill High School Agriculture Department Advisory Committee Agenda

April 4th 2019

7:00 PM

Wool Growers Restaurant

Chair: Monty Freeman

1. Action List

- Industry Tour Suggestions
- Possible add of Floriculture Advisory member

2. Department Chair's Status Report

- | | |
|---------------------------|---------------------|
| • Budget – | • ASB – |
| • AIG – 4K left | • CTEIG – 0 Balance |
| • Perkins – 0 Balance | • Shop Update |
| • CPA – 15K left (Hotels) | • Student Teacher |

3. Miss. Amaral

- Floral Class
- CASE Curriculum implementation

4. Mr. Hawkesworth

- | | |
|---------------------|---------------------|
| • SAE project grant | • Curriculum Update |
|---------------------|---------------------|

5. Next Meeting

October 17th 2019 @ 6pm-Foothill High School



Foothill FFA Chapter
Foothill High School
501 Park Dr
Bakersfield, CA 93306
(661)-366-4491 ext. 71
(661)-363-6223 -fax



Foothill FFA Advisory Committee Meeting
Minutes

The regular tri-annual meeting of the Foothill FFA Advisory Committee was held on November 18th, 2018, at 6:00 P.M., at Foothill High School. In attendance were, Monty Freeman, Michael Poncetta, Jessie Garcia, Greg Actis, Nicole Amaral, Vernon Clark, and Sierra Hawkesworth.

The board discussed suggestion for industry tours for the agriculture classes and ideas for new mech curriculum.

Vernon Clark updated the committee on financial status of the department and introduced the new teacher Sierra Hawkesworth

Sierra gave a brief history of her agriculture experiences and shared ideas that she would be implementing into her curriculum..

Nicole Amaral then discussed her going to the CASE training this summer. She explained the benefits of the new curriculum being taught to freshman.

The agenda exhausted, the meeting was adjourned at 7:45 P.M.

Respectfully Submitted,

Vernon Clark



Foothill FFA Chapter
Foothill High School
501 Park Dr
Bakersfield, CA 93306
(661)-366-4491 ext. 71
(661)-363-6223 -fax



Foothill FFA Advisory Committee Meeting
Minutes

The regular tri-annual meeting of the Foothill FFA Advisory Committee was held on April 4th, 2019, at 7:00 P.M., at Woolgrowers restaurant . In attendance were, Monty Freeman, Michael Poncetta, Jessie Garcia, Greg Actis, Nicole Amaral, Vernon Clark, and Cassidy Steenbock.

The board discussed suggestion for industry tours for the agriculture classes and upcoming State FFA Convention

Vernon Clark updated the committee on financial status of the department and introduced the student teacher Cassidy Steenbock

Nicole Amaral then discussed the possible addition of a member from the floral industry to the board. She also updated the committee on FFA field days and leadership teams.

The agenda exhausted, the meeting was adjourned at 8:45 P.M.

Respectfully Submitted,

Vernon Clark

Foothill High School Advisory Committee
Constitution
July 3, 2014

Article 1

Foothill High School Agriculture Education Program Advisory Committee

Section A: The name of this committee shall be the Foothill High School Agriculture Education Program Advisory Committee.

Section B: The purposes for which this committee is formed are as follows:

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teachers in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.
5. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
6. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
7. Study and make recommendations on problems presented to it by the school board on which further information is needed.
8. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.
9. Identify current standards for new equipment.
10. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Article II

Committee Members

Section A: Nomination of the Committee Members

1. Nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
2. The advisory committee should be truly representative of the district.
 - a. Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
 - b. Should exhibit substantial interest in the agriculture program.
 - c. Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.

- d. Should not have frequent dealings with the department in order to minimize conflict of interest problems.
 - e. Should include representatives of the areas of agriculture which is taught at Foothill High School.
 - f. Should recognize the time required and express a willingness to serve on the committee.
3. Advisory members may nominate an individual who will be approved by the Foothill High School Principal.

Section B: Committee members are notified of their selection by the school principal.

- 1. Notification will be done in writing, by the principal or superintendent on behalf of the school board.
- 2. The letter will address the following:
 - a. The agriculture instructor is supportive.
 - b. The committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
 - c. A request that the candidate respond with acceptance or rejection of the offer.
 - d. Urge speed of acceptance to gain an orderly efficient start.

Section C: The maximum number of committee members will be thirteen. The Minimum number of Committee members will be seven.

- 1. The number of committee members should be representative of the district.

Article III

Responsibility of Committee Members

Section A: The committee serves an advisory role to the instructor, school administration, district, and community.

Section B: The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.

Section C: It has no administrative or policy forming power.

Section D: It will make suggestions on policy and procedure, but the source of its influence is in the voluntary acceptance of this advice by the proper governing authority.

Article IV

Operation of Advisory Committee

Section A: Meetings will take place bi-monthly during the school year.

Section B: A minimum of two meetings will take place per school year.

Section C: A Chairperson, Vice Chairperson, and Secretary will be elected by the advisory committee to serve for one year per term.

Section D: Each member will be asked to serve for a 3-year term on the Advisory Committee. Individual preferences in length of service will also be considered.

Section E: Nominees will be submitted to the Board of Trustees or Principal for approval.

Section F: Minutes of each meeting will be provided to each committee member, the CTE director, Principal, and Regional Supervisor

Section G: If a committee member misses meetings repeatedly without reason, the position will be declared vacant by the chairperson, and the school board will be notified.

**Foothill FFA ADVISORY COMMITTEE
BY-LAWS**

Article I Career Technical Education Advisory Committee

Section 1. Purposes

- (a) Advise the Career Technical Education (CTE) Teachers, CTE Coordinator, Site Principal, District Superintendent, and School Board on matters pertaining to the CTE program.
- (b) Advise on the development and content of curriculum.
- (c) Advise on the development and implementation of a program strategy which will result in a source of trained and qualified individuals.

Section 2. Membership

- (a) The School Board shall select and establish the Advisory Committee.
- (b) The CTE Coordinator shall convene the committee.
- (c) The members of the committee may be selected from a list submitted by the CTE teachers who may seek nominations from appropriate agencies and organizations.
- (d) The committee shall be composed of the following:
 - 1) A representative from a university conducting teacher training in a CTE area.
 - 2) A representative from a community college conducting CTE.
 - 3) A parent of a student enrolled in a CTE program.
 - 4) Eight other individuals representing diverse industries in the community or region.
- (e) Committee members shall serve a three year term. They may serve a second three year term if elected.
- (f) Following the initial establishment of the committee, the twelve members will draw numbers. The first four will serve a one year term, the second four a two year term and the final four a three year term. This will result in no more than one third of the committee being new in any given year.
- (g) The CTE Coordinator shall serve as the Committee Secretary.
- (h) Committee membership mid-term vacancies by resignation or other cause shall be filled in a timely manner for the unexpired term through appointment by the School Board.
- (i) Three consecutive unexcused absences shall be grounds for dismissal from the committee. Notification after two absences shall be sent to the member.

- (j) The committee membership year shall be September 1 through August 31.

Article II Officers

Section 1. Chairperson

At the first regular meeting in each fiscal year, the members of the committee shall elect a chairperson from the membership who shall serve one year or until a successor is elected. The chairperson shall preside over the meetings and determine the agenda with appropriate consultation with the CTE Coordinator. The chairperson will perform such other functions as are necessary and proper for the conduct of the committee's business.

Section 2. Vice Chairperson

At the first regular meeting in each fiscal year, the members of the committee shall elect a vice chairperson who shall serve one year or until a successor is elected. The vice chairperson shall perform the duties of the chairperson in his/her absence.

Section 3. Secretary

The CTE Coordinator shall serve as the secretary of the committee. In that capacity he/she will prepare and process agendas, process communications to the committee, keep the minutes of the proceedings of the committee and other appropriate records, make arrangements for the meetings, and provide committee members minutes, guidance and other appropriate information so that the committee may function effectively.

Article III Meetings

Section 1. Open Meetings

All regular and special meetings of the committee and its sub-committees shall be open to the public as required by law.

Section 2. Regular Meeting Dates

The committee shall establish policies related to regular meeting dates, frequency, times and locations.

Section 3. Special Meetings

Special meetings may be called by the chairperson and shall be called upon the request of at least one-third of the committee members. At least 36 hours notice of such meetings shall be provided to all members.

Section 4. Quorum

A majority of the current committee membership shall constitute a quorum. Action of the committee shall be decided by a majority vote of the members present.

Section 5. Meeting Policies

The committee may, as needed, establish policies governing other aspects of meetings such as notices, order of business, etc.

Section 6. Parliamentary Procedures

Committee meetings will be conducted according to these by-laws, adopted committee policies, and Roberts Rules of Order.

Section 7. Reimbursement of Member Costs

Committee members shall serve without compensation including travel and per diem.

Article IV Sub-committees

Section 1.

The committee may establish, as needed, standing and ad hoc sub-committees to perform designated tasks.

Section 2. Sub-Committee Appointments

The committee chairperson may make appointments of committee members to any sub-committee formed.

Section 3. Sub-Committee Chairperson

Sub-committee chairpersons may be designated by the committee chairperson.

Section 4.

The committee chairperson and vice chairperson shall be ex-officio members of all sub-committees.

Article V Policies

Section 1.

The committee may develop and adopt policies as needed to supplement these by-laws in governing the affairs and procedures of the committee.

Section 2.

Adopted committee policies shall be printed and distributed to all committee members and other interested persons.

Section 3.

The committee shall operate in accordance with established policies of the District.

Article VI Amendments to By-Laws

Section 1.

Amendments to these by-laws may be made at any regular meeting of the committee providing all the following conditions are met:

- (a) The proposed amendment has been submitted in writing to all committee members at least 30 days prior to the voting date.
- (b) A majority of the entire voting membership of the committee votes in favor of the proposed amendment.

Agricultural Education

Advisory Committee

Manual

Agricultural Education
High School Leadership Division
California Department of Education

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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in agriculture programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agriculture programs that include internships, work-study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education coordinators, school administrators, boards of trustees, teachers of agriculture, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. Determine and Verify the Need

- 1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
- 1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
- 1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
- 1.4 It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. Nomination of Committee Members

- 2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
- 2.2 Each should have an equal voice in the selections.
- 2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
- 2.4 The advisory committee should be truly representative of the district.
Members:
 - 2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
 - 2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture
 - 2.4.3 Should exhibit substantial interest in the agriculture program.
 - 2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.

- 2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
- 2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
- 2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
- 2.4.8 Should include representatives of the service areas of agriculture.
- 2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?

- 3.1 No fixed number will satisfy all situations.
- 3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 3.3 Should not be so large that it is unwieldy or difficult to call together.
- 3.4 Seven to eleven persons are suggested with nine being a workable medium.
- 3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. How are Committee Members Notified of their selection?

- 4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
- 4.2 The letter should:
 - 4.2.1 Indicate that the Ag teacher is supportive.
 - 4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
 - 4.2.3 Include a request that the member indicate whether he or she will accept.
 - 4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility

- 5.1 Of greatest importance is that the committee is *only* advisory in character.
- 5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
- 5.3 It has no administrative or policy forming power.
- 5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.

Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education Tech Prep program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. Number of meetings

- 1.1 Must meet regularly and often enough to carry out their assignment.
- 1.2 Monthly or bi-monthly meetings are usually the most desirable.
- 1.3 Minimum number is two per year.
- 1.4 Practical number is between three and eight per year.
- 1.5 Necessity should always determine the exact number.
- 1.6 Often the most valuable advice comes from busy individuals.
- 1.7 Better to have fewer well planned, well attended meetings.

2. Selection of Officers

- 2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
- 2.2 Chairperson should be a lay person elected by the committee.
- 2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. Length of Service by Committee Members

- 3.1 Three-year terms are recommended.
- 3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
- 3.3 Individual preferences in length of service need to be considered.
- 3.4 Limitation should be placed on reappointments.
- 3.5 Nominees should be submitted to board of trustees for approval.

4. Length and Place of Meetings

- 4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
- 4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
- 4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
- 4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
- 4.5 The meeting place should provide a conference table in a quiet environment.
- 4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. Filling Committee Vacancies

- 5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
- 5.2 The committee may be asked for suggestions.
- 5.3 A committee *should not* be permitted to choose its own replacements.
 - 5.3.1 This would be self perpetuating.
 - 5.3.2 May become unrepresentative and unduly independent of the school administration.
- 5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. Distribution of Minutes: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Opening Session Instructions for Agricultural Education Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students & school staff expects to benefit from your work.
7. We need help to:
 - 7.1 Review existing programs, courses of study, facilities, equipment.
 - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
 - 7.3 Evaluate existing programs and proposed new programs.
 - 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
 - 7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.
 - 7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
 - 7.7 Help in placement and in evaluating performance of our Agricultural Education students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

**WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND
BE OF SERVICE TO YOUR SCHOOL.**

Appendix A
(SAMPLE)
Advisory Committee Meeting Agenda

TO: List committee members here

FROM: Chairperson

DATE: Date agenda is published

RE: Next Advisory Committee Meeting

DATE: Date of next meeting

TIME: Time of next meeting

PLACE: Place where meeting is being held

AGENDA

1. Review and approve minutes of the previous meeting.
2. Call for additional agenda items to be added to this meeting's agenda.
3. Committee and progress reports.
4. Consideration of recommendations for a new class or activity.
5. Review of revised course of study.
6. Report and review of F.F.A. and/or other youth organization activities.
7. Set date, time, and place for next meeting.
8. Adjournment.

Appendix B

(SAMPLE)
Set of Minutes

Advisory Committee Meeting January 21, 2004

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2004, in room 122 at Your High School.

The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2004. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2004.

Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next Fall.

F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Mr. Q, Recorder

Proficiency Standards for Program Completers

STANDARD NO. 15--MEETING PROFICIENCY STANDARDS

Minimum Compliance Criteria

1. There will be a specific set of program proficiency standards that at least 75% of the program completers will attain.
2. A program completer will be a student that completes Ag. Science I and II and takes one other upper division Ag class at the school or the ROP center.

PROGRAM COMPLETION STANDARDS - AGRICULTURE

In order for the student to complete the program in agriculture at Foothill High School, they must complete 362 hours at Foothill plus 1050 hours at ROP in 4 courses at Foothill and 4 courses at ROP.

Their SOEP must relate to their career goal and be at least 4 months in duration during each of their 2nd, 3rd, 4th years in agriculture.

Each student enrolled in a vocational agriculture class at Foothill or ROP from Foothill will be a member of the FFA and be active at the local level.

PROGRAM SEQUENCE - AG

Grade 9 - fall	Crop Science
spring	Livestock Science

Grade 10- fall	Ag. Mechanics
spring	Horticulture

Grade 11- fall	ROP Ag
spring	ROP Ag

Grade 12- fall	ROP Ag
spring	ROP Ag

PROFICIENCY STANDARDS - ANIMAL SCIENCE

- _____ 1. Identify the basic areas of animal science.
- _____ 2. Identify the major breeds of beef cattle.
- _____ 3. Identify the reproductive system of a bull.
- _____ 4. Identify the reproductive system of a cow.
- _____ 5. Explain the reproductive cycles of farm animals.
- _____ 6. Identify the parts of the digestive system.
- _____ 7. Identify 25 parts of a beef steer.
- _____ 8. Select desirable from undesirable animals.
- _____ 9. Identify the major breeds of dairy cattle.
- _____ 10. Identify 25 parts of a dairy cow.
- _____ 11. Perform the Babcock test.
- _____ 12. Identify 25 products made from milk.
- _____ 13. Identify parts of the mammary system.
- _____ 14. Identify the major breeds of sheep.
- _____ 15. Identify parts of the circulatory system.
- _____ 16. Identify parts of the respiratory system.
- _____ 17. Identify retail and wholesale cuts of meat.
- _____ 18. Slaughter a lamb.
- _____ 19. Cut up a lamb or hog carcass.
- _____ 20. Dock, castrate, and vaccinate lambs.
- _____ 21. Identify common breeds of swine.
- _____ 22. Explain how muscles work.
- _____ 23. Identify common breeds of poultry.
- _____ 24. Identify egg sizes and grades.
- _____ 25. Identify egg production problems.
- _____ 26. Identify common breeds of horses.
- _____ 27. Identify common colors of horses.
- _____ 28. Identify common markings of horses.
- _____ 29. Identify gaits of horses.
- _____ 30. Identify horse equipment and tack.

PROFICIENCY STANDARDS - CROP SCIENCE

- _____ 1. Identify common crops in Kern County.
- _____ 2. Identify common insects.
- _____ 3. Perform simple soil tests.
- _____ 4. Identify common problems in ag.
- _____ 5. Identify simple plant parts.
- _____ 6. Give 2 functions for plant parts.
- _____ 7. Explain how hay is made.
- _____ 8. Identify different forage crops.
- _____ 9. Identify different forage products.
- _____ 10. Identify different fruit products.
- _____ 11. Identify effects of pollution on agriculture.
- _____ 12. Identify products made from agriculture crops.
- _____ 13. Identify forest practices.
- _____ 14. Identify forest types.
- _____ 15. Identify forest products.
- _____ 16. Separate softwoods from hardwoods.
- _____ 17. Identify ecological factors relating to ag.
- _____ 18. Identify sources of irrigation.
- _____ 19. Identify systems of irrigation.
- _____ 20. Identify irrigation equipment.
- _____ 21. Identify fruit types.
- _____ 22. Identify soil types.
- _____ 23. Identify careers in crop science.
- _____ 24. Knowledge about the FFA.
- _____ 25. Identify a SOEP in crop science.

PROFICIENCY STANDARDS - AG MECHANICS

- _____ 1. Demonstrate safe practices in all shop areas.
- _____ 2. Identify 50 common tools in the shop.
- _____ 3. Identify jobs in ag. mech.
- _____ 4. Identify educational needs in ag. mech.
- _____ 5. Repair 2 common shop tools.
- _____ 6. Construct a bolt using hand tools.
- _____ 7. Make a cold chisel or punch.
- _____ 8. Temper tool steel.
- _____ 9. Heat and bend metal to a specific shape.
- _____ 10. Perform simple flat welds with an arc welder.
- _____ 11. Set up a gas welding outfit.
- _____ 12. Operate a gas welding torch.
- _____ 13. Cut metal using a gas torch.
- _____ 14. Identify soft wood from hard wood.
- _____ 15. Cut lumber at prescribed angles.
- _____ 16. Nail lumber properly.
- _____ 17. Properly use wood working tools.
- _____ 18. Properly join plumbing pipes.
- _____ 19. Properly prepare and paint materials.
- _____ 20. Properly secure ends of rope.
- _____ 21. Tie 5 common farm knots.
- _____ 22. Perform simple electrical wiring.
- _____ 23. Operate common power tools properly.
- _____ 24. Identify common power sources.
- _____ 25. Develop and construct an ag. mech. project.

PROFICIENCY STANDARDS - HORTICULTURE

1. Describe the modern horticulture industry
2. Identify the major occupational areas in horticulture.
3. List the uses of horticulture plants and products.
4. Identify the climatic zone for their community
5. Identify the level of jobs common to horticulture
6. Describe the concept of a career ladder.
7. Be familiar with the nontechnical jobs in hort.
8. Be familiar with job opportunities in hort.
9. Identify the basic plant parts of hort. plants.
10. Describe the function of plant parts.
11. Describe the basic plant growth processes.
12. Identify how environment effects plant growth.
13. Identify 25 common landscape plants.
14. Identify 40 common vegetable plants.
15. Identify 15 common fruit plants
16. Fertilize trees and shrubs.
17. Perform simple soil analysis.
18. Identify soil materials
19. Identify fertilizer materials.
20. Correctly water horticulture plants.
21. Identify temperature requirements for plants.
22. Properly prune a plant for a specific reason.
23. Properly plant seeds .
24. Properly propagate plants using 4 asexual methods.
25. Properly transplant a tree or shrub.
26. Properly support tree after planting.
27. Identify common pest of horticulture plants.
28. Select methods to control horticulture pest.
29. Interpret pesticide labels.
30. Identify common pesticides
31. Apply pesticides safely.
32. Store pesticides safely.
33. Identify greenhouse structures.
34. Identify 25 common horticulture tools.
35. Establish a ~~seed~~ ^{plant} from seed or sod.
36. Identify the characteristics of a good floral arrangement.
37. Plan a SOEP in horticulture.
38. Demonstrate leadership skills.
39. Identify opportunities in FFA.
40. Fill out a job application form.

California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

DONALD CLARK

is hereby awarded the

Single Subject Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 05/14/2018 to 06/01/2023

Linda Darling-Hammond

*Linda Darling-Hammond
Chair, Commission on Teacher
Credentialing*

Mary Vixie Sandy

*Mary Vixie Sandy
Executive Director, Commission
on Teacher Credentialing*



California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

DONALD CLARK

is hereby awarded the

Specialist Instruction Credential (Agriculture)

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 01/04/2016 to 02/01/2021

Linda Darling-Hammond

*Linda Darling-Hammond
Chair, Commission on Teacher
Credentialing*

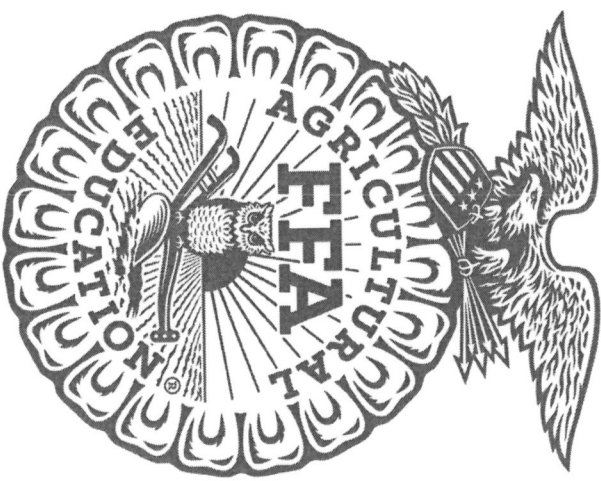
Mary Vixie Sandoz

*Mary Vixie Sandoz
Executive Director, Commission
on Teacher Credentialing*



Foothill FFA

2018-2019
Calendar



August 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6 Region FFA Off Conf Call-9am	7	8	9 Boot Camp 1	10 →	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25 SV COLC/CATA-Wasco
26	27	28 EFM COLC/CATA- Minarets	29 WFM COLC/CATA- Madera South	30	31	

September 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 <i>Labor Day</i>	4	5 GLC-Bakersfield	6	7	8 KI COLC/CATA-Kern Valley
9	10	11	12	13	14	15
16	17	18	19 Kern County Fair	20	21	22 → SQ/TK COLC-TBD
23 Kern County Fair	24	25 Nat Conv Delegate Mtg-Galt	26	27	28	29 →
30 Kern County Fair						

October 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8 <i>Columbus Day</i>	9	10 TK FFA Mtg-TBD	11	12 Bakersfield College Farm Bureau Career Show	13
14	15	16	17	18	19	20
21	22 Nat Convention	23	24	25	26	27 →
28 DC Trip	29	30 →	31 <i>Halloween</i>			

November 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7 New Professionals- Fresno	8 KI FFA Mtg-TBD →	9	10
11 <i>Veteran's Day</i>	12 Reg FFA Off Mtg- Kingsburg	13 SV O/C-Independence	14 KI O/C-BHS	15	16 Region Road Show- Tenaya Lodge	17 Region CATIA Mtg- Tenaya Lodge
18	19	20	21	22 <i>Thanksgiving</i>	23	24
25	26	27	28	29 Discovery Leadership Conference-Visalia	30	

December 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4 SV FFA Mtg-TBD	5	6 KI/SV Banking-Pavilion	7	8 Reg FFA Officer Mtg-Selma
9	10	11	12	13	14 SV CATIA Mtg KI CATIA Inservice	15
16	17	18	19	20	21	22
23	24	25 <i>Christmas Day</i>	26	27	28	29
30	31					

January 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 <i>New Year's Day</i>	2	3	4	5
6	7	8	9 Ki Manuscripts Due-North	10 Student Teacher Conclave-MJC	11 →	12
13	14	15	16	17	18 SJR Off Apps Due	19 KI Speaking-North
20	21 <i>Milk Day</i> Reg FFA Off Mtg-Tulare	22	23	24	25	26 SV Speaking-Wasco Minarets Invitational
27	28	29 KI/SV State Degree	30	31		

February 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2 MJC Parli Pro
3	4 Mentoring Conf-TBD	5	6	7	8	9 Reg Off Screening
10	11 Reg Prof Scoring	12 Ag Expo	13	14	15	16
17	18 <i>President's Day</i>	19	20	21	22	23 Reg CATA/FFA Mtg- Mission Oaks
MFE/ALA -Visalia	→					
24	25	26	27 KI BIG/NRB/COOP- Arvin	28 State Prof Scoring- Bakersfield		

March 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 UCD Parli Pro	2 UCD Field Day West Hills Field Day Western Dairy Classic
3	4 State Off Cand Exam- Tulare	5 SLE	6 Highland Veg Contest	7	8 →	9 Chico Field Day COS Farm Power
10	11 State Nom Com Mtg - Galt	12 K/SV Parli Pro- Foothill	13	14	15 SJR Speaking Finals- COS Tulare	16 Merced College FD
17	18	19	20	21	22 SJR Parli Pro Finals- COS Tulare	23 MJC Field Day Pomona Field Day
24	25	26	27 SV Banquet-Kern Fair	28 KI Banquet-Kern Fair	29	30 Reedley College Field Day
31						

April 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6 State Off Cand Trian Clovis Vet Sci
7 State Off Cand Train	8	9	10	11	12	13 Fresno State Field Day
14	15	16	17	18	19	20 Fowler Nursery/BIG
21 <i>Easter</i>	22	23	24 Speaking Finals- Anaheim	25 Parll Pro Finals- Anaheim	26 State Leadership Conf.	27 →
28 State Leadership Conf.	29	30				

May 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 KI Off Lists Due-Arvin	2	3	4 Cal Poly State Finals
5	6	7 KI Off Elections- Highland	8	9	10	11
12 <i>Mother's Day</i>	13	14 KI/SV CATA Mtg- Beechinor's Home	15	16	17	18
19	20	21	22	23	24 American Degree Apps Due	25
26	27 <i>Memorial Day</i>	28	29	30	31	

June 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 <i>Father's Day</i>	17	18 Region Officer Retreat-TBD	19	20	21	22
23	24 CAIA Conference-SLO	25	26	27 →	28	29
30						

Professional Growth and Development

Foothill High School Agriculture department is very active in the CATA. Every member of our department attends CATA summer conference. It is expected that each of us take full advantage of the workshops attended every session. We also go to Regional Road Show and participate in the workshops there. As a department we work closely with our school sites PLC's to develop our ability and professional growth. Two of our department advisors are also active on the CATA's 2030 committee.



CALIFORNIA AGRICULTURAL EDUCATION

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Agricultural Education

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TEACH
Teachers & Advisors

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California Ag Ed Online

Dashboard

State Chapter Summaries

Bakersfield-Foothill (CA0354)

2018-2019

Home
Account Settings
Account Balance State Balance: \$9,463.00 Region Balance: \$180.00
Student Roster Set Student Access Code Students Pending Approval (1)
FFA Membership
Post Graduate Data
Event Registration
CDE Field Days Registration
Livestock Insurance
State Ag Ed Data Reports
State Course Summary
Application Center
Directory
Order Paper Record Books
Go to My FFA.org Account
Go to My AET Account
Go to Degree/Application Manager

Chapter Information

Bakersfield-Foothill
CA0354
501 Park Drive
Bakersfield, CA 93306
(661) 366-4491

Teacher Information

NAME	EMAIL
Nicole Amaral	nicole_amaral@kernhigh.org
Vernon Clark	vernon_clark@kernhigh.org
Sierra Hawkesworth	sierra_hawkesworth@kernhigh.org
Brian Holle	bholle@edison.k12.ca.us
Cassidy Steenbock	cassidytwenty1@hotmail.com

Course Information

COURSE	ADVISOR	PERIOD	STUDENTS
Floriculture & Floral Design	Nicole Amaral	6	35
Floriculture & Floral Design	Nicole Amaral	7	26
Introduction to Agriculture	Nicole Amaral	1	41
Introduction to Agriculture	Nicole Amaral	2	38
Introduction to Agriculture	Nicole Amaral	4	35
Fabrication & Construction	Vernon Clark	1	20
Fabrication & Construction	Vernon Clark	4	15
Introduction to Agricultural Mechanics	Vernon Clark	2	31
Introduction to Agricultural Mechanics	Vernon Clark	7	31
SAE/Project Period	Vernon Clark	8	19
Ag Economics	Sierra Hawkesworth	6	36
Ag Sales & Marketing	Sierra Hawkesworth	7	10
Agricultural Biology	Sierra Hawkesworth	1	15
Agricultural Biology	Sierra Hawkesworth	2	24
Agricultural Biology	Sierra Hawkesworth	3	24
Introduction to Agriscience	Brian Holle		38

Students By Pathway

NAME	STUDENTS
Agricultural Business	84
Agricultural Mechanics	97
Agriscience	196
Ornamental Horticulture	61

Students By Graduation Year

GRADYEAR	STUDENTS
2016	2
2017	4
2018	16
2019	107
2020	52
2021	85
2022	134
2023	19
2024	19

Students By Years in Ag

YEARS	STUDENTS
7	2
6	3
5	12
4	43
3	43
2	87
1	247
0	1

Freshman Retention

RETENTION %	STUDENTS
29.01%	131

KERN HIGH SCHOOL DISTRICT
REQUEST TO BE ABSENT
FROM ASSIGNED RESPONSIBILITIES FOR PROFESSIONAL ACTIVITIES

Instructions: This form is to be submitted by all personnel who expect to be absent from duties, other than for personal necessity or other leave. It must be received by the Office of Special Projects 10 days *prior* to absence.

Name: Vernon Clark Social Security #: 9226

School: Foothill High School Department: Agriculture

Destination (City/State): Galt, CA

Attach letter of explanation for out-of-state travel.

Reason (Explain in detail): National Delegate Training

Dates: from 9/25/18 to 9/25/18 Total Days for this Activity: 1

Substitute: NO ☐ YES ☒ Dates and Periods: All Day 9/25

Funding Source/Substitute: Acct #: _____ - _____ - 0 - _____ - 1105 - _____ - _____ - _____

CASE Job #

Funding Source/Expenses: Acct #: 06 - 7220 - 0 - 1110 - 1000 - 5200 - 017 - 6551 - 02 (Ag Acad.) 2015-
16 Budget

Estimated Expenses:

<input type="checkbox"/> Registration	\$
<input type="checkbox"/> Hotel/Motel Name _____	
<input checked="" type="checkbox"/> Meals	40
<input checked="" type="checkbox"/> School Vehicle	no expense
<input type="checkbox"/> Private Car:	
<small>*Effective 1/1/08 mileage reimbursement: 50.5¢</small>	
<input type="checkbox"/> Other Transportation: _____	
<input type="checkbox"/> Other: _____	

TOTAL ESTIMATE: \$ 40

Date: 8/23/18 Signature _____

SCHOOL AUTHORIZATION

The expenses listed above are approved.

Date: _____ Principal's Signature: _____

DISTRICT AUTHORIZATION

Date: _____ District Approval: _____

(SEND TO OFFICE OF SPECIAL PROJECTS)

OFFICE OF INSTRUCTION

**REQUEST FOR APPROVAL OF FIELD TRIP, OUT OF AREA TRIP,
AND/OR OVERNIGHT TRIP**

<input type="checkbox"/> Local Field Trip or Co-Curricular Trip (School Site Administrative approval)	*Submit this form to local school administration at least ten (10) days in advance of trip
<input checked="" type="checkbox"/> Out of Area Trip over 150 miles or overnight (Assoc. Supt./Director of Instruction approval)	* Complete form and return at least thirty (30) school days in advance of trip
<input type="checkbox"/> Trip Out of State (incl. Mexico and/or longer than 3 school days)	*Complete form and return at least sixty days in advance of trip
<input type="checkbox"/> Trip to foreign country (except Mexico) (Asst. Supt./Director of Instruction approval)	*Complete form and return at least one year in advance of trip

* See back of sheet for additional forms

** Trips earned in competition are exempt from this 30 day limit, but should be turned in as soon as possible

(Please Complete All Questions)

School:	Foothill High School	Date of Request:	July 16, 2018
Person in charge:	Vernon Clark	Group:	Agriculture Department
Destination:	Modesto, CA	Dist. One Way (miles):	215
Purpose of Trip:	Modesto Field Day	Estimated Cost:	\$1,200
Proposed Means of Transportation:	2 Vans	# of Students:	12
Date of Leaving:	3/22/2019	Time of Leaving:	3:00 PM
Date of Return:	3/23/2019	Time of Return:	9:00 PM
Group Responsible for Financing:	Agriculture Department		
Chaperones:	Amaral, Clark, and Hawkesworth		
List Any Stops Enroute:			
Additional Comments:			

Approved:

_____	_____
Director of Activities/Transportation	Date
_____	_____
Principal/Assistant Principal	Date
_____	_____
Director/School Support Services, Athletics (if athletics)	Date
_____	_____
Associate Superintendent and/or Director of Instruction	Date
_____	_____
Superintendent/Secretary, Board of Trustees	Date

(Submit in Duplicate of Office of Instruction)

CATA Membership Card

I currently do not have my CATA membership card. I am a dues paying member, but the card was lost. My son likes to "re-organize" my wallet and the card was misplaced. I will do a better job at keeping it in a safe place next year.

**Foothill FFA**

501 Park Drive
Bakersfield, CA 93306
Phone (661) 366-4491

Mr. Patino:

California Agriculture Teacher Association Conference Recap

I recently attended the annual California Agriculture Teachers Association (CATA) conference in June at Cal Poly, San Luis Obispo. At this conference I participated in two four hour workshops. One of the most valuable workshops for me was titled "Effectively Running Your Mech Shop" taught by Jake Dune. Jake shared tips and tricks to running a shop both effectively and cost efficiently. We talked about basic power tool repair and how to teach students the correct way to use tools. This will save us money in the shop, not having to buy tools that students have broken. The other workshop was taught by Dane White and focused on encouraging male involvement in FFA. He discussed how to insure that boys feel welcomed in our leadership aspect of FFA.

During the week there were numerous social activities that allowed for dialog amongst professionals. I played in the softball tournament, attended the registration social and the annual Awards Banquet. The Awards Banquet is a great experience where chapters and teachers are recognized for their excellence and achievements throughout the year. It is an honour to be recognized at this event and a privilege to attend.

Overall, I found the conference extremely valuable and I appreciate you allowing me to attend this professional development activity.

Sincerely,

Vernon Clark
Agriculture Department Chair
vernon_clark@kernhigh.org

The FFA Mission

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

Foothill High School Agriculture Dept.
Equipment and Facilities
Acquisition Schedule 2018-19
(5 year Plan)

2018-2019

1. Ag Business Textbooks	\$9,500
2. Truck purchase plan	2,500
3. CASE Curriculum Supplies	10,000
4. Laser Engraver	20,000
5. Shop tools	<u>3,000</u>

2019-2020

1. CASE Curriculum Supplies	\$5,000
2. Truck purchase plan	2,500
3. Classroom furniture	10,000
4. Chromebook Cart	15,000
5. Shop tools	<u>3,000</u>

2021-2022

1. Truck purchase plan	\$ 2,500
2. Replace Digital Camera	1,000
3. Shop Equipment for Metal/Wood Ag Mech	3,000
4. Floral Walk-in Fridge	15,000
5. Floral Supplies and Tools	<u>\$7,000</u>

2022-2023

1. Truck purchase plan	\$ 2,500
2. Teacher Tablets	4,000
3. Microscopes	7,000
4. Storage Shed	<u>\$5,000</u>

2023-2024

1. Truck purchase plan	\$ 2,500
2. New MIG Welders	5,000
3. Ag Mech Books	8,000
4. Storage Shed for Greenhouse Area	<u>\$5,000</u>

Foothill Agriculture Department Comprehensive Budget 2018-19

Funding Source	Total Income	Expenses					
		Salaries/Benefits 1000-3000	Books and Supplies 4000	Service and Operation 5000	Capital Exp 6000	Indirect District Exp 7000	Totals
Agricultural Incentive Grant	\$13,500		\$5,000	\$3,500	\$5,000		\$13,500
Kern High Transportation Budget	\$2,500			\$2,500			\$2,500
Principals Supply Budget	\$0						\$0
CTEIG	\$38,000		\$27,500	\$10,000	\$500		\$38,000
Agri-Business Academy Budget	\$72,000	\$35,000	\$8,000	\$15,500	\$10,000	\$3,500	\$72,000
FFA Fundraisers	\$10,000		\$2,000	\$8,000			\$10,000
Carl Perkins VEA Budget	\$30,000		\$20,000		\$10,000		\$30,000
Total	\$166,000	\$35,000	\$62,500	\$39,500	\$25,500	\$3,500	\$166,000

District/ Department Budget Process

The district budget process in the Kern High School District is complicated because of the size of our district. The district superintendent of business allocates funding to the school sites. At this time, the assistant principal divides categorical funds as needed to the departments on campus that are eligible for funding. Once our department receives funding we begin developing our budget funding based on the priorities of our department. Funding comes in different forms such as Incentive Grant funds, Carl Perkins funds, Ag Academy funds, FFA/ASB funds (derived through fundraisers). Some of the funding is predestined to areas like salary and transportation costs. The remainder of the funding is then slated into the other categories like supplies, textbooks, and capital expenditures. Having multiple funding sources has afforded us a lot of flexibility in how we spend the categorical and discretionary funds we have available.

Department Chair Responsibilities

As a first year department chair this has been a list that I have found grows every day. There will be items missed, but as my time as department chair continues I will continue to better myself as a department chair.

- Agribusiness Academy Coordinator
 - Meeting with Facility
 - Report
 - Student Data
 - Exit Interviews
 - Application Process
- Operation of Funding
 - CTEIG
 - AIG
 - PERKINS
 - ASB
 - PRINCIPLES
 - BOOSTERS
- Submitting Trip Request Forms
- Advisory Board Meetings
 - Preparing Minutes
 - Preparing Agenda
- Meals and Lodging for Student Trips
- Poinsettia-Wholesale Aspect
- Administration Relationships
- Facilitating Department Meetings
- Serve on Site Advisory Board
- Work with District Agriculture Coordinator
- College and Industry Connections
- Work with Colleges to place student teachers

Foothill Agriculture Department Chart of Responsibilities 2018-2019

Area of Responsibility	Clark	Amaral	Hawkesworth
I. Department			
A. Department Chair	x		
B. Incentive Grant Reports			
1.) Application	x		
2.) Report of Expenses	x		
3.) Program Plan	x	x	x
4.) Review	x		
C. Transportation Requests/ Field Trips	x		
D. 8th Grade Recruitment		x	
E. Budget Preparation	x		
F. Textbook Ordering	x		
G. Curriculum Council	x		
H. Equipment purchase/maintenance	x	x	x
1.) Copier		x	
2.) Computer/ Technology	x		
3.) Shop Equipment	x		
4.) Vehicles/ Trailers	x	x	x
5.) Vehicle Condition Reports	x	x	x
I. Award Applications			
1.) FFA Superior Chapter Awards		x	
2.) National FFA Chapter Award		x	
3.) FFA Advisor, Counselor, Admin			x
4.) Star Reporter		x	
5.) Chapter Scrapbook		x	
J. Ordering Supplies			
1.) Office Supplies	x		
2.) Lab Supplies		x	x
3.) Shop Supplies	x	x	
K. Social Media		x	
L. Graduate Follow-up			x
M. Scholarship Application			x
N. Request to be Absent	x	x	x
O. Student Absent List	x	x	x
P. Master Scheduling	x		
Q. Photography	x	(x)	x
R. Hosting Sectional Parli Pro	x		
S. R-2 Report	x		
T. Advisory Committee	x		
U. Student E-files		x	
V. Calendar			x
W. Department Meeting Agendas			x

X. Department Meeting Minutes		x	
II. FFA			
A. Officer Training	x	x	x
B. Greenhand Officer Team		x	
C. Elections	x	x	x
D. Newsletter/ Mailer		x	
E. Scrapbook		x	
F. Supply Order (FFA)	(x)		x
G. Banquet	Program	Décor	Meal
H. FFA Meetings	x	x	x
I. Judging Teams (CDEs)			
1.) Ag Cooperatives			x
2.) Ag Banking			x
3.) Best Informed Greenhand		x	
4.) Livestock Judging	x		
5.) Vegetable Crop	x		
6.) Dairy Products	x		
7.) Horse Judging			x
8.) Vet Science		x	
9.) Novice Records/ AET Farm Records			x
J. Public Speaking (LDEs)			
1.) Opening & Closing	Officer/Span	Nov/Fresh	Open Team
2.) Parliamentary Procedure	Advance		Novice
3.) Creed		x	
4.) Prepared			x
5.) Extemp		x	
6.) Impromptu		x	x
7.) Job Interview	x		x
K. Top Ten Trip	x		
L. Poinsettia Fundraiser	Wholesale	Retail	
M. Fair Entries	x	x	x
N. Awards and Degrees			
1.) Greenhand		x	
2.) Chapter			x
3.) State	x		
4.) American	x		
5.) Proficiency Awards			x
O. Sectionals/ Regional Officer Apps	(x)	x	x
P. FFA Week		x	(x)
Q. Field Day Registration		x	
R. Field Days	x	x	x
S. Point Awards Program			x
T. FFA Roster	x		
U. Freshmen BBQ	x	(x)	x
V. Program of Activities	x	x	x

W. Motels and Reservations	x	(x)	
X. Leadership Conferences			
1.) ROLC	x		
2.) SOLC	x		
3.) COLC	x	x	x
4.) Greenhand Conference		x	
5.) MFE/ ALA	x		x
6.) SLE	x		
7.) State Leadership Conference	x	x	x
8.) National Convention		(x)	x
Y. Sectional/ Regional Meetings			
1.) Regional Advisor	x		
2.) Fall Regional Meeting	x	x	x
3.) Spring Regional Meeting	x	x	x
Z. Ranch Breakfast	(x)	x	x
III. SAE Projects			
A. Beef		x	
B. Sheep		x	
C. Swine			x
D. Goats		x	
E. Dairy	x		
F. Poultry	x		
G. Rabbits	x		
H. Shop			
IV. Academy			
A. Meetings (w/ teachers)	x		
B. Reports, Budget, LOT, Narrative	x		
C. Files	x		
D. Student Files	x		
E. Exit Data			x

Sub Plan

Mr. Clark H-6

Classroom Rules:

- **No one goes to the restroom without an escort from the office**
 - **Use Trojan Logo on Desktop to request an escort**
- While working I am ok with students listening to music. If it becomes a distraction then please do not hesitate to tell them to put it away. If they do not comply just call the deans office and ask for them to come pick up the phone.
- **No students the office.**
- No one leave the class early
- They do **not get to go into the shop.**

General Notes:

- **Student teacher is Cassidy Steenbock.**
- Please do not allow the students to change seats or move to another location. **Students should have no reason to be up and moving around the classroom.**
- TA's sit by the window at the tables
- 2nd Period TA is Brannan, he is in the roster as a regular student but is a TA
- 4th Period TAs are Shay and Ocean'Marie, they are in the roster as a regular student but they are TAs
- 7th Period TA is Eduardo Cueva, he is in the roster as a regular student but is a TA

Behavior: If students are off task, disruptive, disrespectful, ect. record their name and their behavior issue. If students distracting others or are refusing to work let me know, they will have a referral waiting when I return, no questions asked! Feel free to remind them of this.

Please let me know how students behaved, their work habits, and how far they made it on their assignment using the attached comment form.

If you have any questions or problems please call me **at 661-319-9721**

Thank you!

Vernon Clark
Foothill High School
Agriculture Instructor

Substitute Comments:

Please complete at the end of each class period. Use backside if additional space is needed.

Rate performance on a scale of 1-10, 10 being perfect and 1 completely unacceptable.

Per.	Work Habits	Behavior Issues	Work Accomplished by the End of the Period?	Other Notes (Helpful Students?)
1	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>		
2	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>		
4	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>		
7	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>	<u>Rating</u> 1 2 3 4 5 6 7 8 9 10 <u>Comments:</u>		

Substitute Name _____

Contact Number _____

12/6/18

Assignment:

All classes will be working on a bookwork.

1st and 4th period.

- Green Text Book
 - Chapter 8 Key Terms
 - Chapter 8 Review #1-19. Write letter and word for answer
 - Example---#2) C-Work Distance
- Please collect at the end of class and paper clip together by period. Then place in silver bin in back of the class on top of the black book shelf.

2nd and 7th period.

- Black Text Book (Ag Mechanics 6th Edition)
 - Unit 34 (Pg 531) Terms to Know
 - Make sure the number each term, and underline the word
 - Example----1) Electricity- form of energy that produced light, heat, magnetism, and chemical change
 - Unit 34 (pg 540) Self Evaluation- Section A and C
 - Section A- They need to write the correct letter and the word
 - Example- 4) A- Decreased
 - Section C- They need to write just the word.
- **Please collect at the end of class and paper clip together by period.** Then place in silver bin in back of the class on top of the black book shelf.

Program Completer

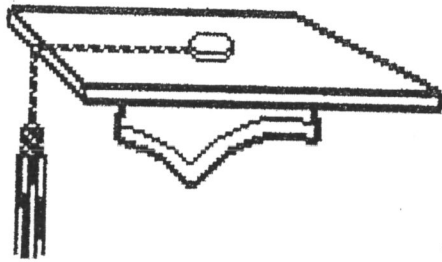
In our department a program completer is a student that has taken a series of agriculture classes over the course of their four years. We have an Agriculture Mechanics and the Agricultural Business Academy pathway that encompasses most of our program completers. We also have the Ag Mechanics pathway that a few of our students complete in addition to other core agriculture classes. Since there are only two Ag Mechanics classes available, students must enroll in other agriculture classes for two years to become a program completer. There is an incentive to being a program completer. Our booster club awards scholarships to these students that qualify. Students also receive and wear an FFA cord during the graduation ceremony. In addition to being enrolled in an agriculture course for four years, each program completer has an up to date student data sheet on file in the department, as well as their electronic file which contains important documents until the student is no longer eligible for the American FFA Degree.

Completed Student Program Plan

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

- 1.) All the student's record books
- 2.) Student Data Sheet
- 3.) Permanent Vo-Ag Student Record
- 4.) Returned Follow Up Survey
- 5.) SOE Program (including filed Supervision Forms)
- 6.) List of Awards and Scholarships Earned
- 7.) Copies of recommendations
- 8.) Applications (Officer, Chapter Delegates,...)
- 9.) Other Information as seen fit by the Ag staff

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



STANDARD NO. 1--CAREER PLAN

Minimum Compliance Criteria

1. Each student fills out and review annually with the Ag. teacher a career plan on a form called a student sheet that is stored in the Ag. Office.
2. Student, under the Advisor's supervision will update these files annually. These files will contain records of projects, record books of previous years, records of competition, and any other pertinent information for the students history.
3. These career plans will include a career choice and plans to attain that career.

STUDENT CAREER PLAN (DATA SHEET)

AGRICULTURAL EDUCATION

A. Name (print) Last First MI

Male Female

B. Date Age

C. Year in Agriculture Program:

(circle one) 1 2 3 4

D. Year in School:

(circle one) 9 10 11 12

E. Program of Instruction being pursued:
(select only one)

- Ag. Production (1.01)
- Ag. Supplies & Services (1.02)
- Ag. Mechanics (1.03)
- Ag. Products & Processing (1.04)
- Ornamental Horticulture (1.05)
- Ag. Resources & Rural Recreation (1.06)
- Forestry (1.07)
- Intro. to Agriculture (1.08)

F. I am taking this course because:
(select only one)

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

G. Ethnic origin
(circle the appropriate number)

- 1 White
- 2 Hispanic
- 3 Black (except Hispanic)
- 4 Filipino
- 5 Asian or Pacific Islander
- 6 American Indian/Alaskan Native

H. Locator Data:

Street Address

City Zip

Phone Number ()

Parent/Guardian Name
(print full name for each)

Mr.

Miss

Mrs.

Ms.

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

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

- 1. Go to work full-time
- No further education
- Some college later
- 2. Go to college
- Community college
- Four year college
- Full-time
- Part-time
- Agriculture major
- Non-agriculture major
- 3. Go into military service

STUDENT PR

K. Planned course of study to meet your occupational goal.
By school year list all courses to be taken.

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

FRESHERMAN YEAR

[illegible]

L. Supervised Occupational Experience Plan (Project program should be related to your career goal.)

[illegible]

M. Planned Departmental Activities (FFA)

1. Print words "not enrolled" for each year you were not enrolled in a vo-ag class or "no activity" if enrolled but did not participate.
2. For each year, select a minimum of; 1 skill development, 1 recognition, and 1 participation activity.

[illegible]

Parents/Guardians Signature: _____

2+2 Agreements

We currently do not have an agreements with colleges.

Reimbursement Process

In order to receive reimbursement for travel and conferences we need to first submit a 'Request to be absent'. This form must be submitted to our administration and the district for approval. On this form we include estimated expenses such as, Registration, Hotel, Meals, and Private Car. Each of these estimated expenses require proper receipts and statement for reimbursement, except for meals. Our district does not require receipts for meals on travel. There is a set allowance for meals- Breakfast \$9, Lunch \$11, and Dinner \$20, however, the official cost of the meals can be reported with receipts.

Another way of reimbursement for personal expenses is to fill out a Request for Payment and Disbursement Authorization. All distributions over one hundred dollars require authorization. Attach the receipts to the completed form and submit the request for reimbursement to Finance. A check for reimbursement is mailed to our homes usually around the end of the pay period

Kern High School District
Business Office

PLEASE READ THIS CAREFULLY

RE: CONFERENCE ATTENDANCE AND TRAVEL REIMBURSEMENT

Your request to attend the professional conference indicated on the attached form has been approved. Please comply with the following directions.

1. The employee is responsible for conference registration, hotel reservations, and submitting expenses for reimbursement.
2. Claims for reimbursement with all supporting documentation must be made within 30 days of the last date of conference.
3. The employee must retain all receipts or tickets for registration, hotels, travel (including air and rental cars). All expenses other than meals and ground transportation must be verified by payment receipt. A copy of your registration form and payment receipt must be submitted with the reimbursement request. This is particularly important when any meals are included in the registration.
4. District will reimburse expenses for employees only.
5. Authorized expenditures:
 1. Lodging *
 2. Registration fee *
 3. Approved air travel and rental car *
 4. Meals on overnight travel only – no reimbursement for one day trips
 5. Ground transportation (taxi, shuttles)
 6. Gratuities and incidentals without receipts -- \$3.00 a day
 7. Bridge and freeway tolls
 8. Mileage – 56¢ per mile (effective January 1, 2014)

*** Reimbursement for lodging, registration fees, air travel and rental car requires a copy of the statement showing payment.**

6. Per diem allowance for meals.

Breakfast	\$ 9.00
Lunch	11.00
Dinner	20.00

Exception

Actual cost of official conference meals may be reported.

(Continued on back side of page)

Request for Payment and Disbursement Authorization
(Check Request)

Request

Date of Request _____

Amount _____

Date approved by Club or Organization _____

Account Number _____

Mail _____ Box _____

Account Name _____

Vendor No. _____

Purchase Order _____

Payee _____

Address _____

Phone No. _____

Fax No. _____

Federal ID # (Social Security) _____

Purpose _____

Authorized Signatures:

Date:

Student _____

Athletic/Activities Director _____

Advisor _____

Principal _____

Representative _____

All disbursements over one hundred dollars require a signed authorization. Disbursements for student organizations require an authorization signed by a board designated employee, i.e., activities director, an advisor, and a student representative. Disbursements for non-student organizations require an authorization signed by a board designated employee and an approved representative of the organization. Other disbursements, such as scholarship distributions, require and authorization signed by a board designated employee and the principal.

Checks will not be processed without authorized signatures.

KHSD-019

DISCOUNT COPY